

FINAL VERSION

ISAS 2.0

Achievements Report

Achievements in Internationalization
Strategies and Challenges to Be Solved

Toyo University

2019/05/24

This report examines the current status and achievements of Toyo University's internationalization strategies, to prepare the University to receive International Strategies Advisory Service (ISAS) 2.0 offered by the International Association of Universities (IAU).

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1. Introduction

1-1. Background for Toyo University's decision to seek an ISAS 2.0 review

In order to review its internationalization initiatives and systems based on the assessments of overseas experts, Toyo University decided to receive International Strategies Advisory Service (ISAS) 2.0, which is offered by the International Association of Universities (IAU), and to host international symposiums as part of its activities aimed at establishing and ensuring the quality of highly internationalized education programs. These are among the goals of the Toyo Global Diamonds (TGD) project—Toyo University's central internationalization strategy and plan. The University has recently determined to focus on progress in the University's TGD project and chose to receive the service of Assessing Strategy and Monitoring Achievements among the four strands of ISAS 2.0.

1-2. Objectives of Toyo University's ISAS 2.0 review

The objectives of Toyo University's ISAS 2.0 review are for the University to review the internationalization initiatives that it has implemented so far as well as the progress in those initiatives as of FY2017–18 (the middle point of the University's 10-year internationalization strategy based on the TGD project, which was selected for the Top Global University Project¹ of the Japanese Ministry of Education, Culture, Sports, Science and Technology [MEXT] in 2014), and quantitatively and qualitatively identify the current status of the progress and challenges to be solved, which will be shared university-wide. Also, the review is intended to obtain suggestions from discussions with the Panel of Experts organized by the IAU for the University in order to reach more effective approaches toward success in the TGD project and solutions to the identified challenges.

1-3. System for helping conduct the ISAS 2.0 review

To prepare for the ISAS 2.0 review, Toyo University defined the Super Global University (SGU) Project Committee² under the President's direct control as the decision-making organization. It also established an ISAS 2.0 Steering Committee under the Section. This Committee is chaired by the Vice President in charge of international affairs and comprises responsible staff members of the relevant sectors and faculty members engaged in global education (one or more members selected from each campus) (see [Appendix 1](#)). The Committee has served as a substantial operating body, making various preparations for the ISAS 2.0 review while making arrangements and having discussions with the IAU Expert

¹ Since MEXT calls the Project “Super Global University Project” in Japanese and “Top Global University Project” in English, the two terms coexist as a term to indicate the Project..

² Same as the above

Panel. The SGU Project Committee has received updates on the plan drawn by the ISAS 2.0 Steering Committee and progress in the Committee's operations.

1-4. Conducting self-study and compiling a report to prepare for the ISAS 2.0 review

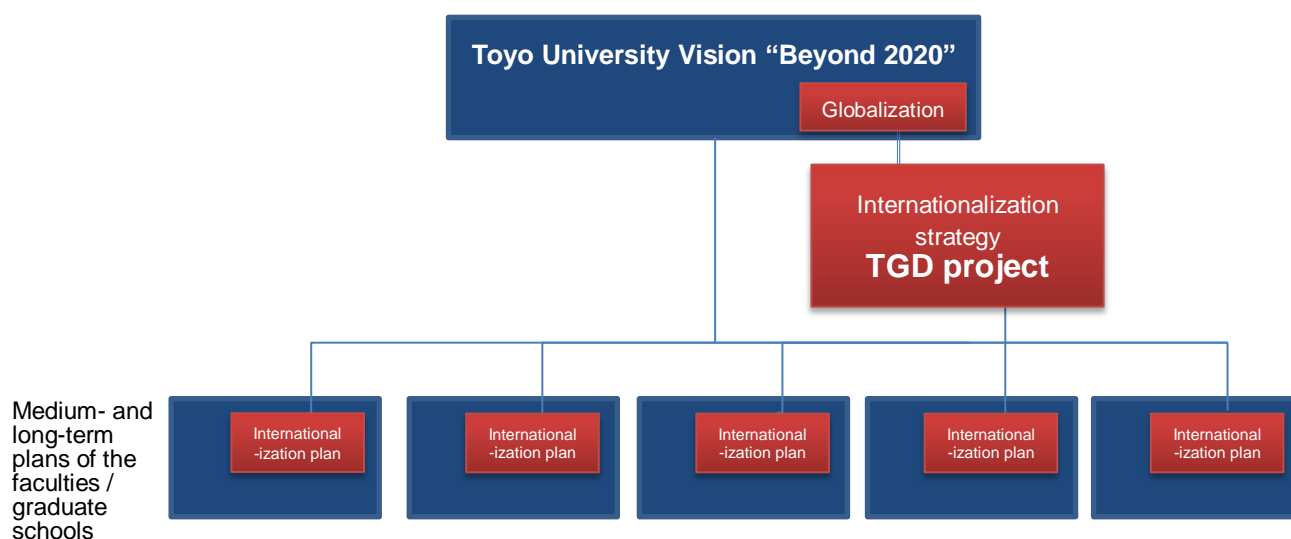
To prepare for the ISAS 2.0 review, each of the taskforces comprising the SGU Project Committee conducted self-study (①) in the relevant fields based on guidelines provided by the IAU titled “ISAS (2.0) Advancing strategic internationalization at HEIs—Assessing Strategy and Monitoring Achievements: Description, methodology and guidelines.” The University also held roundtable talks (②) with domestic and international students, faculty members, and staff members (see Appendix 15) to obtain qualitative information on the University's internationalization. In addition, to acquire quantitative information about the views and needs of students, staff and faculty members, the University conducted a questionnaire on university internationalization (③) with Japanese and international students, full-time faculty and staff members at all campuses (see Appendix 16).

This report, compiled by the ISAS 2.0 Steering Committee, covers information obtained through ① the self-study by each sector, ② the roundtable talks, and ③ the questionnaire on university internationalization above, as well as information obtained through past monitoring, and the analysis results concerning those pieces of information.

2. Policy, Governance, Funds, Monitoring for Internationalization

2-1. Internationalization strategies and action plans

Toyo University currently has the following system of an internationalization vision, strategies and plans.



Toyo University Vision “Beyond 2020” (2016–2037) (Appendix 2)

This is Toyo University's medium- and long-term vision confirmed by the Board of Trustees in July 2016. Covering the period ending in 2037, which will mark the 150th anniversary of the University's founding, the Vision includes university-wide objectives and action plans in the five fields of Innovation, Education, Research, Globalization, and Management. One of the action objectives in the field of Globalization is to achieve the goal of the TGD project mentioned below. (The fields of Innovation, Education, and Research also include internationalization objectives.)

Toyo Global Diamonds (TGD) Project Statement (2014–2023) ([Appendix 3](#); for more details, see page three and subsequent pages.)

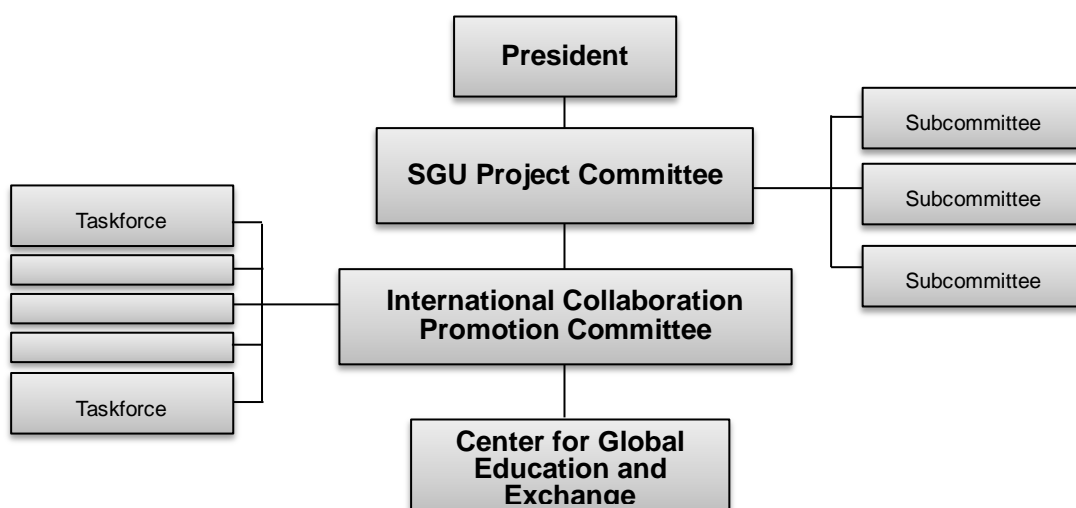
This statement, prepared for Toyo University's application for MEXT's Top Global University Project, includes the University's internationalization strategies, objectives, and action plan. As a medium-term strategic plan, the statement serves as the core of the University's internationalization initiatives. Progress in the initiatives is not only monitored and assessed by the University itself every year, but also reviewed every two years by an External Evaluation Committee independently organized by the University. Moreover, the University is subject to an IAU ISAS 2.0 review, and to monitoring and a review in MEXT's interim assessment in 2017 and 2020.

Medium- and Long-term Plans of the faculties/graduate schools (2016–2023) ([Appendix 4](#))

The medium- and long-term reform plans of the faculties/graduate schools include internationalization plans to fulfill the Toyo University Vision "Beyond 2020" and the goal of the TGD project at the faculty/graduate school level. The medium- and long-term faculty plans were reviewed in 2019 and will be reviewed again in 2023 on the initiative of the President's Office. The medium- and long-term graduate school plans are also reviewed annually. All medium- and long-term plans mention "Steadily promoting the Toyo Global Diamonds project" as one of the major challenges.

2-2. Governance structure for internationalization

Toyo University promotes internationalization under the governance structure shown in the chart below. (For a detailed explanation about the structure chart, see [Appendix 6](#).)



SGU Project Committee (decision-making organization concerning internationalization measures and policies, under the President's direct control)

At Toyo University, the SGU Project Committee is the central organization for promoting internationalization, and the President, as the head of Toyo University as an educational institution, is responsible for the SGU Project Committee. (The President is not only the head of the educational institution but also has a certain level of management authority as a member of the Board of Trustees, which is the University's highest ranking decision-making organization.) The SGU Project Committee comprises 16 members, including the President, Vice Presidents and other executive faculty members, executives of the Toyo University Incorporated Educational Institution as a corporation, faculty members, and administrative office heads. The Committee collects information about planning, promotion, and progress related to the TGD project; discusses various issues at monthly regular meetings; and formulates guidelines for the promotion of internationalization. The tasks of achieving the numerical targets and the system design tasks defined in the TGD project are allocated to nine task forces under the Committee for Coordination and Promotion of Internationalization (see the next section). Furthermore, subcommittees are established under the direct control of the SGU Project Committee to discuss important issues intensively. The ISAS 2.0 Steering Committee is among the subcommittees.

