



Top Global University Project

A decade of progress





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Committed to building a university open to the world, to all citizens, and which embraces a diversity of knowledge, Hosei University drew up a Global Policy in 2014 and implemented the Top Global University Project with the following goals for 2023.

The Goals

To cultivate a global mindset in students so that they can thrive anywhere in the world

To globalize the campus by increasing the intake of international students and expanding opportunities for overseas studies and activities

To promote the advancement and globalization of education and research systems

To build a global network connecting alumni, high schools, and other segments of society

To reach these goals, Hosei University established the Global Strategy Headquarters. Under the leadership of former President Yuko Tanaka and current President Katsuya Hirose, the entire university worked together towards these goals. The data here show our major achievements in the past 10 years.

The Top Global University (SGU) Project over the past **decade**

Name of the SGU Initiative

Creating the Global University: Toward a sustainable society from pioneering Japan

Vision of the University to be realized through the efforts for the SGU Project

The “sustainable society” that is at the heart of the University’s vision is the subject of serious research and education precisely because Japan has experienced many of these issues firsthand. By bringing together diverse research on a global scale at our university, we aim to become a university that leads the globalization of Japanese society by establishing and disseminating sustainable education “from Japan” that can only be achieved in Japan. This includes not only the sustainability of the natural environment, but also that of society through stable employment made possible by advanced education, as well as the sustainability of a culture with a long history constituted by diverse developments.

Overview of the SGU Initiative

- Cultivate front-runners who can thrive anywhere in the world
- Gather human resources for building a “sustainable society”, and strengthen the university’s ability to communicate to the global society
- Support secondary education institutions so as to build the foundation of a sustainable global society
- Encourage working adults, who will play a central part in building a sustainable global society, to return to school
- Establish a decision-making system capable of quickly responding to changes in the global society

Conceptual Diagram of the SGU Initiative of Hosei University



Five keywords

- | | | | | |
|--|---------------------|---------------------------|---|--|
| Model of globalization of a large-scale private university | Sustainable society | Problem-solving fieldwork | Abilities to thrive anywhere in the world | Global development of collaboration among students |
|--|---------------------|---------------------------|---|--|

Efforts of Hosei University

- | | | | | |
|---|---|--|--|---|
| Educational program designed to train front-runners having “abilities to survive anywhere in the world” | Education of working adults who will play a central part in establishment of a sustainable global society | Support for secondary education with an aim of building the foundation of a sustainable global society | Accumulation of human resources for building a sustainable society, and strengthening the ability to communicate to the global society | Establishment of a system capable of rapidly responding to changes in the global society and making decisions |
|---|---|--|--|---|

University philosophy

- | | | |
|---|---|--|
| To continue to respond to challenges, and to create new traditions, based on the principles of Freedom and Progress | To nurture individuals to become future leaders, and to support cutting edge research | To continue to serve society through education and research, and contribute to building a sustainable global society |
|---|---|--|

Results of major initiatives over the past **decade**

Number of students studying abroad in a year

»» P5

1,057 students

AY2018

Number of international students in a year

»» P5

1,459 students

AY2022

Percentage of students exposed to “global activities”

»» P6

100%

AY2023

Students meeting designated foreign language proficiency levels

»» P6

12,474 students

AY2022

Number of subjects taught in a foreign language

»» P7

809 subjects

AY2022

Number of faculty/programs offering all-English curricula

»» P7

1 faculty **5** programs

AY2023

Assignment of subject codes

»» P9

100%

AY2023

Number and percentage of syllabi in English

»» P10

100%

AY2023

The above results are computed based on definitions used in the Top University Project. Therefore, some numbers may differ from those in the University Catalog or on the website.

Top Global University (SGU) Project Symposiums

March 17, 2017

Developing Human Resources who Contribute to Building a Sustainable Global Society

In the first half of the program, we discussed the challenges faced by Vietnam, which was undergoing development, and the possibilities for collaboration between Japan and Vietnam universities. In the second half, the participants were introduced to the image of global human resources required by companies that operate on a global scale, and exchanged opinions on the current state and prospects of developing human resources who will play a role in the sustainable society that companies and our English degree programs aim for.



December 2, 2017



Is Sustainable Growth Possible for Universities?

