

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 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 the pertinent 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 promoting sustainable education rooted in Japan, which can only be realized in this country. 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 to build a sustainable society and strengthen the university’s ability to reach out to the global society
- Support secondary education to help build the foundation for a sustainable global society
- Encourage working adults, who will play a central role in building a sustainable global society, to return to school
- Establish a decision-making system that can swiftly respond to changes in 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 programs designed to train front-runners having “abilities to thrive anywhere in the world”

Education of working adults who will play a central role in building a sustainable global society

Support for secondary education to help build the foundation for a sustainable global society

Accumulation of human resources to build a sustainable society, and strengthening the ability to reach out to the global society

Establishment of a system that can swiftly respond to changes in the global society and make decisions

## University philosophy

To continue addressing challenges, and create new traditions, guided by the principles of Freedom and Progress

To nurture individuals who will 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**

AY 2023

Number of students  
studying abroad in a year

»» P6

**832** students

Number of international  
students in a year

»» P7

**1,554** students

Percentage of students  
exposed to “global activities”

»» P8

**100%**

Students meeting designated  
foreign language proficiency levels

»» P9

**12,882** students

Number of subjects taught  
in a foreign language

»» P9

**805** subjects

Number of faculty/programs  
offering an all-English curriculum

»» P10

**1** faculty **5** programs

Use of TOEFL and other standardized  
English scores for undergraduate admission

»» P10

**1,916** students

Percentage of  
syllabi in English

»» P12

**100%**

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 universities in Japan and Vietnam.

In the second half, participants were introduced to the image of global human resources required by companies that operate on a global scale, and shared views on the current state and prospects of developing human resources who will contribute to the sustainable society that both companies and our English degree programs aim to create.



### Guest Speakers

Prof. Le Viet Dung (Vice President of Can Tho University, Vietnam)  
Ms. MAEJO Ryoko (Head of Human Resource Dept. & Director of Diversity Promotion Office, Akebono Brake Industry Co., Ltd.)

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, drawing from the experiences of the United Kingdom, which has faced harsher realities than Japan.



### Guest Speaker

Prof. Miriam Zukas (Birkbeck, University of London, UK)

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, using various cases and examples. In the second half, a discussion was held based on the examples introduced by the panelists, addressing the significance and challenges of the SDGs and what is expected of university education in relation to the SDGs.



### Guest Speakers

Ms. NEMOTO Kaoru (Head of United Nations Information Center)  
Mr. UNO Kenji (Deputy General Manager, Research Division of Daiwa Institute of Research Ltd.)  
Mr. FURUTA Motoo (President of Vietnam-Japan University)





The symposium is also available on the University's website.



## Glocalization in the SDGs Era

With the theme “Glocal Human Resources in the Era of SDGs: Toward the Fusion of SGU and SDGs,” we engaged in discussions on “glocalization in the era of SDGs” and “how universities aiming for globalization should face the SDGs.”

In the first half of the session, guest speakers gave presentations on government initiatives on SDGs, the three qualities required of global human resources, and the intersection of SDGs and local development in our daily lives.

In the latter half, a roundtable discussion was held on the future of university education and how to cultivate individuals who will thrive in glocal communities. Through this symposium, we re-affirmed that SGU and the SDGs are aligned in their direction and goals.



### Guest Speakers

Mr. KATSUKI Kotaro (Director for Secretariat of the International Peace Cooperation Headquarters)  
Ms. SEKI Sachiko (Head of Local First research institution)

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.

We invited a keynote speaker and four panelists from various industries and fields. They gave presentations based on the theme from their respective perspectives. In the second half, the panelists engaged in a lively exchange of views on the kind of human resources that will be required in the future.