Committee for Coordination and Promotion of Internationalization (a university-wide organization under the President's direct control)

This Committee was established to implement the TGD project smoothly on a university-wide basis. This university-wide organization comprises a total of 70 members, including the members of the SGU Project Committee, all faculty deans, graduate school deans representing the campuses, and managerial staff members of the administrative

offices. The Committee meets three times a year regularly. The tasks of achieving the numerical targets and the system design tasks defined in the TGD project are allocated to nine task forces under this Committee.

Center for Global Education and Exchange (organization offering and supervising global education under the direct control of the Vice President in charge of international affairs)

Headed by the Vice President in charge of international affairs, this Center supervises university-wide global education. In AY2019, the Center has four regular faculty members, seven contract instructors for English, and three contract instructors for Japanese. They research, develop, and offer global education programs, global exchange programs, and globalization promotion programs. The **Center for Global Education and Exchange Management Committee**, which manages the Center, comprises the three regular faculty members belonging to the Center, the Head of the International Affairs Office, the representatives of the 13 faculties, and members from graduate schools representing the campuses. The Committee regularly meets once a month to collect information about and discuss the planning, promotion, and progress related to the various programs offered by the Center.

2-3. Latitude in the promotion of internationalization at each faculty

Planning

Each faculty sets objectives and plans initiatives to implement the TGD project in its medium- and long-term plan, and carries out its internationalization initiatives based on the plan. Each faculty can carry out its original initiatives with only the approval of its Faculty Council or similar conference body (which differs according to the faculty); there is no need to obtain approval for planning from outside bodies.

Budget setting and spending

Each faculty/graduate school requests that the President's Office allocate it a certain amount of the budget (including a budget for activities for promoting internationalization). To examine the results of budget spending in the previous fiscal year, the President interviews the Dean of each faculty/graduate school in person, and then decides how to set budgets for the next fiscal year. Meanwhile, budget spending at each faculty/graduate school is allowed through the process of obtaining approval for a budget spending plan from the Faculty Council or similar conference body (which differs according to the faculty), formulating a budget spending proposal to be circulated among the relevant staff and offices (including the Chairman, trustees, the President's Office, and the Budget and Finance Office), and obtaining their approval for the proposal. (Since FY2018, a budget of up to two million yen can only be received with approval from within each faculty.)

In the questionnaire on university internationalization, 55.6% of faculty members and 78.2% of staff members answered, “The amount of the budget for internationalization initiatives has increased” since the University was selected for the Top Global University Project, while 44.4% of faculty members and 51.8% of staff members answered, “It has become easier to implement the original internationalization initiatives of the faculty/graduate school.” These responses suggest that a solid foundation for encouraging the original internationalization initiatives of each faculty/graduate school is being built.

3. Internationalization under the Toyo Global Diamonds (TGD) Project

3-1. Overview of the TGD project

(1) Process of planning the project

From November 2010, to prepare for the 125th anniversary (in 2012) of its founding, Toyo University promoted philosophical education, internationalization, and career education, which it defined as three pillars for the development of globally effective human resources. On its 125th anniversary, the University issued a declaration for the future to become a globally acclaimed university (Appendix 6), and announcing its intention to make progress in human resource development that could meet requirements for globalization toward the 150th anniversary (in 2037) of its founding.

In 2012, Toyo University’s Faculty of Regional Development Studies (currently the Faculty of Global and Regional Studies and the Faculty of International Tourism Management) was selected for MEXT’s Go Global Japan Project. With the aim of developing professionals with a global perspective who can contribute to community-based regional development and tourism promotion inside and outside Japan, the Faculty implemented various projects and programs and accomplished achievements in the internationalization of undergraduate education.

Then, Toyo University planned a project titled “Toyo Global Diamonds—Becoming an Asian Hub University for Global Leaders” (the TGD project), aimed at accelerating university-wide internationalization based on initiatives carried out at the Faculty of Regional Development Studies. In September 2014, the University was selected for MEXT’s Top Global University Project, together with 36 other universities, including 13 private universities, out of 781 universities in Japan. The TGD project, planned on the great initiative of the Chairman and the President, aims to produce strata ranging from a new elite to a thick intermediate layer through initiatives to develop globally effective human resources. The University has been executing plans based on the project, prioritizing the three major reforms of establishing highly internationalized educational programs, providing global education for all generations, and establishing sustainable educational platforms as

new pillars. In June 2016, the University announced the Toyo University Vision “Beyond 2020,” a long-term vision based on the objectives of the declaration for the future that involves implementing medium- and long-term plans up to 2037, the 150th anniversary of its founding.

(2) How project information is shared

Information about the TGD project and initiatives implemented under the project is shared with executives, faculty, and staff members at various regular meetings (faculty dean meetings, graduate school dean meetings, meetings of the Committee for Coordination and Promotion of Internationalization, and meetings of the Board of Trustees) and with all faculty members, teachers, and staff members, including those working at Toyo University junior and senior high schools, through the website dedicated to the TGD project and the in-house SGU Newsletter (issued twice a year since July 2015). However, there was not enough time to have thorough university-wide discussions in the process of planning the TGD project, and information about the project was first shared after its selection for the Top Global University Project. Therefore, some pointed out that the University’s method of planning the project was not appropriate. Asked whether or not they agree that the TGD project and its philosophy have been clarified and appropriately shared in the questionnaire on university internationalization conducted in October 2018, about 50% of faculty and staff members answered “Undecided.”

To share information about the TGD project with students, the University uses the entrance ceremony and guidance meetings for new enrollees and various media, such as the University website, student portal sites (a class-assisting system named ToyoNet-ACE and an educational affair system named ToyoNet-G), booklets, and pamphlets. The questionnaire shows that 84.5% of the students knew that the University was selected for the Top Global University Project, though only 27.5% of the students knew about specific initiatives under the project. This suggests that one of the major challenges we should overcome is sharing information with students more effectively.

(3) Strategies and purposes of the TGD project

The TGD project aims to provide education that develops students, as if polishing a diamond, into globally effective, shining human resources. By developing a wide range of human resources, from elites to a core stratum, the project aims to generally raise the currently pyramid-shaped university-wide structure of strata of produced human resources who can work actively amid globalization. The project name “Toyo Global Diamonds” comes from the vision of a diamond-shaped structure of human resource strata with a thicker

intermediate layer and the top further elevated. The project positions the three major reforms of establishing highly internationalized educational programs, providing global education for all generations, and establishing sustainable educational platforms as new pillars.

(4) Structure for implementing the TGD project

The organizational structure for implementing the TGD project is the same as the governance structure explained in 2-2 above.

(5) Internationalization funds and budgets

Toyo University's funds and budgets for internationalization in AY2018 are shown below

Expenditure

	Item	Budget amount (yen)	Note
1	Top Global University promotion expenses	625,988,000	
2	Expenses for the Center for Global Education and Exchange	63,026,000	
3	Scholarships	861,720,000	
	(1) Scholarships for Exchange Program and for Independent Study Abroad Program	113,434,000	For both Japanese and international students
	(2) Scholarship for Study Abroad Program	100,992,000	For both Japanese and international students
	(3) Scholarship for Privately Financed International Students	206,337,000	For international students
	(4) Masajuro Shiokawa Scholarship	9,600,000	For international students
	(5) Toyo Top Global Scholarships A & B	302,042,000	For international students admitted through pre-arrival entrance exams
	(6) Toyo Top Global Scholarship C	25,500,000	For newly enrolled Japanese students
	(7) Scholarship for Overseas English Training Program for Students in the Department of Regional Development Studies, Faculty of Global and Regional Studies	20,000,000	For both Japanese and international students
	(8) Scholarship for Study Abroad Program for Students in the Department of Global Innovation Studies, Faculty of Global and Regional Studies	83,815,000	For Japanese students
4	Overseas training expenses for the Department of International Tourism Management, Faculty of International Tourism Management	30,867,000	For both Japanese and international students
5	International student dormitory lease contracts	68,370,000	
6	International student dormitory improvement expenses (construction works for adding rooms to Toyo University International House)	105,246,000	
7	Expenses for grants for academic paper submission to	20,000,000	

	international journals		
8	Expenses for promoting the international student career development program	25,000,000	
9	Management of the International Secretariat of UMAP	24,255,000	
	Total	1,824,472,000	

Details of fund sources

	Item	Budget amount (yen)	Note
1	University funds	1,712,883,000	
2	Top Global University subsidy from MEXT	61,192,000	
3	Commission fee from MEXT (international student career development program)	25,000,000	
4	Contribution from MEXT (management of the International Secretariat of UMAP)	24,255,000	For both Japanese and international students
5	Donations (related to internationalization promotion)	1,142,000	
	Total	1,824,472,000	

(6) Systems for review and monitoring

1) Systems for review and monitoring

Toyo University's internationalization initiatives generally go through three cycles of review and monitoring. The first cycle is self-review conducted by the SGU Project Committee, which annually compiles, studies, and analyzes data on progress in initiatives to achieve the targets set in the TGD project. (The annual progress is also reported to MEXT.) The second cycle is review by the External Evaluation Committee the University organizes independently by commissioning five to six experts from a wide range of fields, such as higher education and industry (see [Appendix 7](#)). The External Evaluation Committee reviews progress in the University's internationalization initiatives roughly every two years. (Previous reviews were conducted in March 2016 and August 2017.) The third cycle is MEXT's external review under its Top Global University Project. MEXT conducted an external interim review in 2017, the third year of the implementation of the selected projects, and will conduct further reviews in the seventh year (2020) and in 2024 after the selected projects are completed. (Toyo University received an A rating³ in the first interim review.) In addition to these three cycles, Toyo University is subject to an ISAS 2.0 review in 2018–19 to have its initiatives reviewed and receive advice from the perspective of overseas experts.

2) Review by the External Evaluation Committee and the Top Global University Project

³ MEXT ratings are on a scale of S, A, B, C, and D. The criterion for an A rating, which the University received, was the judgment that the continuation of the past initiatives could enable the university to achieve the goals of the project.

interim review

The review conducted by the External Evaluation Committee in August 2017 indicated that there was still room for improvement in the numbers of students sent abroad and students accepted from abroad. In particular, the Committee advised that the University devise effective measures to plan better study abroad programs to send a certain number of students abroad, in addition to sending students abroad based on partnership agreements with overseas educational institutions. The review also pointed out that further promotion of internationalization would require the University to bring the university-wide curricula up to the international standards in a concrete way and to shift from top-down, centralized internationalization initiatives to university-wide initiatives.