The creation of a sustainable society has become a challenge and mission of many universities and research institutions. However, the teaching and administrative university staff who shoulder this challenge are in a situation in which their professional sustainability is being threatened all over the world. We deepened our discussion on how sustainable universities, faculty members, and administrative staff can grow and learn, learning from the experience of the United Kingdom, which has faced harsher realities than Japan.

March 1, 2019

SDGs and University Education

The first half of the program focused on “SDGs and university education” from the different perspectives of the United Nations, industry, and university, through cases and examples. In the second half, based on the examples introduced by the panelists, a discussion was held on the significance and problems of the SDGs and what is expected of university education from the perspective of the SDGs.



March 9, 2020



Glocalization in the SDGs Era

With the theme of “Glocal human resources in the era of SDGs: towards the fusion of SGU and SDGs,” we deepened the discussion on “glocalization in the era of SDGs” and “how universities aiming for globalization should face the SDGs.”

October 22, 2023

Beyond Global Human Resources

As we bring the Top Global University Project to a closure, we hold this symposium to deepen discussions on the qualities we should cultivate in our students in today's world and share the fruits of Hosei University's efforts as a Top Global University.

01

Number of students studying abroad in a year

50% increase from AY2013 to AY2018 (before the Covid-19 pandemic).

Building an environment in which **all students** who wish to study abroad can do so.

- Scholarship of ¥700,000 - ¥1 million
- Tuition exemption at host university

775 students



AY2013

1,057 students



AY2018

467 students

*As borders re-opened, students gradually resumed going overseas



AY2022

PROGRAMS

- ◆ Faculty-specific Study Abroad (SA) programs - Overseas Training Programs
- ◆ Outgoing Student Exchange Program
- ◆ Fee-paying Study Abroad Program
- ◆ Intensive Language Course Program
- ◆ International Volunteer - Internship Program
- ◆ International Career Support Program
- ◆ First Challenge Scholarship

02

Number of international students in a year

2 times increase compared to AY2013.

1,459 students

669 students



AY2013

1,403 students



AY2018



AY2022

TOPICS

◆ ESOP (Exchange Students from Overseas Program)

International students from partner universities and domestic studies take classes together in this program.



◆ Establishment of programs with all-English curricula

We offer degree programs in which all classes are taught in English.

◆ HUBs (Hosei University Buddy System)

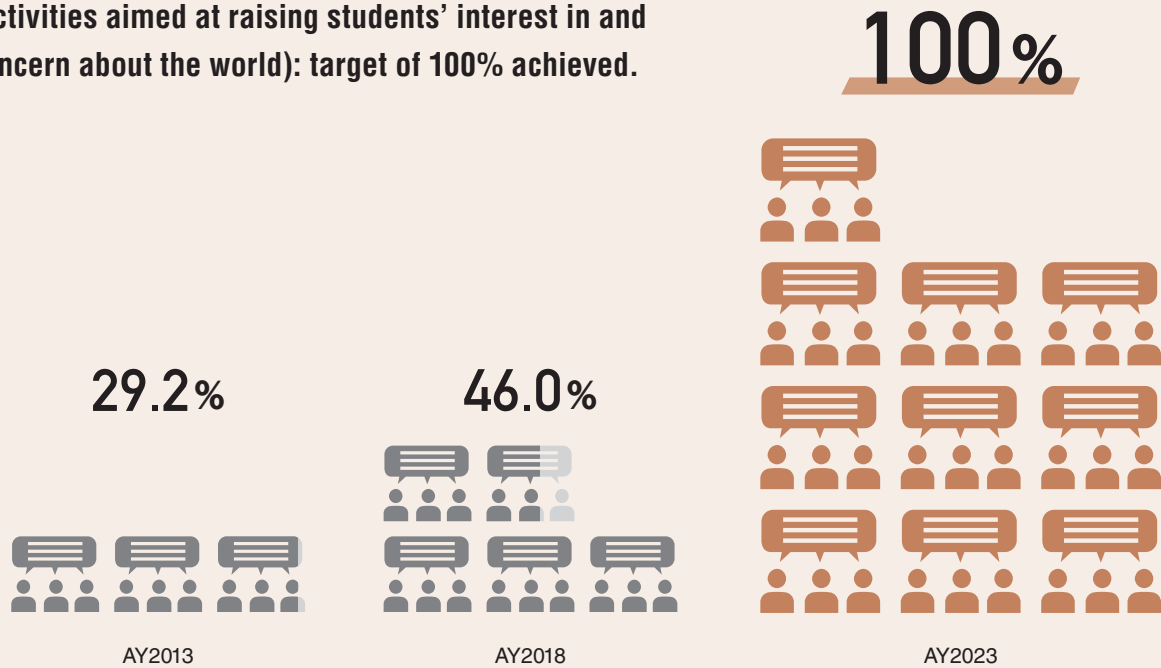
HUBs connect students with exchange students.