### Keynote speaker and Panelists

Prof. Steven K. Vogel (University of California, Berkeley)  
Mr. YOSHITAKE Hiromichi (President of Tokyo Kasei Gakuin University)  
Ms. KINAI Mariko (Head of World Vision Japan (Specified Nonprofit Corporation))  
Mr. SUZUKI Masanori (Managing Executive Officer of Salesforce Japan Co., Ltd. General Manager, Human Resources Division)  
Mr. KAWAMOTO Takashi (General Manager, Corporate Planning Dept. of KANSAI PAINT Co.,Ltd.)



A report on the implementation of this symposium by the Director of the Global Education Center can be found on the website.



## 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.

▼ Dispatch Country Map (2023)



### FEATURES

Scholarships of 700,000 to 1,000,000 yen are provided for students who join the exchange program. In addition, tuition at the destination university is waived.

# 832 students

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

775 students



AY2013

1,057 students



AY2018



AY2023

### 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

### Student Voice

Faculty of Sports and Health Studies Ryota Ojima period of study in the U.S. 2022/08 ~ 2023/05

I mainly studied Sports Business and Management in the U.S. George Mason University offers many classes that I am eager to take but not able to do so at Hosei University, such as Economics and Finance in the Sports Industry and Digital Marketing and Sales in Sports Business. Living in an unfamiliar place was harder than I thought. Playing sports, however, was quite effective for me to make new friends. Also, having a lot of friends there made my life in the U.S. way more fun and much more fulfilling. Furthermore, spending a lot of time with my friends who all have different backgrounds broadened my perspective and my values as well. I am going to work for a global sports manufacturer after my graduation. I feel honored to work in an environment where I feel most passionate about. The experience of studying abroad enables me to work in such an industry. From that wonderful experience I had in the U.S., I would like to become a person with an international perspective who can overcome difficulties with my perseverance and flexibility. Also, I would like to be someone who can thrive in this industry.

### Hosei University First Challenge Scholarship for Overseas Study

### Recipient's Voice

Faculty of Lifelong Learning and Career Studies Nagisa Saeki

I am very grateful for the opportunity to receive such a valuable scholarship. After the experience of a study abroad program provided by the faculty, I developed an interest in working globally in the future. As I wanted to take action as quickly as possible toward that dream, so I took on the challenge of an overseas internship and worked for about three months managing a language school in Cebu Island, the Philippines. I had many opportunities to be exposed to English and felt the difficulty of communicating across language barriers. I learned many things while searching for myself, such as explaining things in an orderly and easy-to-understand manner and firmly expressing my own opinion while also respecting other ideas. I still remember these lessons even after returning to Japan, and the personal connections and experiences I gained there are a great asset to me.

## Number of international students in a year

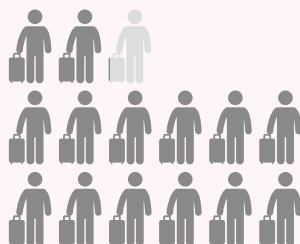
2 times increase compared to AY2013.