In the Top Global University Project interim review conducted by MEXT in the same fiscal year, Toyo University received an A rating and generally positive evaluations of progress in its project. The interim review especially expressed expectations for the University's unique project to found a business company to assure a source of funds for internationalization even after the TGD project is completed, and also to assure its pioneering initiatives for introducing an international student transfer system and providing global education for all generations, taking advantage of its location in central Tokyo. Meanwhile, the University was far from achieving the numerical targets for the number of students participating in the bridge program,⁴ the number of international transfer students enrolled at the University, and the number of students accredited in the Toyo Global Leader (TGL) Program. The interim review pointed out that it would be hard for the University to achieve the ultimate targets without additional measures, so it should carry out drastic improvements from the perspectives of students, faculty, and staff members, in addition to the perspective of the administration's policies.

In the first half of 2018, the nine task forces under the Committee for Coordination and Promotion of Internationalization reconsidered the TGD project in an expansive way based on the results of the interim review. Moreover, to incorporate the views and needs of students, faculty, and staff members into internationalization policy and measures as suggested by the External Evaluation Committee and the interim review, the President and the administrative staff of the International Affairs Office held meetings with faculty and graduate school deans to exchange views on internationalization in June and July of 2018. Furthermore, as part of the process of the ISAS 2.0 review, the University held roundtable talks and conducted a questionnaire on university internationalization in order to hear the opinions of faculty, staff members, and domestic and international students. The University

⁴ In the bridge program, students sent abroad learn a language at the host university's affiliated language school in the first term and, after acquiring sufficient language proficiency, take regular courses at the host university in the second term.

will compile the views and incorporate them into its subsequent efforts to reconsider internationalization initiatives.

3-2. Initiatives and achievements

(1) Staff assignment and personnel structure

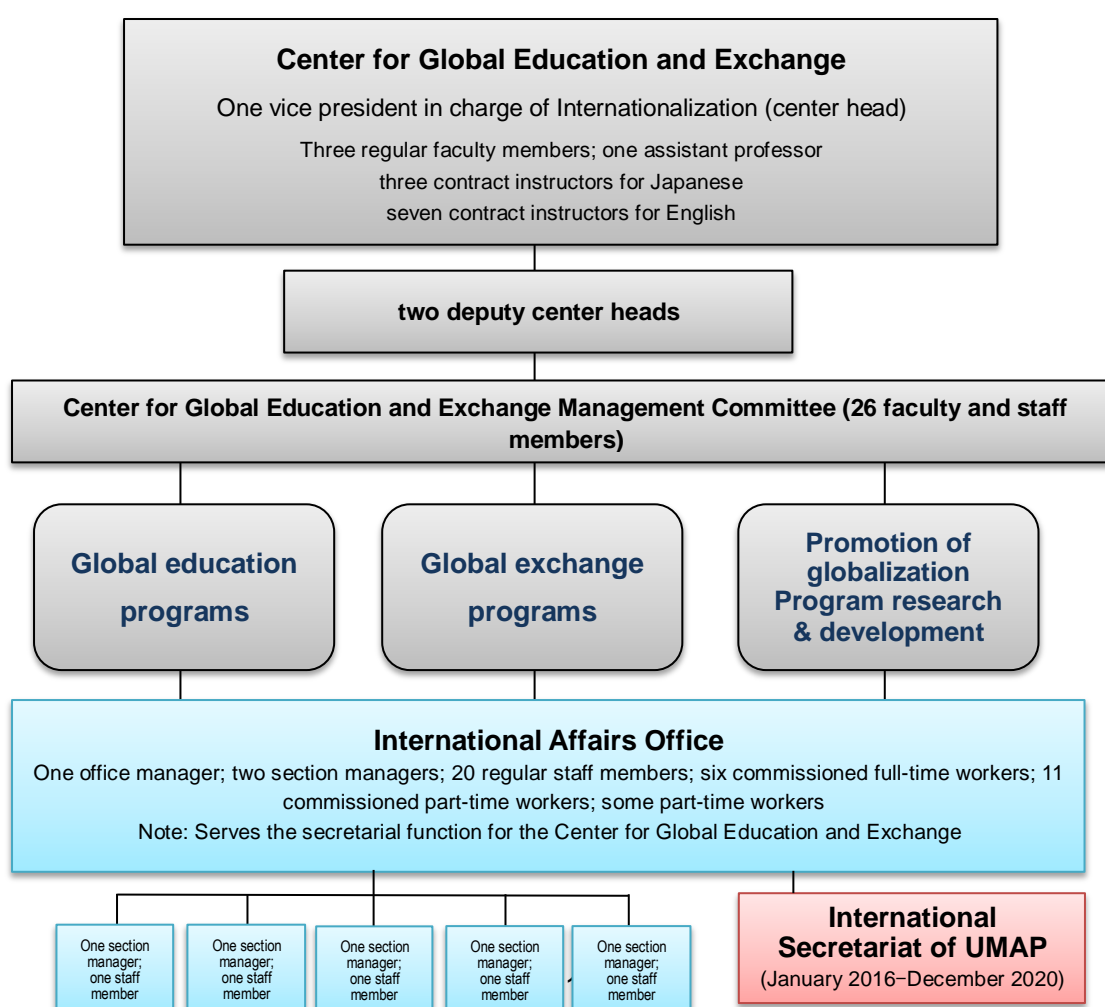
Since the TGD project is a university-wide project, all sectors are responsible for promoting internationalization in the fields that are in their charge. Among them, the Center for Global Education and Exchange and the International Affairs Office are the core organizations for university-wide initiatives to promote internationalization.

■ Organizational structure for implementing internationalization strategies ■

Organizational structure for implementing internationalization strategies is shown in the attached chart.

Organization chart (Appendix 6)

■ Personnel structure in sectors in charge of promoting internationalization as of April 1, 2018.



One managerial staff member and one staff member of each faculty/graduate school administrative office or major sector are assigned to concurrently serve as the International Affairs Office staff members.

■ Task allocation by Offices

Student exchange/Faculty exchange	Center for Global Education and Exchange/International Affairs Office (at a university-wide level); each faculty or graduate school (at a faculty or graduate-school level)
Staff exchange	Human Resources Office
In-house internationalization	Center for Global Education and Exchange/International Affairs Office
Partnership building	Center for Global Education and Exchange/International Affairs Office (inter-university partnerships); each faculty or graduate school (inter-faculty or inter-graduate-school partnerships)
Recruitment of international students	Center for Global Education and Exchange/International Affairs Office; Admissions Office; each faculty or graduate school (at a faculty or graduate-school level)
Entrance exams for international students	Admissions Office (entrance exam for international students administered in Japan, and pre-arrival entrance exam in spring) International Affairs Office/Center for Global Education and Exchange (pre-arrival entrance exam in fall)
International joint research	Research Promotion Office
Overseas alumni associations	Office for Collaboration with Stakeholders

(2) Internationalization of faculty and staff members

1) Faculty members

The University's efforts to employ faculty members of foreign nationality and faculty members who hold a degree awarded by an overseas university, or have one or more years of experience in education and research abroad resulted in 347 regular faculty members (44.7%) meeting any of the requirements out of a total of 777 regular faculty members.

• **Ability to teach classes in English as a requirement for employment** (from 2015 on)

To promote the internationalization of faculty members, the University has imposed the requirement of being able to teach classes in English for employment of new faculty members since 2015.

• **Official research trips using research funds**

The University has a system whereby a certain amount of research funds can be

allocated to faculty members' research activities according to some criteria, such as the faculty and position, and they can use the funds to cover expenses for official research trips, including participation in overseas academic conferences.

- **Sabbatical system (overseas research fellow system)**

To encourage regular faculty members to conduct academic research abroad and enhance the education they provide, the University has a sabbatical system whereby those who have continuously served as regular faculty members for five or more years, in principle, can conduct research at an overseas research institute for a certain period (90 days to one year).

- **Grant system for assisting faculty members in submitting academic papers to international academic journals** (from 2018 on)

To encourage faculty members to submit academic papers to international academic journals, the University gives them a grant for covering English proofreading fees and submission fees.

- **Budget allocation to the development of overseas programs for students and preparations to lead students during overseas programs**

The University allocates a sufficient amount of budgets to the development of overseas programs for students and preparations for faculty members to lead students during overseas programs, including prior inspection.

- **Various faculty development (FD) programs implemented by the Office for Promotion of Higher Education or faculties/graduate schools**

Various FD programs are implemented, including ones dealing with how to teach classes in English.

- **English Support Service** (from 2017 on)

Instructors who are native English speakers visit the campuses to check English sentences and expressions in syllabuses, class materials, academic papers, administrative documents, and forms written by faculty members, graduate students, and staff members.

- **Accepting and sending researchers through a researcher exchange system**

Using a researcher exchange system, the University sent two faculty members abroad and accepted three instructors from abroad in FY/AY2017. The University also accepts instructors and researchers from abroad using a short-term overseas instructor invitation system or as visiting researchers.

2) Staff members

As of 2019, out of a total of 629 regular staff members, 45 regular staff members (7.2%)

are of foreign nationality, hold a degree awarded by an overseas university, or have one or more years of experience in working or receiving training abroad. The University implements the following measures to allow staff members to acquire knowledge necessary for internationalization and raise their own awareness of internationalization:

- ① **Short-term training at overseas universities (Five participants in FY2017; eight participants in FY2018)**
- ② **English training at the University**
- ③ **Grant for covering fees for certain external English programs**
- ④ **Sending staff members in charge of education affairs to accompany students during their overseas training**
- ⑤ **English Support Service**
- ⑥ **Training concerning particular internationalization-related themes, offered by the International Affairs Office**
 - FY2017: Training in crisis control abroad
 - FY2018: Training concerning other universities' good practices for internationalization

Staff members' language proficiency is under the supervision of the Human Resources Office, to which they report their TOEIC scores. Commissioned staff members can receive a pay raise if they achieve a TOEIC score of 800 or more. Concerning staff exchange, although the University has not yet accepted any staff members from abroad, it has sent staff members to participate in short-term training mentioned in ① above, and other short-term activities, such as study meetings, events, and research.

3) Extracurricular programs for international faculty members and researchers

While the Office for Promotion of Higher Education holds FD training meetings targeting newly employed faculty members regardless of nationality, no FD training (in the Japanese language, for example) or extracurricular programs especially targeting faculty members and researchers of foreign nationality are provided. As part of its efforts to facilitate an understanding of Japanese culture, the University allows a wide range of people, including Toyo University students, regular faculty members (by choice), and the general public to attend traditional culture programs, such as kabuki dancing, offered by the Faculty of Letters. Some faculties and graduate schools establish committees that include international faculty members to incorporate their views into education provided by the faculties and graduate schools, and/or facilitate communication between faculty members, and especially between Japanese and international faculty members through social gatherings among regular faculty members or with part-time lecturers, or the activities of mutual aid societies.