03

Percentage of students exposed to “global activities”

Percentage of students exposed to “global activities” (activities aimed at raising students’ interest in and concern about the world): target of 100% achieved.



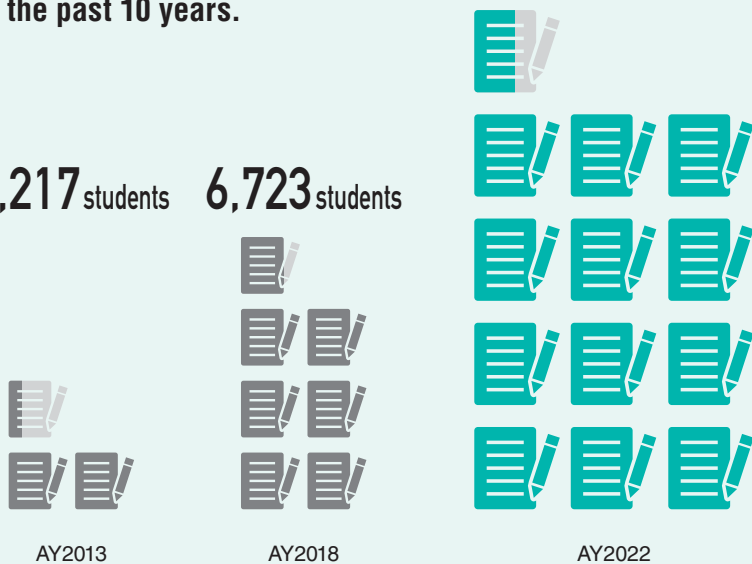
04

Students meeting designated foreign language proficiency levels

Students meeting designated foreign language proficiency levels increased by 5.6 times in the past 10 years.

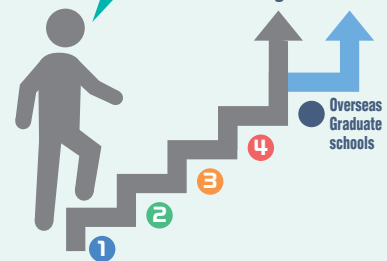
12,474 students

2,217 students 6,723 students



Example
Student A, Department of Business Strategy, Faculty of Business Administration
 I have basic English skills and want to specialize in business strategy while acquiring advanced English proficiency in order to find employment in an international organization.

