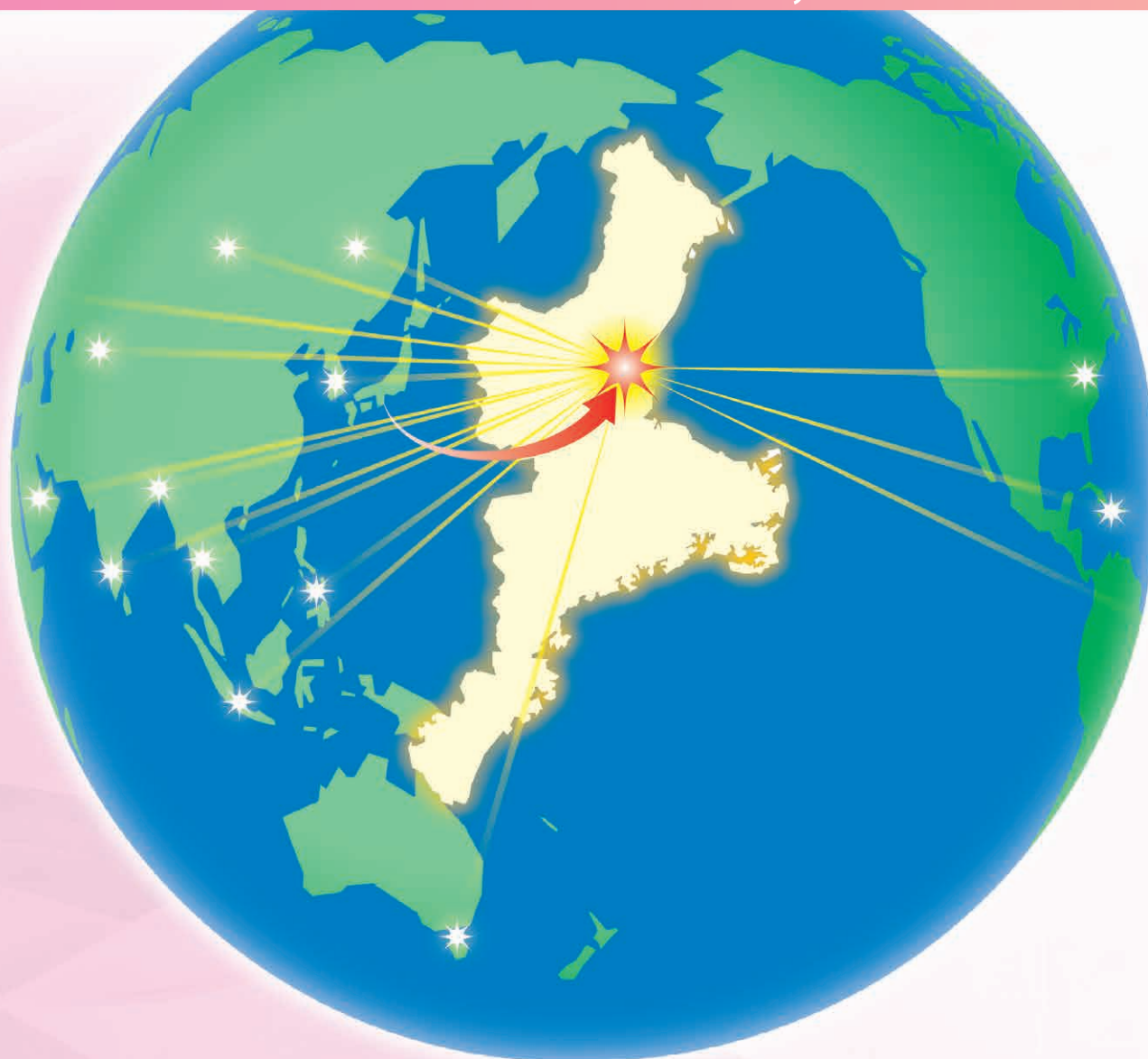


# ANNUAL REPORT 2015

Vol.2

International Activities of Mie University



- I Internationalization and International Exchange at Mie University
- II Major International Exchange Activities of the Faculties, Graduate Schools, and Other Academic Bodies
- III Activities of the Center for International Education and Research
- IV International Student Support, Study Abroad Support, and Local Internationalization Support Programs of the Center for Student Support
- V Data

Basic goals of Mie University

# From Mie to the World!

We provide world-class community-based education and research results through harmonious coexistence of nature and mankind.