The President's Office has established an Internationalization Promotion Committee that includes international faculty members, aimed at giving the President proposals on measures to pursue quality education and research. The Committee meets to exchange views on given themes with the aim of incorporating the views of international faculty members into university-wide measures.

4) Faculty and staff members' awareness of international matters and their cooperation

In the questionnaire on university internationalization, 41.4% of faculty members and 54% of staff members answered, "Faculty and staff members' awareness of international matters has increased." This shows that the University's various initiatives have raised faculty and staff members' awareness of international matters. However, while cooperation between faculty and staff members is important for promoting internationalization, only 18.1% of faculty members and 18.4% of staff members answered, "Faculty and staff members are more strongly motivated to cooperate with each other than before," in the questionnaire. It is necessary to strengthen faculty and staff members' motivation to cooperate on-site in promoting internationalization.

(3) Acceptance of international students

1) Target number of international students and changes in the actual number

■ Table 1: Number of international students (year-round) out of the total number of students

Academic year	2013	2014	2015	2016	2017	2018	2019	2023
Target				900 (3.1%)			2,000 (6.0%)	2,720 (8.0%)
Actual number	481 (1.6%)	608 (2.1%)	706 (2.4%)	1,142 (3.7%)	1,509 (4.8%)	1,990 (6.2%)		
By type: Exchange students				151	180	257		
By type: Degree recipients (U: Undergraduate) (M: Master) (PhD)				638 (U: 427) (M: 175) (PhD: 36)	1,125 (U: 883) (M: 202) (PhD: 40)	1,290 (U: 1,075) (M: 180) (PhD: 35)		
By type: Other non-regular students				353	204	443		
Three top countries in the number of students				China: 68% Korea: 9% Vietnam:	China: 75% Vietnam: 6% Korea:	China: 71% Korea: 6% Vietnam		

				5%	6%	6%		
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(Unit: person) (%) : Percentage against the total number of students

The number of accepted international students increased by **four** times, from 481 in AY2013, the year before the TGD project was started, to **1,990** in AY2018. In AY2016 as well, the actual number of international students vastly exceeded the target for the year, continuing to grow steadily. Concerning the programs under which international students were accepted, in AY2017 the University began to offer short-term programs (open/custom) lasting up to one month, in addition to accepting international students who aim to receive a degree and exchange students from overseas partner institutions, resulting in a significant growth in the number of international students. In AY2018, bachelor's degree recipients accounted for 83.3%, Master's degree recipients 13.9%, and PhD recipients 2.7% of all international students who received a degree. The three top countries in the number of international students were China, South Korea, and Vietnam, with students from China accounting for about 70% of all international students. The faculties that have more than 100 international students are 6 out of 13 faculties, namely the Faculty of Letters and the Faculty of Business Administration, the Faculty of Economics, Faculty of Sociology, Faculty of .Global and Regional Studies and Faculty of Science and Engineering.

Each faculty's Medium- and Long-term Plan also sets a target for the number of accepted international students, and many faculties have generally achieved the target.

To become an "Asian hub university" as declared in the TGD project, it is important for Toyo University to build a flexible international student transfer system. In April 2018, as a model case of international student transfer, the Faculty of Science and Engineering accepted five Malaysian students through a transfer entrance exam in the Malaysia Japan Higher Education Program. Furthermore, the University is discussing international student transfer with higher educational institutions in such places as Hong Kong, Taiwan, Hawaii and Vietnam, with the aim of realizing international student transfer in the near future. The University is currently arranging with the faculties to build a system for accepting transfer students from overseas colleges in AY2019, with the belief that it is a major challenge to be tackled to achieve the goal of the TGD project.

2) Academic fee structure, scholarships, academic fee exemption systems, and other support measures for international students

Toyo University has no academic fee structure dedicated to international students. However, the University has the following scholarships and academic fee exemption systems targeting particular types of international students.

- **Partial tuition waiver for privately financed international students**

To promote the education of privately financed international undergraduate and graduate students and reduce their financial burden, Toyo University partially reduces the tuition fees that some of the privately financed students are required to pay. Eligible students are selected from those who would otherwise have difficulty being enrolled for financial reasons, and who meet requirements that include academic performance. An amount equivalent to 30% of the tuition fees is deducted. (From AY2018, only newly enrolled undergraduate students have 30% of tuition fees deducted in their first year, and may have 20%, 30% or 40% deducted according to their academic performance in their second and subsequent years.) The waiver is valid on a yearly basis.

- **Masajuro Shiokawa Scholarship**

In line with the wishes of former Chancellor Masajuro Shiokawa, this scholarship was established to facilitate international exchanges at Toyo University and help develop international students. The scholarships are awarded to those selected from privately financed international students who excel in both academic performance and character, who are in good health, and who intend to contribute to the development of their homeland after graduation. Up to two second-year or higher undergraduate students of each year from all faculties and up to two graduate students are eligible for a scholarship of 100,000 yen per month (1.2 million yen per year) for one year.

- **Toyo University Category 1 Scholarship**

A scholarship of 300,000 yen is awarded to one privately financed international undergraduate student in the second or subsequent year who excels in both academic performance and character and who is selected from each faculty and each year.

- **Top Global Scholarship A**

This scholarship is intended for international students admitted for the English track curriculum (through pre-arrival entrance exams) to the Department of Global Innovation Studies (30 students) and the Department of Regional Development Studies (10 students) of the Faculty of Global and Regional Studies, and to the Department of Information Networking for Innovation and Design (20 students) of the Faculty of Information Networking for Innovation and Design. Eligible students are exempt from academic fees for four years and awarded a monthly scholarship of 150,000 yen for four years.

- **Top Global Scholarship B**

This scholarship is intended for international students admitted through pre-arrival entrance exams to 12 departments of five faculties who meet prescribed requirements. Eligible students are awarded a monthly scholarship of 82,000 yen for four years.

3) Methods of recruiting international students

The Admissions Office is in charge of recruiting international students within Japan, while the International Affairs Office is in charge of recruiting international students outside Japan. The Admissions Office conducts recruiting activities mainly targeting Japanese language schools in Japan. The International Affairs Office sends its staff abroad to participate in study-abroad fairs and visit excellent high schools (participating in study-abroad fairs in 16 countries and regions in FY/AY2018) to recruit excellent students and achieve greater name recognition for Toyo University. In addition, the University's overseas offices in Thailand (Bangkok), Vietnam (Hanoi, Ho Chi Minh, and Da Nang), Myanmar (Yangon), India (Dehli), and the United States (Los Angeles) also conduct various PR and recruiting activities. The University has created an English pamphlet introducing the University and a booklet introducing the Top Global Scholarships (Appendix 8), and also uses Facebook and the University website to attract excellent international students. Each faculty or graduate school also conducts original recruiting activities abroad, an example being entrance exams administered in Malaysia by the Faculty of Science and Engineering to admit local students as second-year international transfer students.

Applications from outside Japan are accepted online (with no need to send documents by post), and applicants are allowed to use a credit card to pay the application fee and make other payments at the time of the admission procedure. Moreover, interviews during entrance exams are conducted with an online conferencing system, and the entrance exam results are announced online, while the enrollment procedure also can be conducted online, to provide applicants from abroad with a comfortable environment in which to apply for and take entrance exams without visiting Japan. It takes about 1.5 to 2.5 months to grant an international student admission to the University after receiving their application.

Although the University administered pre-arrival entrance exams only for spring enrollees until FY/AY2017, it started also administering pre-arrival entrance exams for fall enrollees in FY/AY2018 to suit overseas academic calendars, leading to a rapid growth in the number of applicants from abroad.

4) Support for international students in various forms

• Guidance and support at the time of admission

To support international students, the Education Affairs Section allocates one day to conduct procedures in advance prior to guidance meetings for new students after admission. At the same time, some faculties and graduate schools provide new students with preliminary education before admission. To support international exchange students and full-scholarship students admitted directly from abroad, the University prepares

dormitories to which they can be admitted soon after arrival in Japan, offers assistance with procedures at the local government, banks, etc., and holds welcome parties for them. The International Affairs Office has two study-abroad coordinators who focus on supporting international students with limited Japanese proficiency (international exchange students and international students admitted through pre-arrival entrance exams) in their everyday lives.

- **Initiatives to facilitate communication between international and Japanese students**

- ① International exchange spaces (English Community Zones [ECZs])

All Toyo University campuses have international exchange spaces to facilitate communication between international students, and between international and Japanese students. The most actively used is Hakusan Campus's ECZ, where students are required to use only English. Two to four student staff members (including both Japanese and international students) are always present, based on a duty roster system, to play a central role in planning and holding various international exchange events and supporting other students in studying English at one-on-one study sessions (held twice a week). Similar initiatives are being implemented at the Kawagoe Campus's international exchange spaces, called Global Communication Spaces (GCSs). The Hakusan Campus ECZ was used by 8,616 students in aggregate in AY2018. These spaces serve as hubs for communication between Japanese and international students and play an important role in facilitating English communication between students. The spaces also provide places for international exchange students to actively work, places for Japanese students who aim to study abroad to experience using English on campus, and places for Japanese returnee students to maintain the language proficiency they have developed abroad. Meanwhile, these spaces tend to be used only by fixed members, and the results of the roundtable talks and the questionnaire on university internationalization show that many students felt it uncomfortable to enter these spaces. The international exchange spaces at the Asaka and Itakura Campuses have not served as places for active communication because they are seldom visited by international students, are not always open, seldom hold events, and are located in secluded areas.

- ② Language Exchange Partner (LEP) program

This program is designed for international exchange students and others to form groups with Japanese students and receive support from the Japanese students in their lives in Japan. In AY2018, 114 international exchange students and 136 Toyo University students participated in the LEP program.

③ Japanese language and culture courses for international exchange students (NEST)

The University offers Japanese language and culture courses intended for international exchange students under the program entitled Nihongo for Exchange Students at Toyo (NEST).