669 students



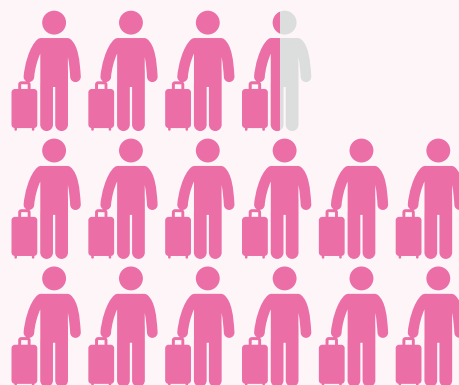
AY2013

1,403 students



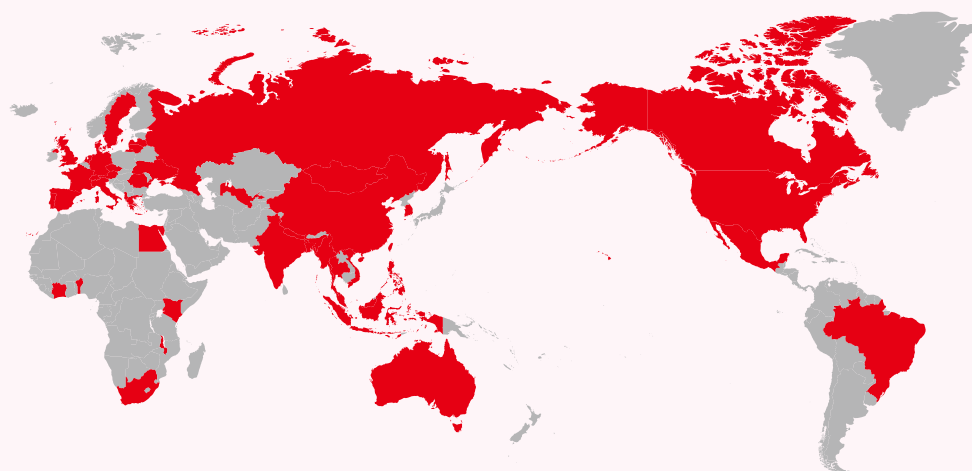
AY2018

1,554 students



AY2023

▼ Map of countries of origin of international students



### 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. Refer to “06 Number of faculty/programs offering all-English curricula” for details.

#### ◆ HUBs (Hosei University Buddy System)

HUBs connect students with exchange students.

HUBs members support international students by conducting campus tour, assisting their daily life in Japan, etc. In addition, they support and participate with exchange students in various events, such as watching the Tokyo Big6 Baseball League game or experiencing Japanese culture.





## 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.



### ◆ HOSEI initiatives for World Refugee Day

In conjunction with World Refugee Day (Jun. 20) designated by the United Nations, we have been holding various events and implementing projects for further understanding of the situation of refugees and their supporters around the world. This includes, for example, screening films on campus as a university partner of the UNHCR (United Nations High Commissioner for Refugees) Refugee Film Festival and hosting related events. We also invited the secretary general of an NPO to give a lecture on the problems facing children around the world and the support they provide at the annual Hosei Global Day event. In addition, in light of the recent crisis situation in Ukraine, we are providing support and education opportunities for study to Ukrainian students who have fled the military invasion and come to Japan to continue their studies.

### ◆ World Human Rights Day Film Screening Event

We held a film screening on World Human Rights Day (Dec.10) in FY2023. We screened “Mukwege: A Doctor Who Fights in the World’s Worst Place for Women,” featuring Denis Mukwege, a gynecologist who has treated sexual assault victims for more than 20 years in Bukavu, the eastern part of the Democratic Republic of the Congo. It was followed by a talk event about the film by Associate Professor Eiko Saeki of the Faculty of Sustainability Studies at HOSEI University. The film screening and discussion enable students to think deeply about not only human rights but also social and international issues.

### ◆ Jointly organized the “International White Cane Day” event in Malaysia

In October 2022, students and faculty members from Ryuhei Sano’s seminar at the Faculty of Social Policy and Administration and Masayuki Yoshida’s seminar at the Faculty of Sports and Health Studies participated in the “International White Cane Day” event held in Kuala Lumpur, the capital of Malaysia, as collaborative partners.

At the event, a total of 250 people, including 100 visually impaired people with white canes, volunteers, government officials, and people from private companies, walked 2 km while engaging in a discussion about white canes. We believe that the students of both seminars will be able to play a role in creating a disability-inclusive society through sports by being involved in such international projects.

### ◆ Ukrainian Events organized by Ukrainian students

Students from Ukraine have held several events to learn and think deeply about Ukraine. They gave presentations on the geography, history, and culture of Ukraine. In the free talk, many participants asked questions one after another about the Ukrainian education system, festivals, food culture, etc. These events have deepened students’ knowledge of Ukraine and Europe.