## Philosophy (International)

We aim to implement internationalization of University and cultivate human resources capable of solving global programs with expansion and activation of international exchange and cooperation



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## On the Occasion of Publication of "Annual Report 2015 — International Activities of Mie University"

On the occasion of publication of the Annual Report for 2015, it is my privilege to offer some brief greeting remarks in my capacity as head of international exchange at Mie University.

Looking at the current status of international exchange at Mie University, the number of foreign partner universities with which we have concluded academic exchange agreements now exceeds 110, and we have over 350 international students coming to Mie University each year. However, the number of Mie University students studying abroad at foreign universities for one or more academic years remains low, as our students tend to prefer participating in short-term field study programs and internships.

Under the so-called "Three Frameworks" set forth in the Ministry of Education, Culture, Sports, Science and Technology's (MEXT) policy for national university reform, Mie University chose to contribute to the region and to promote education and research at national and global levels in its strong areas and distinctive fields, bearing in mind the characteristics of specialized fields. Mie University was also selected for MEXT's Center of Community project, under which it has been working to establish the Regional Human Resources Development Organization by restructuring other bodies, including the Center for International Education and Research.

Against this backdrop, we recognize that the extent to which we can expand our international activities- which are essential for sustainable development of our research functions as an institution of higher education, assurance of the quality of our education, and development of attractive programs-is an important issue that will determine the future direction of Mie University.

Regarding our policy on international exchange, we need to work on development of human resources for the region and internationally viable academic activities whilst offering world-class education which utilizes local educational resources and research that tackles global issues facing the region. Furthermore, through these academic activities, we need to cultivate global human resources who can take active roles in both local and international communities.

It is important that every member of the university maintains this awareness. Meanwhile, under the leadership of the Mie University International Strategy Headquarters, we are working to formulate a medium- to long-term international strategy for Mie University that will operate over a 10-year period and we plan to publish this strategy before the end of the 2016 academic year. I will be doing my best to ensure development of the international activities of the university by functionally linking overarching policies on international exchange with the academic activities of each and every student and faculty member.

This Annual Report is not merely a record of the activities undertaken by the various departments involved in international exchange; it is also designed to present the big picture of university-wide outcomes of those activities to all members of the university and to encourage cross-divisional cooperation through sharing of this information. Your cooperation on publication of this Annual Report and understanding of its objectives are greatly appreciated.

In conclusion, I would like to express my gratitude to all of the contributors who wrote and edited the articles in this Annual Report.



**HORI, Hiroki**

Vice President for International Affairs  
Dean, International Strategy Headquarters







# Internationalization and International Exchange at Mie University

## 1. Frameworks for Internationalization and International Exchange

In 2013, to enhance promotion of internationalization and boost international exchange activities, we reorganized the Promotion Internationalization Office and established the International Strategy Headquarters. The primary role of the International Strategy Headquarters is to formulate strategies and policies for internationalization; based on these policies, it sends Japanese students overseas, accepts international students, and pursues international joint research in cooperation with all of the faculties and graduate schools, the Center for International Education and Research, and the Center for Student Support.

### Organization of International Affairs at Mie University



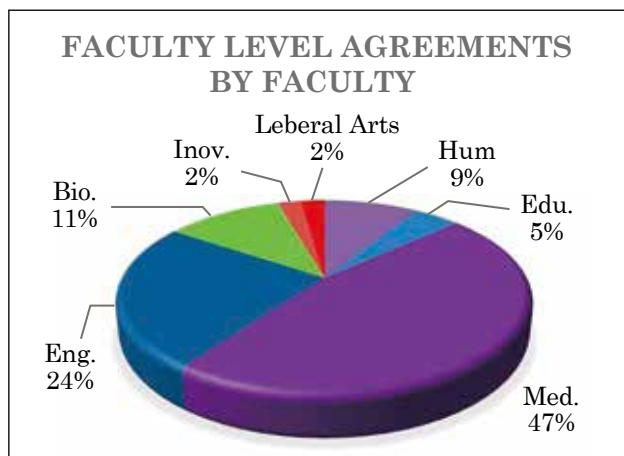
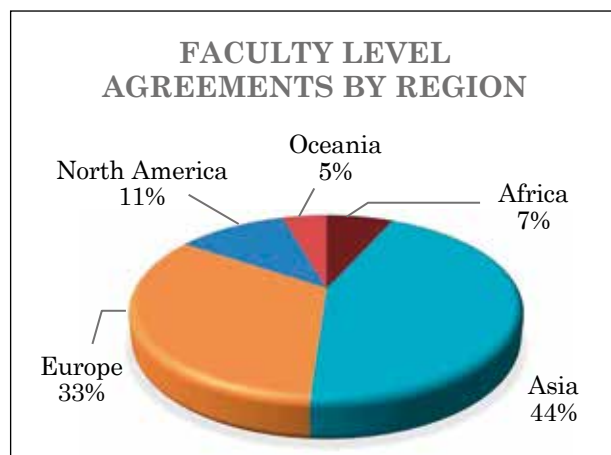
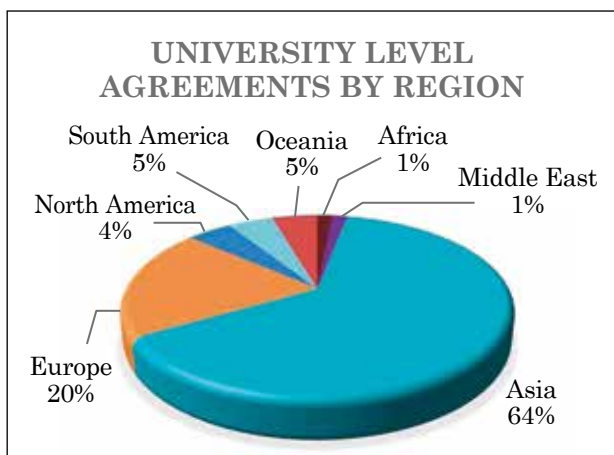
## 2. Partnership Institutions