④ Support and systems intended for international students at each faculty

Faculty	Support and systems
Faculty of Letters	<ul style="list-style-type: none"> • Has a learning support system whereby one International Student Supporter is assigned from each department to work at the shared office • Has opened a Support Room for Faculty of Letters Students and International Students, where assistant professors support the students
Faculty of Economics	<ul style="list-style-type: none"> • Holds International Student Liaison Meetings (networking events between international and Japanese students) to facilitate communication between international students, and between international and Japanese students through workshops and social gatherings
Faculty of Business Administration	<ul style="list-style-type: none"> • Holds international student social gatherings to facilitate communication between international students, and between international and Japanese students
Faculty of Law	<ul style="list-style-type: none"> • Has adopted a system for assigning instructors to take charge of classes for the Seminar on Legal Studies, an introductory course for first-year students, and places international students in classes run by faculty members with a degree received abroad or of foreign nationality • Allows international students to consult SAs about learning every Wednesday (10:00 a.m. – noon) • Holds lunch meetings to facilitate active communication between international students, faculty members, and Japanese students
Faculty of Sociology	<ul style="list-style-type: none"> • Holds a welcome meeting for international students and gives them guidance on course registration during the period of new student education
Faculty of Global and Regional Studies	<ul style="list-style-type: none"> • Holds an orientation meeting in English and a welcome meeting for international students • The Department of Global Innovation Studies, where international students account for 30% of the prescribed maximum number of students, holds a two-day, one-night camp soon after new students' admission to encourage faculty members, and Japanese and international students, to build friendships and actively communicate with each other
Faculty of International	<ul style="list-style-type: none"> • Same as above

Tourism Management	
Faculty of Science and Engineering Faculty of Information Sciences and Arts	<ul style="list-style-type: none"> • Holds an orientation meeting in English for new students • Has a worship space for Muslim students • Holds international student meetings about eight times a year to prevent them from becoming isolated
Faculty of Human Life Design	<ul style="list-style-type: none"> • Uses a tutor system for international students, with the system's operational results under the supervision of the Student Life Committee members and the Administrative Section through operational reports
Faculty of Life Sciences	<ul style="list-style-type: none"> • Assigns faculty members to take charge of international students and support them in registering for courses and other matters
Faculty of Food and Nutritional Sciences	<ul style="list-style-type: none"> • Holds an orientation meeting for international students

• Career development support for international students

In 2017, Toyo University was selected as one of the 12 Japanese universities to implement the Career Development Program for International Students commissioned by MEXT (the only private university selected from eastern Japan) (see [Appendix 9](#)). This program aims to encourage international students to develop their careers in Japan through collaboration between each selected university and local communities, including the local government and industry, in spreading initiatives to create an integrated environment where international students can increase their Japanese proficiency, receive education about career development in Japan, and participate in medium- and long-term internships. Toyo University collaborates with Shimane University and Kanazawa Seiryo University in providing international students with the opportunities to participate in internships in various fields in Tokyo and attractive provincial cities (Shimane, Ishikawa, Ibaraki, etc.). Toyo University also holds company explanation meetings for international students and offers them quality business Japanese programs. The University aims to take advantage of this program to increase the percentage of its international students who obtain a job in Japan from 40% before the launch of the TGD project to 60% by 2025.

In the questionnaire on university internationalization, 56.5% of responding international students answered that they were satisfied with the above-mentioned support programs provided by the University. Concerning interaction with Japanese students, when asked whether they had Japanese friends at the University, 77% of international students answered, “Yes,” while 23% answered, “No.” Nevertheless, 84.3% of international students answered that they hoped to have many more opportunities to interact with Japanese students. The University has to provide many more opportunities for interaction between international and Japanese students, and consider devising a system for preventing international students admitted for the English track curriculum who have limited Japanese proficiency and few fellow international students from the same country or region from being isolated.

5) Collaboration with student organizations

The International Student Association is a student organization established under the supervision of the International Affairs Office to encourage interaction and mutual support between international students. Budgets for the Association’s activities are allocated through the International Affairs Office. The Association organizes cultural experience events for international students (local tours, visits to the Sumo Wrestling Club, tea ceremony workshops, etc.) with cooperation from student clubs.

6) International student alumni associations

The Section for Collaboration with Alumni and Parents’ Associations of the Office for Collaboration with Stakeholders is in charge of encouraging the establishment of international student alumni associations and enhancing collaboration with and among those associations. Targeting five countries/regions—Thailand, Mongolia, Taiwan, China (Shanghai), and South Korea—the Section seeks cooperative alumni who will serve as local key persons and encourages them to establish alumni associations. By January 2019, alumni associations have been established in Taiwan, South Korea, Thailand, China (Shanghai and Beijing), and Mongolia, while base organizations, though small, have been being formed in Malaysia and Singapore.

(4) Sending students abroad

Toyo University implements the following university-wide programs to send students abroad. In addition to ① to ⑧ below, the faculties and graduate schools also offer their original

short- and medium-term study abroad and overseas training programs.

Program name	① Student exchange program	② Independent study abroad program	③ Semester abroad language program	④ Language seminar	⑤ Internship and volunteer activity abroad	⑥ UN youth volunteer program; TWC	⑦ Diversity Voyage	⑧ Nihongo Partners Program
Style	Undergraduate program		Language program		—	—	—	—
Period	One semester or one year		Three to six months	Three to four weeks	Two to six weeks	Three to five months	About 10 days	Six to 11 months
Credits	Applications for credit transfer accepted				Registrable as a course	Applications for credit transfer accepted	Registrable as a course	—
Toyo University Study Abroad Scholarship (full type)	Available			Unavailable				
Scholarship for Study Abroad Program (full type)	Global leader type Top university type		Active type	Challenge type	Challenge type	Active type	Unavailable	

1) Target number of Japanese students sent abroad and changes in the actual number

■ Table 2: Number of Japanese students who have studied abroad and their percentage (year-round) (Those who have earned credits through credit transfer)

Academic year	2013	2014	2015	2016	2017	2018	2019	2023
Target				1,207 (4.3%)			1,830 (6.5%)	2,870 (10.3%)
Actual number	490 (1.7%)	830 (2.9%)	819 (2.8%)	871 (2.9%)	1,182 (3.9%)	1,880 (6.2%)		
By type: Exchange program				52	62	117		
Independent study abroad program				4	11	26		
Semester abroad language program				56	103	186		

Other short-term training programs				597	601	1,318		
Internship				85	104	65		
Other				77	301	168		
Three top host countries				United States, Thailand, Philippines	Malaysia, United States, Thailand	Taiwan United States, Malaysia		

(Unit: persons) (%): Percentage against the total number of Japanese students

■ Table 3: Rate of Japanese students who have studied abroad—Number of graduate students who have been sent abroad for research for three months or more under the guidance of faculty members (year-round)

Academic year	2013	2014	2015	2016	2017	2018	2019	2023
Target				5 (0.7%)			20 (2.0%)	50 (4.2%)
Actual number	0	0	0	6 (0.9%)	9 (1.4%)	6 (0.9%)		

(Unit: persons) (%): Percentage against the total number of students

■ Table 4: Number of Japanese exchange students sent abroad through inter-university partnerships (year-round) (Those who have earned credits)

Academic year	2013	2014	2015	2016	2017	2018	2019	2023
Target				830 (2.9%)			1,160 (3.7%)	1,700 (5.3%)
Actual number	565 (1.9%)	724 (2.4%)	634 (2.1%)	722 (2.4%)	850 (2.7%)	1,122 (3.5%)		

(Unit: persons) (%): Percentage against the total number of students

In AY2013, the year before the launch of the TGD project, 490 Japanese students were sent abroad and earned credits (Table 2), and in AY2016 the figure increased by 1.8 times to 871, which, however, did not reach a target of 1,207 for the academic year. However, the number has steadily grown to 1,880 in AY2018.

Although the target in the number of graduate students sent abroad for research (Table 3) was achieved in AY2016, achieving the AY2019 target requires the University to send a larger number of graduate students abroad for research.

Moreover, the actual number of exchange students sent abroad through inter-university partnerships (Table 4) in AY2016—722—also did not reach a target of 830 for the academic year. Reasons for not achieving these targets include the fact that the frequent occurrence

of terrorist attacks abroad and the depreciation of the yen encouraged Japanese students to avoid participating in medium- or long-term study abroad programs (such as exchange programs based on inter-university partnerships and semester abroad language programs). Instead, they chose short-term study abroad programs (mainly without credit transfer or not based on inter-university partnerships), resulting in an increased number of students participating in such short-term programs. The number of Japanese students sent abroad to participate in programs without credit earning was 1,501 in AY2016 and 2,146 in AY2017, which vastly exceeded the figures shown in Table 2. In response to the issue, the number of Japanese students participating in short-programs with credit earning increased in AY2018, resulting in an increase of the total number.

In the questionnaire on university internationalization, 85.1% of all respondents answered that they agreed that playing an active role in society in the future would require them to gain international knowledge and experience, and to achieve a certain level of language proficiency. This shows that most students recognize the necessity of international knowledge, experience and language proficiency. In addition, 44.1% of the students answered that they wanted to participate in overseas study, training or internship programs. This suggests that students who wish to study abroad have a wide variety of needs, ranging from long-term overseas study or internship programs to short-term overseas training programs. Meanwhile, regarding their reasons for refraining from participating in overseas study or training programs, the largest number of students mentioned “Heavy financial burden” (26.5%), followed by “Not being confident about my language proficiency” (22.9%) and “Concern about living abroad” (18.2%). Moreover, some roundtable talk participants shared with us their view that, at faculties where students must attend designated practicums to acquire qualifications (including the Faculty of Human Life Design and the Faculty of Food and Nutritional Sciences) or where students are required to participate in practicums or experiments over multiple semesters (including the Faculty of Science and Engineering), restrictions imposed by the curriculum prevent students from participating in long-term study abroad programs. To allow students to choose optimal programs according to their purposes, language proficiency, or curriculum, the University must offer a wide lineup of overseas programs, systemize them in a plain manner, and further disseminate information about scholarships, which help reduce the most crucial factor behind students’ avoidance of participating in overseas programs, the heavy financial burden.

2) Scholarships for students studying abroad

Toyo University has the following scholarship systems (grant-type) to encourage students

to study abroad and reduce the financial burden that their participation in study abroad programs would otherwise impose on them.

- **Scholarships for Exchange Program, Independent Study Abroad Program, and Semester Abroad Language Program**

All students who have decided to participate in exchange programs or independent study abroad programs are awarded a scholarship equivalent to annual tuition fees (students who have decided to study abroad for a semester are awarded half of the amount). (Only a small number of Japanese universities award a scholarship to all participants in exchange or independent study abroad programs.) Students who have decided to participate in semester abroad language programs and who meet prescribed requirements concerning language proficiency also can receive a one-quarter amount of annual tuition fees as a scholarship. 87,330,125 yen was paid to 300 students as the scholarship in AY2018.

- **Scholarship for Study Abroad Program**

This scholarship is divided into four types according to the program, and the scholarship amount, ranging from 70,000 to 3,000,000 yen, is determined mainly according to the student's language proficiency. Challenge type and active type scholarships, up to 500,000 yen, are currently awarded to all students who meet prescribed language proficiency requirements, and there is no limit on the number of recipients. 119,181,573 yen was paid to 658 students as the scholarship in AY2018.