# 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.

2,217 students



AY2013

6,723 students



AY2018

12,882 students



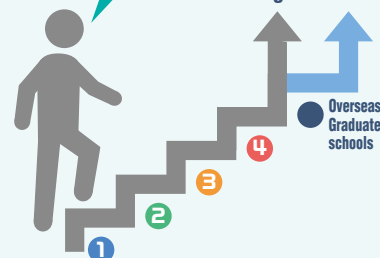
AY2023

### 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 pursue a career in an international organization.



**Employment and activities at international organizations**



Fourth year	Acquire specialized knowledge and abilities to thrive in the 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 a foreign language

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

### Examples of subjects

- ◆ Global Business Strategy
- ◆ Religion and Society
- ◆ Gender and Japanese Culture
- ◆ Environment Science
- ◆ Brand Management
- ◆ Information Technology
- ◆ Natural Science
- ◆ English Presentation

541 subjects



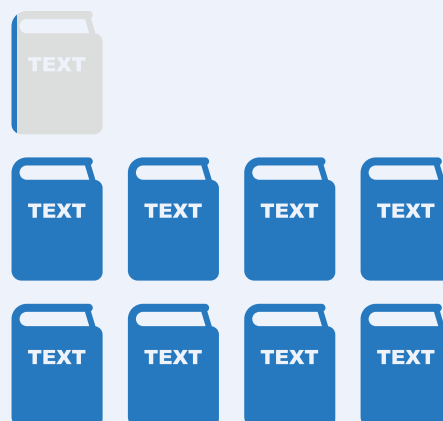
AY2013

734 subjects



AY2018

805 subjects



AY2023



# 06

## Number of faculty/programs offering an all-English curriculum

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 conducted in English
- ② A substantial Japanese language program
- ③ Small classes

### 1 faculty

- ◆ Global and Interdisciplinary Studies (GIS) established in 2008

### Undergraduate: 3 programs

- ◆ Global Business Program (GBP) established in 2016
- ◆ Sustainability Co-Creation Programme (SCOPE) established in 2016
- ◆ Institute for Global Economics and Social Science (IGESS) established in 2018

### Graduate: 2 programs

- ◆ Global MBA Program (GMBA) established in 2015
- ◆ Institute of Integrated Science and Technology (IIST) established in 2016

1 faculty

244 students



AY2013



AY2023

619 students



# 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.

In all 15 faculties, it is possible to take entrance examinations using the external standardized English scores.

### 1,916 students

845 students



AY2013

1,653 students



AY2018



AY2023



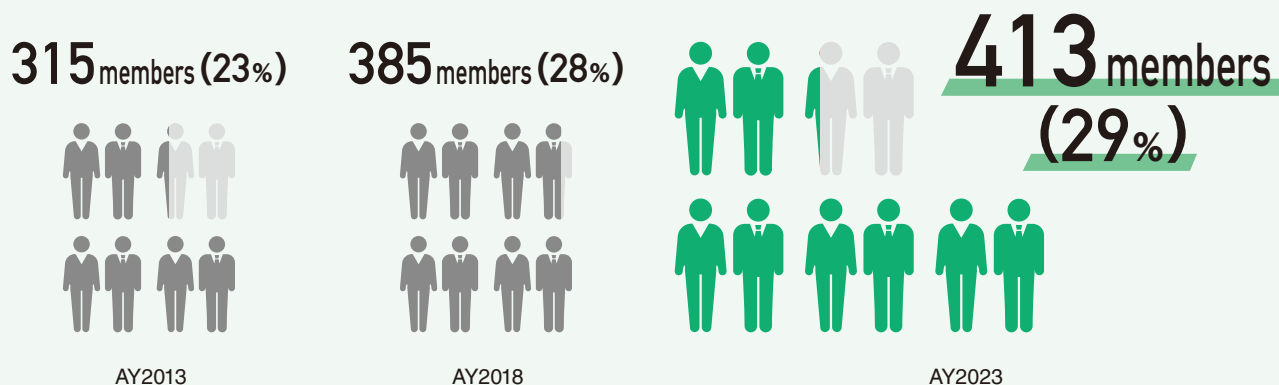
## Faculty members with degrees from overseas universities or who are foreign nationals

**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.

### FEATURES

We are also actively engaged in joint research with overseas researchers and the training of young researchers from overseas. For example, Hosei International Fund (HIF)'s foreign scholars fellowship program provides three early career researchers with research opportunities at Hosei university every year. The results of their research in turn benefit our university and further facilitate to the development of our academic research.