Employment and activities at international organizations

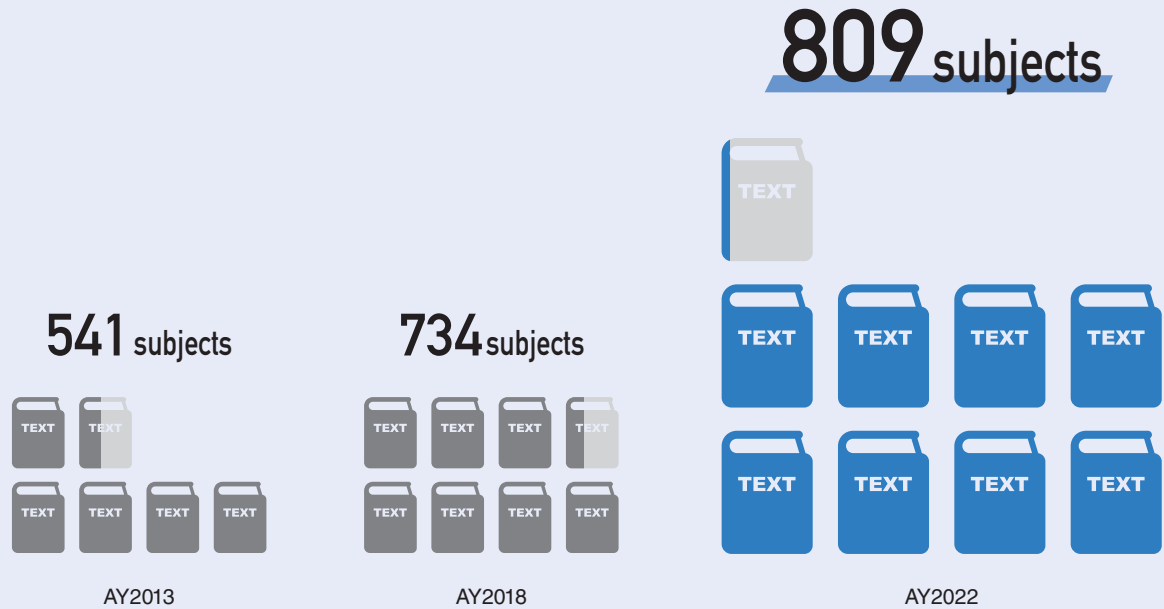


Fourth year	Acquire specialized knowledge and abilities to thrive in a global society
Third year	Acquire interdisciplinary knowledge and upgrade skills through study abroad
Second year	Develop language proficiency and an understanding of different cultures through classes in English
First year	Improve language proficiency through the English Reinforcement Program (ERP)

05

Number of subjects taught in foreign languages

Besides language classes, a large number of classes are conducted entirely in foreign languages.

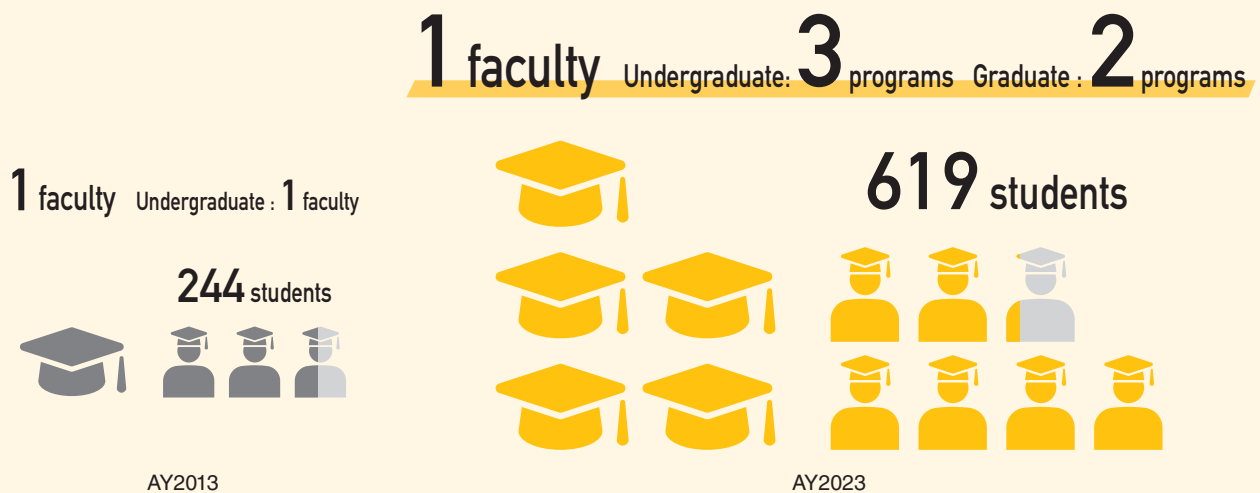


06

Number of faculty/programs offering all-English curricula

Making full use of the curricula characteristics of 15 undergraduate faculties, 14 graduate schools, and 2 professional graduate schools, as well as three unique campus locations, we offer programs with English-only curricula.