In addition to the above, the University encourages and helps students to apply for outside scholarships.

3) Ways to encourage students to study abroad

As part of its efforts to share information about overseas study and training programs with students and to help students increase their interest in studying abroad as early as possible, the University allocates about one hour to introducing study abroad programs during a guidance meeting for all new students. Other efforts include holding study abroad fairs twice a year; giving students individual guidance during application periods for overseas study and training programs; offering courses related to studying abroad that all students can take regardless of the faculty (the courses "Invitation to Studying Abroad" and "Introduction to Global Careers"); distributing a booklet introducing overseas study and training programs (to most students); having faculty members encourage students to study abroad; and using various tools for information sharing (the website, an email magazine, Facebook, ToyoNet-ACE, etc.).

The University has the above-mentioned helpful full-scholarship systems to provide

financial support for studying abroad. The Scholarship for Study Abroad Program, in particular, has helped increase students' motivation for language studies, because the amount is determined according to the student's score in a language proficiency test taken before departure for studying abroad. The University's initiatives to help students enhance their language proficiency are explained at 3-2 (6) 2)"Language Policy" below.

Furthermore, the University allows students to raise self-awareness concerning intercultural understanding by offering intercultural understanding programs during preparatory training and assessing progress in their intercultural competence before and after their participation in study abroad programs by using the Intercultural Development Inventory (IDI). (In AY2018, 1,328 students were subject to IDI assessment.) The University also offers career development support programs to allow students to use the skills and experience gained in study abroad programs for their own career design and study planning. Moreover, in its university-wide Toyo Global Leader (TGL) Program (see [Appendix 10](#)), the University has set the criteria of "Studying abroad or participating in an internship" (for three weeks or more) and "Participating in an overseas activity" (study abroad, training, an internship, etc., for one week or more) for accreditation as a "Toyo Global Leader," to encourage students to study abroad and gain overseas experience.

During open campus for senior high school students, the University holds guidance and individual consultation meetings for students and their guardians visiting the events (a total of 770 people from July to September 2018). The consultations introduce them to the University's study abroad programs, with the aim of attracting senior high school students interested in studying abroad. In the questionnaire on university internationalization, 34.3% of faculty members and 61.3% of staff members answered, "More internationally oriented students have been admitted than before," while 46.7% of faculty members and 71.1% of staff members (who conduct the duty of serving students) answered, "More students are interested in overseas study, training and internship programs than before." This suggests that the University's various initiatives to encourage current and prospective students to study abroad have resulted in changes in students' awareness of studying abroad.

(5) Curriculum internationalization

In 2012, the 125th anniversary of its founding, Toyo University adopted the university-wide policies of philosophical education, global education, and career education. Since then, the University has devoted its energies to making the curricula of its faculties and graduate schools more unique. For the purpose of internationalization, the University offers classes taught in English in the specialized fields of each faculty, and has increased the number of classes in a dialogue- or discussion-focused style. This provides the students with education

helpful for them to acquire the ability to consider questions to which solutions cannot be easily reached. Since 2016, the University has adopted a new basic education curriculum named the “Toyo University Standard,” which sets seven human resource development objectives and clearly defines the desired learning effects. The University is currently making university-wide efforts to have each department define the learning effects necessary for next-generation human resource development and determine how to assess the learning effects in order to revise the curriculum in 2021. As part of its initiatives to internationalize the curricula, the University strives to achieve certain numerical targets, as shown in the tables below.

■ Table 5: Number and percentage of subjects taught in languages other than Japanese

Academic year	2013	2014	2015	2016	2017	2018	2019	2023
Target				772 (6.9%)			1,200 (10.6%)	1,740 (15.4%)
Actual number	223 (2.2%)	283 (2.8%)	438 (4.0%)	907 (8.7%)	1,095 (9.4%)	1,309 (9.5%)		

(Unit: subjects) (%): Percentage against the total number of subjects taught

■ Table 6: Numbers of courses where students can graduate using only languages other than Japanese and students enrolled in those courses

Academic year	2013	2014	2015	2016	2017	2018	2019	2023
Target (number of courses)				5 (4.5%)			15 (13.0%)	17 (14.7%)
Actual number	4 (3.8%)	4 (3.1%)	4 (3.2%)	7 (5.9%)	11 (8.7%)	17 (12.8%)		
Target (number of students)				940 (3.2%)			2,540 (7.6%)	3,040 (9.0%)
Actual number	82 (0.3%)	87 (0.3%)	98 (0.3%)	1,060 (3.5%)	1,176 (3.7%)	2,149 (6.7%)		

(Units: courses) (%) in the upper row: Percentage against the total number of courses

(Units: persons) (%) in the lower row: Percentage against the total number of students

■ Table 7: Subjects for which English syllabuses are available

Academic year	2013	2014	2015	2016	2017	2018	2019	2023
Target (number of subjects)				1,704 (12.8%)			14,140 (100%)	14,100 (100%)

Actual number	928 (7.8%)	1,073 (8.7%)	1,249 (9.7%)	2,302 (16.5%)	3,074 (21.7%)	3,642 (23.3%)		
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(Units: number of syllabuses) (%): Percentage against the total number of subjects taught

Compared with a target of 772 subjects taught in languages other than Japanese for AY2016, the actual number was 907, showing the University's success in increasing the number at a faster pace than the targets. The number of courses where students can graduate using only languages other than Japanese has also been steadily growing. In 2017, two years earlier than the original plan, the Department of Global Innovation Studies was established, and it completely follows an English track curriculum at the Faculty of Global and Regional Studies. In the Department, international students account for about 30% of the prescribed maximum number of students, while all Japanese students are required to study abroad for one year in their second year. The Department is expected to lead the University's internationalization. In AY2018, 17 courses (4 undergraduate courses and 13 graduate courses) were offered. (For more information about courses where students can graduate using only languages other than Japanese, see [Appendix 11](#).) In AY2016, the actual number of subjects for which English syllabuses are available exceeded the target set for the year, and the University will continue efforts to have syllabuses written in English in order to achieve the ultimate target of making English syllabuses available for all subjects.

In addition to the above, the University implements a wide variety of initiatives, including setting a target for the percentage of regular faculty members of foreign nationality or with a degree awarded from an overseas university (refer to the TDG project) and requiring that new faculty members be able to teach classes in English; adopting an annual salary system to enhance international personnel mobility (refer to the TDG project); and developing a double-degree program (refer to the TDG project). The University's efforts to achieve these targets and implement these initiatives have helped increase the number of subjects taught in English, leading 49.8% of faculty members to find it advantageous that such subjects have helped broaden students' international perspective, as shown in the questionnaire on university internationalization. The questionnaire also indicates that the number of students who want more subjects to be taught in English is larger than the number of students who do not. Meanwhile, 60.2% of faculty members answered, "Class management has become more difficult (due to a gap in language proficiency between attendees, and other circumstances)" in the survey. Similar views were expressed by many participants in the roundtable talks, suggesting that students' limited language proficiency and a wide gap in language proficiency between students have made it difficult for faculty members to manage classes and assure quality.

Toyo University has set no targets concerning the establishment of internationally oriented

courses or courses dealing with international content. Similarly, the University does not offer faculty members any incentives to internationalize courses or programs. However, when asked, “Do you agree that it is important for you to incorporate international or global perspectives and content into the course you teach?” in the questionnaire, 70.1% of faculty members answered, “I agree” (while 9% of faculty members answered, “I don’t agree”). This shows that most faculty members recognized the necessity of an international perspective in their academic pursuit, whether or not they deal with international themes.

ICT is used for curriculum internationalization and virtual mobility through original initiatives implemented by the faculties and graduate schools, as well as individual faculty members. For example, the Faculty of Information Networking for Innovation and Design provides international students admitted through pre-arrival entrance exams with pre-admission education using the massive open online courses offered by the Faculty. Moreover, some faculty members give ICT-based remote seminar guidance to students studying abroad.

Concerning double-degree/joint-degree programs, Toyo University currently has thirty double-degree programs. Active programs out of these are offered by the Graduate School of Interdisciplinary New Science in partnership between the Graduate School’s Doctoral Program and the Université de Nantes and Sorbonne Université. These universities are based in France. Both double-degree programs originate from the background of active joint research that was conducted between Toyo University faculty members and the partner universities. Although the establishment of the double-degree programs has allowed Toyo University to win greater international recognition, differences in the curriculum and degree conferment process between the Japanese university and the French counterparts forced people involved to spend a great deal of time and labor to make arrangements. A Toyo University student currently participates in the double-degree program with the Université de Nantes for the first time. (As of yet, no students have completed those programs.)

(6) International initiative for students / Toyo Global Leader Program

1) Toyo Global Leader (TGL) Program

This is a university-wide human resource development program aimed at strengthening students’ three abilities mentioned in the TGD project as necessary for them to become globally active citizens: the abilities to express thoughts and ideas in English in intercultural environments, to create cultural values, and to solve problems in settings with various cultural backgrounds. The Program categorizes seven activities as the means to develop these abilities, defines criteria for recognition as a Toyo Global Leader concerning the seven activities, and awards eligible students Gold, Silver, or Bronze status according to their level of achievement. The Program also sets a target in the number of students awarded with

each of the three status, as shown in the table below. (For the mechanisms of the TGL Program, see [Appendix 10](#).) The introduction of this Program has especially motivated students with strong international orientation to make active efforts to participate in the Program, while finding incentives in the results of their own efforts and the possibilities of winning a higher recognition status.

■ Table 8: Number of students awarded with Gold, Silver, or Bronze TGL status

Academic year	2013	2014	2015	2016	2017	2018	2019	2023
Target number of Gold status students				0			230	460
Actual number of Gold status students				0	13	26		
Target number of Silver status students				600			1,000	1,100
Actual number of Silver status students				32	91	458		
Target number of Bronze status students				1,200			2,500	2,500
Actual number of Bronze status students				176	439	1,687		

In the third year of the implementation of this Program started in AY 2015, 13 students were awarded with Gold status for the first time. In AY2018, 26 students were awarded with Gold status (200% vs. the previous year), 458 students with Silver status (503% vs. the previous year), and 1,687 students with Bronze status (384% vs. the previous year). While the number of students with TGL recognition has been growing year by year, the University has faced the major challenge of a wide gap between the target number and the actual number of students with TGL recognition.