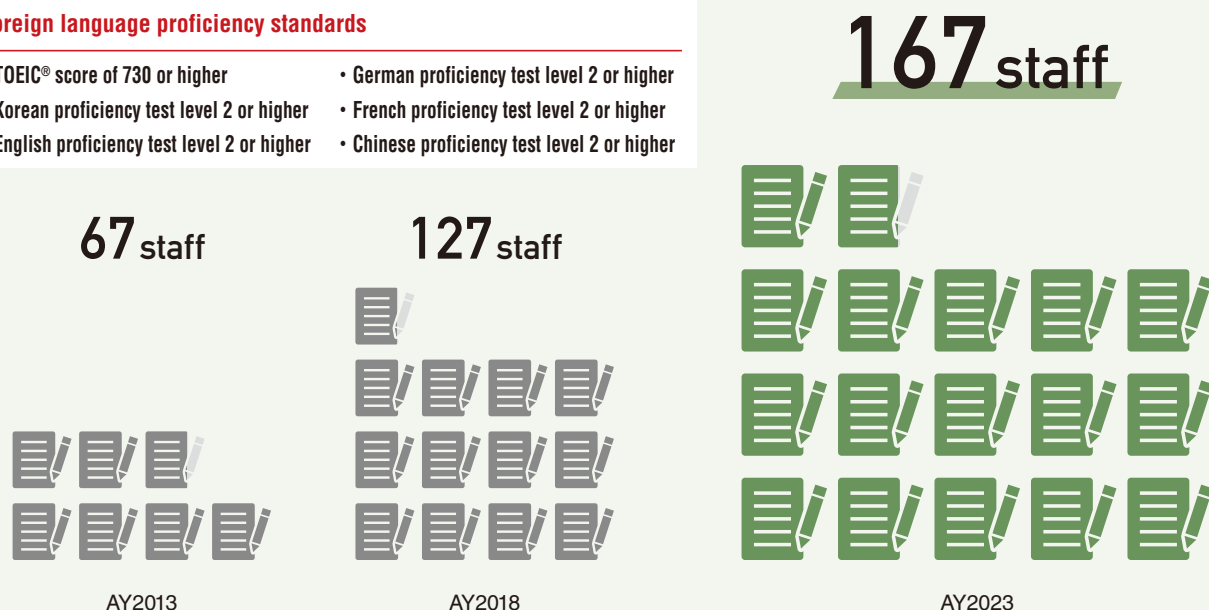


## Enhancement of language skills of administrative staff

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
- Korean proficiency test level 2 or higher
- English proficiency test level 2 or higher
- German proficiency test level 2 or higher
- French proficiency test level 2 or higher
- Chinese proficiency test level 2 or higher



## Number and percentage of syllabi in English

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

959 subjects



AY2013

1,713 subjects



AY2018

13,981 subjects



AY2023

## 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 for education, research, and employment for all members of the university.

136 members (18.2%)



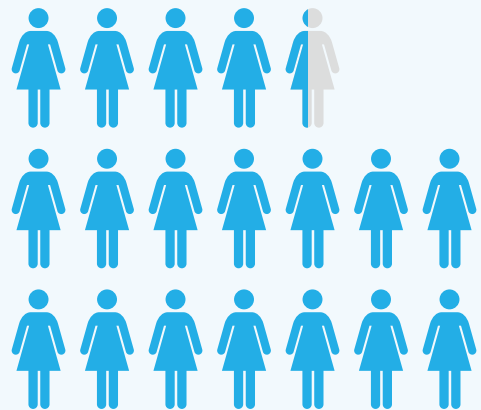
AY2013

159 members (21.2%)



AY2018

184 members (23.9%)



AY2023

## 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 for education, research, and employment for all members of the university.