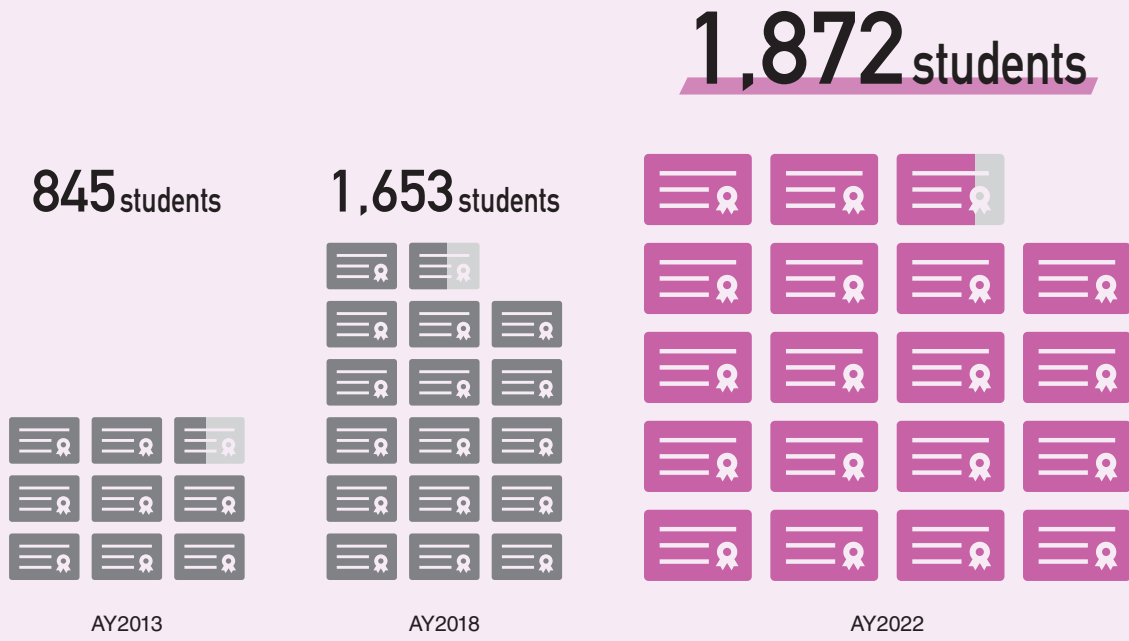
- FEATURES**
- ① All classes are conducted in English
 - ② A substantial Japanese language program
 - ③ Small classes



07

Use of TOEFL and other standardized English scores for undergraduate admission

Target admission slots using the scores increased 2.2 times compared to AY2013.



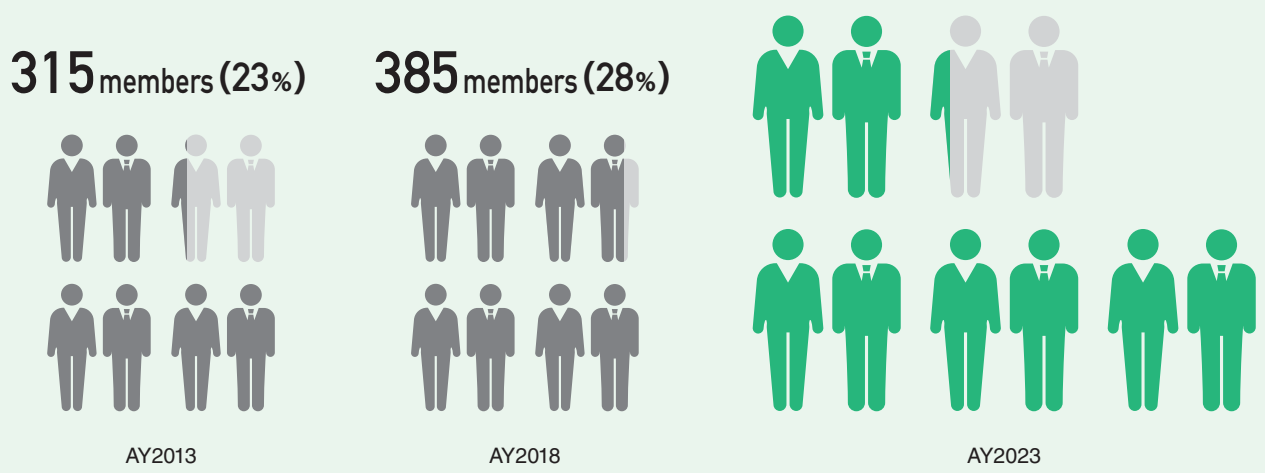
08

Faculty members with degrees from overseas universities or who are foreign nationals

30% increase compared to AY2013.

To further promote the acceptance of **diversity**, and realize a university where faculty and staff members can play an active role and develop their abilities regardless of gender, nationality, age, etc.

413 members (29%)



09

Enhancement of skills of administrative staff

Number of administrative staff meeting designated foreign language proficiency standards increased by 2.5 times since AY2013.