This Program is connected with all of the University's internationalization initiatives, and its results will constitute the ultimate outcome of human resource development in the TGD project. Therefore, even a minor delay in the entire process of promoting internationalization can severely affect the Program. The criteria for status recognition in this Program are subject to revision. For example, concerning the criterion of participating in overseas activities twice during enrollment (① one activity of one week or more; ② one activity of three weeks or more), a new measure of permitting students to treat an activity of four

weeks or more as both activities has been adopted to reduce the financial burden on them. In addition, the Gold status criterion of writing the graduation thesis in English has been revised to permit students to write an assignment paper in any language other than Japanese in place of the graduation thesis, so that students who are not required to write the graduation thesis will be able to participate in the Program and so that students who wish to meet the Gold status criteria before starting job-hunting activities will be able to highlight the status as an achievement during their job-hunting activities. The Program was thus improved to allow many more students to take up the challenge of participating in it.

2) Language policy

As explained at 3-1. () “Curriculum internationalization” of this report, the TGD project includes various measures to promote better learning environment, such as increasing the number of subjects taught in English and the number of students learning the English track curriculum or taking courses where they can graduate using only languages other than Japanese, making English syllabuses available, and employing faculty members who can teach classes in English. The University also offers its website in multiple languages, and provides various information sources and systems in English, including the interfaces of a learning management system and a course registration system, the syllabus format, the Academic Catalog, and campus bulletin boards.

In addition to promoting use of English on campus, the TGD project sets the following targets in the enhancement of students’ English proficiency.

■ Table 9: Number of students who meet the standard for language proficiency: equivalent to a TOEFL score of 550 (730 in TOEIC / 6.0 in IELTS)

Academic year	2013	2014	2015	2016	2017	2018	2019	2023
Target				350 (1.2%)			800 (2.4%)	1,200 (3.6%)
Actual number	155 (0.5%)	207 (0.7%)	288 (1.0%)	418 (1.4%)	626 (2.0%)	768 (2.5%)		

(Unit: persons) (%): Percentage against the total number of students

Compared with a target of 350 for AY2016, the actual number of students who met the standard was 418 in the year and 768 in AY2018, steadily growing to achieve the ultimate target. Most faculties (excluding the Department of Philosophy in Faculty of Letters and all departments in Faculty of Sociology) require students to take courses in English or any language other than Japanese, while some departments require or encourage students to select non-English foreign languages as well, positioning language learning as a core in basic education.

In addition to language courses offered by the faculties and graduate schools, the Center for Global Education and Exchange offers students at all faculties and graduate schools the following regular courses and various extracurricular programs to allow them to enhance their language proficiency. To reduce the financial burden on students, the University offers extracurricular programs for free, or covers most of the costs to offer such programs at much more affordable fees than market prices. Some extracurricular programs have an award system to incentivize students to enhance their language proficiency and increase their scores in English proficiency tests. The University enables students to take various major institutional English proficiency tests (TOEFL ITP, TOEFL iBT, IELTS, TOEIC L&R, TOEIC S&W) for affordable fees at the University (or at the test center for some tests). Moreover, the University strives to reduce the financial burden on students who aim to learn languages by covering some portion (half in AY2018) of test fees when students take designated secure-program language proficiency tests (in English, French, German, Chinese, and Korean), to encourage as many students as possible to take language proficiency tests.

	LEAP	Language Center	Toyo Achieve English	English proficiency test prep program
Regular / Extracurricular	Regular course	Extracurricular	Extracurricular	Extracurricular
Purposes and outline	Special English education course aimed at allowing students who wish to study abroad to acquire English proficiency sufficient to take regular courses at overseas host universities	Offers various one-on-one programs taught by native English speakers to allow students to enhance their writing proficiency	Programs focusing on English conversation, comprising daily 40-minute lessons in a group of about four members and weekly one-on-one lessons given during the semester	Extracurricular programs aimed at allowing students to increase their scores in TOEFL/IELTS/TOEIC L&R, ending with taking the targeted English proficiency test
Period	Spring and fall semesters			
Fees	Free (regular course)	Free	Charged (about 42,500 to 100,000 yen)	Charged (about 16,000 to 20,000 yen)
Incentive	Credit transfer		Award system for students who have achieved target scores	Award system for students who have achieved target scores

Note: In addition to the above, short-term lessons and programs are offered during summer and spring breaks.

3) Role expected of students who have returned from exchange programs

The requirements for study-abroad scholarship payment include cooperating in PR activities after returning home. The University encourages students who have returned from

exchange programs or other study abroad programs to actively participate in PR activities by presenting their experience at study abroad program briefing sessions or during open campus, or writing articles for PR publications. Some faculties also implement similar initiatives at a faculty level. The University offers students who have returned from exchange programs and international students the opportunities to share their experiences with other students, faculty, and staff members. This includes the university-wide Toyo University Study Abroad Fair, where booths are set up by country and, in each booth, international students from the country or Japanese students who have studied in the country are consulted by interested students and share their experience with visitors. Some faculties and seminars also implement initiatives to have students who have studied abroad share their experience with other students or to encourage interactions between Japanese and international students.

As extracurricular activities open to the local communities, Toyo University sends international exchange students to nearby schools (including Toyo University-affiliated schools) and the neighborhood to participate in international exchange activities or weekend homestay activities, with the aim of facilitating interactions between international exchange students and the general public outside the University. The University asks users or participants to respond to a questionnaire as necessary, to improve the programs.

(7) Availability of internationalization-focused student organizations and collaboration with them

The Hakusan Campus ECZ and the Kawagoe Campus GCS, both of which are introduced as international exchange spaces above, are operated by (Japanese and international) student staff members employed as part-time workers by the University. At the Asaka Campus, student clubs play an important role in holding events at the ECZ or the campus in collaboration with the campus administration. The University has approved and financially supports four internationalization-focused student organizations, including an English conversation club whose members aim to develop their language proficiency.

Moreover, the University collaborates with student organizations engaged in traditional cultural activities, such as tea ceremonies, Japanese calligraphy, and sumo wrestling, in providing students from overseas universities with short programs focusing on experiencing and observing Japanese culture. Furthermore, the International Affairs Office takes the initiative in organizing a student support organization named Toyo Gem Stone. Japanese students who have studied abroad are the main members of this system designed for students to play a central role in international exchange in various short programs for students accepted from overseas universities. The Department of Sociocultural Studies,

Faculty of Sociology, cooperates with a student organization named SPIRIT, which originated from extracurricular activities in the Department, in holding a consultation titled “Multilingual Senior High School Guidance” to give advice to children and their families with a non-Japanese mother tongue on advancing to senior high school in Japan. The student organization is engaged in international exchange and social contribution activities by supporting participating children and families.

Though not activities of student organizations, students play an important role in international initiatives, such as the Language Exchange Program (LEP) aimed at supporting international exchange students, or as Resident Assistants, who are in charge of student support in international dormitories.

(8) Internationalization of research

The Toyo University Vision “Beyond 2020” includes the promotion of internationalization of research as a specific action plan in the two fields of Innovation and Research. In the system for promoting the internationalization of research at the University, the Academic Research Promotion Committee is in charge of deliberating on promotion methods and designing various programs. (The criteria for screening the focus research strategic programs designed by the Focus Research Strategy Council include whether or not each program can be implemented through international joint research.) Researchers are encouraged to apply for external research funds, while the Research Promotion Office is dedicated to assisting in research based on external research funds. The Office encourages faculty members to participate in international research projects, and regularly shares information on the website and in email newsletters. The Industry-Government-Academia Partnership Center has specialists with extensive knowledge in areas such as external research funds, joint research projects, and intellectual property rights, and has an established system for being consulted by researchers and supporting them. Meanwhile, no faculties or graduate schools implement original initiatives to internationalize research or give faculty members incentives to internationalize their research, consequently leaving the internationalization of research to individual faculty members. The Toyo University Vision “Beyond 2020” sets specific numerical targets concerning international research, including the number of acquired external research funds and the number of international research projects. The University recognizes that it has insufficiently internationalized research, analyzes factors behind the University’s failure in achieving the targets, and discloses the analysis results at various relevant meetings.

■ Table 10: Data on the current status of research internationalization

Academic year	2013	2014	2015	2016	2017	Total
Number of papers*	217	223	208	220	242	1,110

	Number of papers	Citation count	Number of the top 10% papers	Number of papers published in top 10% journals	Impact factor (FWCI)	Times Higher Education paper ranking points
Number of papers*	1,110	4,470	83	183	0.68	6.5

*Number of papers appearing on Scopus

In addition to those mentioned in 3-2 (2) "Internationalization of faculty member", in-house funds and support programs for research internationalization include the Enryo Inoue Memorial Research Grant, which can be used to cover expenses for participation in international academic conferences, official trips, and joint research with partner universities; the Focus Research Promotion Program, which awards grants to research institutes and groups engaged in research on focus subjects designated in the Toyo University Vision "Beyond 2020;" and the Toyo University Olympic and Paralympic Research Grant, aimed at contributing to the Olympic and Paralympic Games Tokyo 2020.

To combine international research projects with educational programs, the University employs graduate students as RAs or research supporters, and allows them to accompany researchers during official research trips.

As a strategy for international information sharing and communication about its research capabilities, Toyo University has devoted efforts to increase the relevant indicator values aiming to be ranked in the Times Higher Education (THE) World University Rankings. As a result, it has succeeded in being ranked since AY2017. The University's efforts to disseminate information about its research capabilities to universities overseas include sending the Vice President in charge of Research to attend overseas conferences related to the World University Rankings. Most of the international joint research projects currently in progress at the University have been launched through partnerships between individual researchers.

(9) International partnerships

Toyo University currently has 182 inter-university partnership agreements (including 115 student exchange agreements) and ●● departmental partnership agreements. (For the list of partner universities, see [Appendix 12](#).) The number of partnership agreements has

increased by 243% from 75 before the selection of the TGD project for the Top Global University Project, with the number of partner universities increasing each year. Inter-university partnership agreements are concluded after the process of faculty and staff members' seeking partner universities through joint research or official trips abroad, circulating proposals to members of the Center for Global Education and Exchange Management Committee and the President's Office Council to obtain their approval, and obtaining the President's approval. (The process of concluding inter-university partnership agreements is specified in an agreement conclusion flow.) Departmental partnership agreements are concluded after faculty members who have a network with counterpart universities lead negotiations, and the Faculty Council or Graduate School Council approve the agreements.

To satisfy students' needs and encourage students to study abroad, the University has set a target of concluding 120 partnership agreements, including student exchange agreements, giving preference to universities based in English-speaking areas. Only some faculties and graduate schools give preference to specific countries and regions concerning the locations of partner universities, while most faculties and graduate schools do not. The International Affairs Office has compiled a complete list of partner universities in inter-university and departmental partner agreements. The Office has posted the list on the University website, and updates data on inter-university partnership agreements monthly and data on departmental partnership agreements about twice a year. When an inter-university partnership agreement has to be renewed due to its expiration, the Center for Global Education and Exchange Management Committee and the President's Office Council discuss whether or not to renew the partnership in consideration of exchange achievements, and approve the renewal. This process is used to improve exchange achievements and for other purposes.