332 staff (57%)



AY2013

359 staff (58%)



AY2018

377 staff (58%)



AY2023



# HOSEI Initiatives for SDGs

“Creating the Global University: Toward a sustainable society from pioneering Japan.” This is our concept for Top Global University Project. In order to realize this concept, we conduct classes and research on the SDGs, which are deeply related to sustainability, and also collaborate with other universities, local governments, and private companies to deepen students’ learning and help them develop practical skills.

## Research × SDGs

Promote and disseminate research that contributes to the achievement of the SDGs.

Main SDGs goals related to research

Main goals of SDGs related to research areas



Professor Ryuhei SANO  
Faculty of Social Policy  
and administration

### ●Research on Disability-Inclusive International Cooperation and Development in Asia

Since my childhood accident, I have been confronting ‘disability’. In recent years, terms like ‘diversity’ and ‘inclusion’ have become popular, but in the past, learning was focused on memorizing predetermined answers. During my university years, I interacted with people with disabilities and related organizations in various parts of Asia, which helped me overcome my own vulnerabilities gradually. It was a space where “diversity” was taken for granted, and where I felt that I could be just myself.

When conducting research on disability-inclusive topics, I keep in mind the accumulation of tacit knowledge that comes from the perspectives and experiences unique to people with disabilities, which is often difficult to articulate. It is a world truly filled with uniqueness and innovation, and it is something I want to share with my students. Specifically, my research focuses on expanding disability-inclusive labor and employment (SDG Goal 8), eliminating disparities based on social issues associated with different types of disabilities (SDG 10), and establishing international, sustainable human resources, products, and services through the participation of people with disabilities (SDG Goal 12). The SDGs serve as a key framework for research on policies and practices.

We are in an age of information overload. Even if one were to ask the latest generative AI, “How can we solve the disability issues in Asia?”, it would not lead you to the essence of the problem. Precisely because the field of disability in Asia is so diverse, it is necessary to be well-versed in practical applications within Japan. I am committed to tenaciously advancing our research, together with students and stakeholders in Japan and overseas.

## Social Contribution × SDGs

Strengthen our connections with society and build a society where no one is left behind.

Hosei University SDGs Channel

### ●Holding seminars related to the SDGs

Based on the principle of “leave no one behind,” Hosei University offers programs that anyone can participate in free of charge. In AY 2022, we held symposiums, seminars, and series of lectures on the theme of “SDGs × Job Hunting and Careers.” In addition, during SDGs WEEKs, we produced several “Carbon Neutral Mini Courses” as video content to learn about carbon neutrality and uploaded them on YouTube. From the QR code on the right, anyone is welcome to watch and learn from the course.



Hosei University  
SDGs Channel



### ●SDGs-centered High School-University Collaboration Projects

Hosei University is developing high school-university collaboration programs centered on the SDGs, aiming for early SDGs education and fostering new stimulation and discoveries through collaborative learning between university and high school students.

In the 2022 academic year, the ‘START Program’ was implemented. Developed as an extension of the ‘Hosei University SDGs Practical Wisdom Seminar’ launched in the 2021 academic year, the ‘START program’ is an extracurricular education program aimed at learning about the SDGs. The program invites guest speakers from local governments, companies and other organizations that are taking advanced initiative in SDGs to give lectures and engage in discussions with students to deepen their understanding of the SDGs and develop thinking that leads to real-world actions.

Students from Hosei University, as well as from Kansai University and Meiji University, as well as high schools that are collaborating with our university on SDGs participated in the program. A total of 68 university students and 29 high school students engaged in mixed-group activities. The combination of high school students’ innovative ideas and university students’ specialized knowledge resulted in a very enriching learning experience for all participants.



Scan this QR code for details on SDGs initiatives



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