Foreign language proficiency standards

- TOEIC® score of 730 or higher
- German proficiency test level 2 or higher
- Korean proficiency test level 2 or higher
- French proficiency test level 2 or higher
- English proficiency test level 2 or higher
- Chinese proficiency test level 2 or higher

167 staff



10

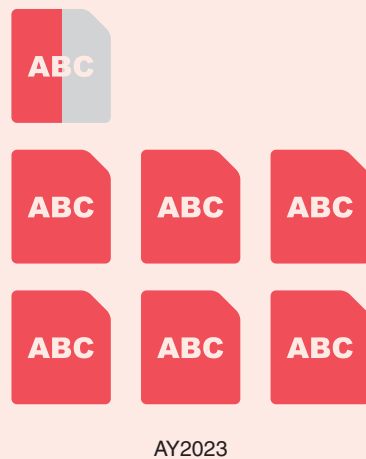
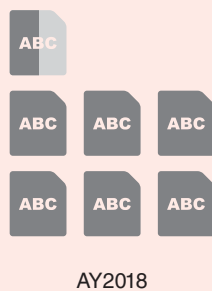
Assignment of subject codes

100% of subjects were assigned subject codes, allowing for collaboration with overseas universities and clarification of the curricular structure.

130 subjects (2.3%)

6,507 subjects (100%)

6,505 subjects (100%)



11

Number and percentage of syllabi in English

14 times increase compared to AY2013, target of **100% achieved**.

13,981 subjects

959 subjects



AY2013

1,713 subjects



AY2018



AY2023

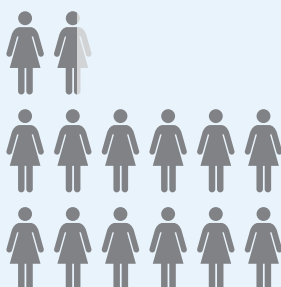
12

Percentage of female faculty members

35% increase compared to AY2013. **Achieving “gender equality”** is essential to approaching the goal of “promoting diversity” and ultimately creating a vibrant, innovative, and vital place of education, research, and employment for all members of the university.

184 members (23.9%)

136 members (18.2%)

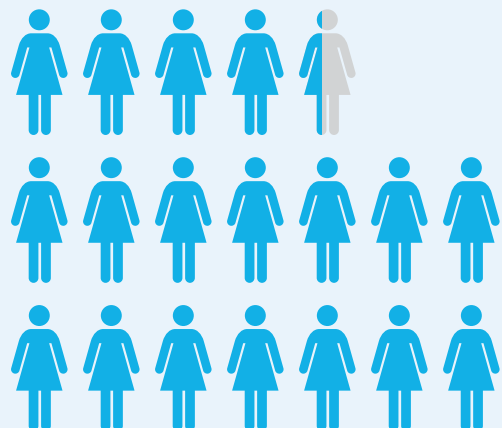


AY2013

159 members (21.2%)



AY2018



AY2023

13

Number and percentage of female administrative staff

Increase of 45 female administrative staff members compared to AY2013. Achieving “gender equality” is essential to approaching the goal of “promoting diversity” and ultimately creating a vibrant, innovative, and vital place of education, research, and employment for all members of the university.

332 staff (57%)



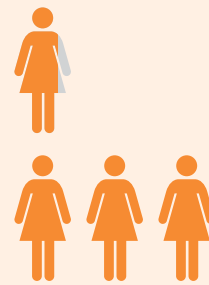
AY2013

359 staff (58%)



AY2018

377 staff (58%)



AY2023

14

Introduction of annual salary system

12 times increase for the number of employees covered by the annual salary system, compared to AY2013.

6 employees



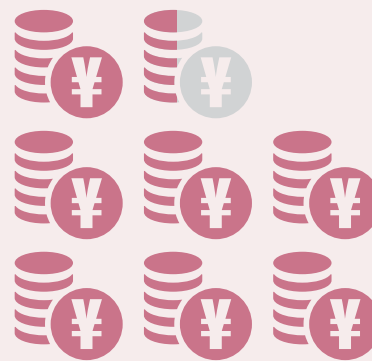
AY2013

3 employees



AY2018

73 employees



AY2022



Our global journey continues into the next decade, and beyond.