The University views partnerships with universities that meet the following requirements as "strategic" partnerships.

① Universities based in English-speaking areas

Reason: Many students wish to study abroad at universities based in English-speaking areas.

② Universities based in English-speaking areas that offer bridge programs (language programs or regular courses)

Reason: Such universities are appropriate as host universities for students with limited English proficiency, who wants to take regular courses after increasing his/her English proficiency.

③ Universities, junior colleges, and community colleges with a Japanese language

course

Reason: Such institutions are appropriate as partners in an international student transfer system mentioned in the TGD project.

- ④ Universities that match the original objectives of faculties or graduate schools

Since January 2016, Toyo University has served as the International Secretariat of University Mobility in Asia and Pacific (UMAP)⁵ as part of the University's initiatives to become an "Asian hub university" as mentioned in the TGD project. By functioning as the International Secretariat of UMAP, the University aims to further facilitate student exchanges in the Asian-Pacific region, and encourage various exchanges at the higher education level in the region. UMAP currently has 290 member universities from 20 countries and regions (the number of target is 36 countries and regions). (For details about the UMAP member states, the number of member universities and more, see [Appendix 13](#).) Toyo University plays a central role in UMAP, managing various (short-, medium-, and long-term) study abroad programs and joint research projects in nationwide cooperation with MEXT—with the Japan Student Services Organization (JASSO) serving as the National Secretariat—and other member universities in Japan. Since 2018, the University has implemented a joint project with Collaborative Online International Learning (COIL) led by Kansai University, actively participating in facilitating human and educational exchanges among higher education institutions.

In addition, the University has a strong connection with ISEP, sending about 15-20 Toyo students abroad and accepting the same volume of international student through ISEP.

4. Conclusion

4-1. How the University's internationalization strategies match the needs of the entire university community, and correspond with the goals of the University as a whole

Progress in globalization has increased international mobility as well as demand for human resources with a new type of knowledge and expertise that can cope with emerging global challenges. The necessity of reconsidering how higher education can cope with the era of globalization is widely recognized not only in Japan but also internationally.⁶

Since around 2010, Toyo University has implemented various initiatives with the belief that it should be internationalized as a whole. As a positive result of those efforts, the University's TGD project was selected for MEXT's Top Global University Project, and the

⁵ UMAP is a consortium of governmental and non-governmental representatives, formed in 1991 to facilitate student, faculty, and staff exchanges among higher education institutions in the Asian-Pacific region. In Japan, MEXT provides overall support for UMAP.

⁶ *On the Ideal State of Higher Education in an Era of Globalization* (Report of the University Council on November 22, 2000)

University also formulated the Toyo University Vision “Beyond 2020,” which includes the promotion of the TGD project as one of its pillars. At the same time, all faculty and graduate school medium- and long-term plans have the promotion of internationalization as an important item. The overall University has thus established a structure for implementing initiatives to promote internationalization. In the questionnaire on university internationalization, more than 70% of faculty and staff members answered that the enhancement of education and 80% of research would require university internationalization, and more than 60% of faculty and staff members answered that they agreed that the University’s selection for the Top Global University Project had been beneficial to the promotion of the University’s internationalization. This fact indicates that the University’s internationalization strategies match the needs of faculty and staff members working in the field for internationalization.

4-2. Prospect of the achievement of targets

As explained at 3-2 of this report, some of the 37 numerical targets set in the TGD project are expected to be achieved, while some others appear difficult to achieve unless we take action. We have already upgraded the numerical targets that are expected to be achieved through university-wide efforts. Also, we have revised downwards the targets that appear difficult to achieve that MEXT has allowed us to revise, to more realistic ones. In addition, we have begun to drastically reform the measures to achieve the downward revised targets. (Not all targets we hoped to revise were allowed to be revised.) It is expected, based on the current situation, that we will be hardly able to achieve the target in the number of Japanese students participating in overseas programs with credit transfer (including bridge programs), the target concerning international student transfer, and the target in the number of students with TGL recognition.

We requested permission from MEXT to revise downwards the targets in the number of Japanese students participating in overseas programs with credit transfer to a more realistic one, but were unable to receive permission. Meanwhile, as mentioned before, taking into account the current gap between the number of students we actually send abroad and the number of students who can be counted based on the TGD project (students participating in overseas programs with credit earning only), it is desirable for us to position overseas study and training programs in the entire educational program of each faculty or graduate school, more actively encourage students to participate in overseas activities, and allow them to use the credit transfer system. Improvements in the credit transfer system will make it more beneficial for students to participate in overseas programs, and allow the University to count a number of students that is closer to the actual number of students send abroad. At the

same time as these initiatives, we must continue to emphasize the significance of students' participation in overseas study and training programs, and disseminate information about the helpful scholarships and solid support the University provides for students sent abroad.

Concerning the international student transfer system, the University has been seeking student transfer partner universities and building a system for accepting international transfer students. In June to July 2018, the President met representatives of all faculties to exchange views on this issue in particular, and requested their cooperation in considering how to build a system for accepting international transfer students. The keys to accepting international transfer students are the credit transfer system and the international students' Japanese proficiency. The launch of a newly established student transfer system may allow us to rapidly achieve the target.

Although we have been permitted to revise some interim targets in the number of students with TGL recognition for AY2021, it is supposed that we will not be likely to achieve the targets. We have already begun to discuss how to handle the criterion of taking courses taught in English—which has made it difficult for many students to obtain TGL recognition—in order to make the TGL program system more realistic.

The TGD project lacks a goal based on the perspective of research internationalization, because the project was designed based on the target indicators designated by MEXT. The Toyo University Vision “Beyond 2020” sets specific objectives and an action plan for the internationalization of research, while the medium- and long-term plan of each faculty or graduate school also includes the internationalization of research.

4-3. Use of monitoring

As explained above, Toyo University has organized an in-house structure for promoting internationalization, and it compiles data on progress in its efforts to achieve the targets and monitors the progress annually. The results of monitoring are shared among various conference bodies, including the SGU Project Committee, which discuss measures to solve challenges identified through monitoring. Advice and recommendations from external experts, obtained through the External Evaluation Committee and the MEXT interim review, are used to devise and implement necessary measures and solve challenges.

While a system for monitoring changes in the target indicators has thus been established, target monitoring has entailed a larger number of clerical duties, including compiling data. In the questionnaire and roundtable talks, some faculty and staff members pointed out that the University's internationalization initiatives place too much importance on numerical targets. Campuses other than Hakusan lack a strong personnel structure for internationalization, imposing a heavy work load on a limited number of staff members, which is a major

challenge to be solved in the University's initiatives to promote internationalization.

4-4. Toyo University's most powerful strengths concerning internationalization

Toyo University's most powerful strength concerning internationalization lies in the fact that university-wide internationalization strategies are incorporated harmoniously into faculty and graduate school medium- and long-term education and research plans, creating an established university-wide system for promoting internationalization. Under this system, the university administration, led by the President, exercises strong leadership in promoting internationalization on a top-down basis, with the support from the Board of Trustees as the University's highest ranking decision-making organization. This strength has allowed the University to rapidly implement initiatives to promote internationalization by acquiring large subsidies, including that of the Top Global University Project, and establishing new faculties, within 10 years after shifting to internationalization around 2010. These internationalization initiatives have met with a favorable reaction from prospective students and senior high school teachers, and often attracted media coverage as a "vigorous university" or a "university making active efforts toward internationalization."⁷ The University is, therefore, expected to attract higher-quality students (more excellent, highly internationally oriented students). Similarly, its acquisition of government subsidies for the Top Global University Project and the international student career development program, as well as its appointment as the International Secretariat of UMAP, have enabled the University to establish a stronger international presence.

Another strength of Toyo University lies in its stable financial foundation. The University has recently attracted a steadily increasing number of applicants, and it had over 120,000 applicants for its AY2019 entrance exam, which is ranked 2nd in all universities in Japan, an all-time record. Since the large number of applicants ensures a certain amount of revenue from various fees, the University's financial foundation has been evaluated as solid. (For example, the Japan Credit Rating Agency has given Toyo University an AA rating.) The University currently offers the Scholarship for Study Abroad Program for Japanese students and the Top Global Scholarships for international students using its own funds, instead of subsidies from JASSO and MEXT. Furthermore, to be able to continue implementing internationalization initiatives even after the period of MEXT's subsidy for the TGD project expires, Toyo University declared its intention to found a business corporation as a funding source for the project. Ultimately, the Toyo University Incorporated Educational Institution

⁷ Recently, Toyo University has been mentioned more often in news focusing on the keyword "global" than before. For example, the University was ranked 18th in the Top 100 Global Education Universities in Japan rankings based on the votes of senior high school teachers in charge of academic and career guidance, announced by Daigaku Tsushin Co., Ltd., in May 2018.

founded a wholly owned subsidiary named Toyo University Global Service Co., Ltd. The stable financial foundation for the overall University and measures to ensure sustainable efforts beyond the expiration of the subsidy period firmly underlie the sustainability of the University's internationalization initiatives.

4-5. Toyo University's weaknesses and points to improve concerning internationalization

Since launching the TGD project, Toyo University has increased the number of international students accepted, but it has to enter the next development stage and internationalize its campuses. Although each campus has English-only spaces for interactions between international and Japanese students, such as the ECZ, only fixed international and Japanese student members use such spaces. Another challenge the University should tackle is that international students seldom interact with Japanese students. The encouragement of active intercultural communication between international and Japanese students on campus will lead to further progress in university internationalization.

Furthermore, as the internationalization of research has a major impact on world university rankings such as THE and QS, receiving higher rankings will require Toyo University to further promote the internationalization of research.

In addition, the administration's strong leadership in internationalization may probably entail the risk that personnel transfer or retirement of core leaders in internationalization, including the President, could adversely affect the University's internationalization initiatives.

4-6. Post-TGD project

In its fifth year, the TGD project has reached the stage of expansive reconsideration, where we must deliberate about what goals or targets we should set and what action plan we should formulate for a post-TGD-project period, and do so by the expiration of the current project. We hope that the ISAS 2.0 review will give us advice, about a path toward sustainable development to fulfill the Toyo University Vision "Beyond 2020" in view of the post-TGD-project period.

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List of Basic Materials on Toyo University, etc.

1. University overview pamphlet
2. Organization chart and personnel structure
3. Summary material on MEXT’s Top Global University Project
4. TGD Newsletter Vol. 5
5. TGD Newsletter Vol. 6
6. TGD Newsletter Vol. 7
7. TGD Newsletter Vol. 8