### (1) Overview

As of March, 2016, University Level was 24 Countries/Areas, 66 Institutions and Faculty Level was 23 Countries, 45 Institutions. And Partnership Institutions was total of 36 Countries/ Areas, 111 Institutions.

The following is Partnership Institutions on University Level and on Faculty level. (Refer to V. Document for list of Academic exchange agreement)

## I. Internationalization and International Exchange at Mie University



### **(2) New Partnership Institutions 2015**

Mie University newly concluded Agreement with four institutions on University Level and five institutions on Faculty Level in AY2015.

#### **【Partnership Institutions on University Level】**

- ① University of Sao Paulo (July 7, 2015)
- ② National Quemoy University (July 13, 2015)
- ③ Southern Taiwan University of Technology (August 28, 2015)
- ④ Juju National University (September 14, 2015)

#### **【Partnership Institutions on Faculty Level】**

- ① Faculty of Mechanical Engineering, Faculty of Applied Science, and Faculty of Material Engineering, Ho Chi Minh City University of Technology (April 20, 2015)
- ② School of Health Science, University of the Philippines Manila (July 23, 2015)
- ③ The University of Sheffield The English Language Teaching Center (September 10, 2015)
- ④ University of Medicine-2, Yangon (October 22, 2015)
- ⑤ School of Foreign Languages, Beijing Institute of Technology (November 16, 2015)

### 3. Acceptance in Foreign Teachers Short-term Invited Programs

In an effort to internationalize the educational infrastructure of Mie University and contribute to further advancement of our educational activities, we promote short-term invited programs of foreign faculty members from overseas educational and research institutions with which we have developed track records of exchange, or with which we may conclude cooperative agreements in the future. The duties of short-term foreign faculty members include (1) teaching and providing research supervision to students in their respective faculties or in other bodies, (2) offering advice and support on the University's international education and efforts to promote internationalization, and (3) participating in education in the divisions' specialized fields and encouraging creation of opportunities in liberal arts education and education in other divisions.

The following is an overview of the AY2015 Short-term Invited Program for Foreign Faculty Members.

		Researchers	University	Country	Identification	Acceptance	
1	Faculty of Humanities, Law and Economics	Chia-Hao Hsu	National Sun Yat-sen University, Japan Research Center	China (Taiwan)	Researcher	2015/4/10	2015/7/5
2	Faculty of Education	Farrell David Cleary	The University of Auckland	New Zealand	Part-time lecturer	2015/9/27	2015/11/30
3	Graduate School of Medicine	Isaac, Cann	Illinois State University	U.S.	Professor	2015/7/6	2015/7/24
			Illinois State University	U.S.	Professor	2015/12/18	2016/1/15
4	Graduate School of Engineering	Siti Ilyani binti Rani	Tati University	Malaysia	Dean	2016/1/8	2016/2/5
5	Graduate School of Bioresources	Luis A, Icochea Salas	La Molina National Agrarian University	Peru	Professor	2016/2/23	2016/4/23

### 4. Acceptance of Foreign Researchers

To promote international exchange in academic research, we have defined the eligibility criteria for acceptance of foreign researchers who can pursue joint research projects alongside our personnel. To be eligible for intake as a foreign researcher at Mie University, a candidate must be:

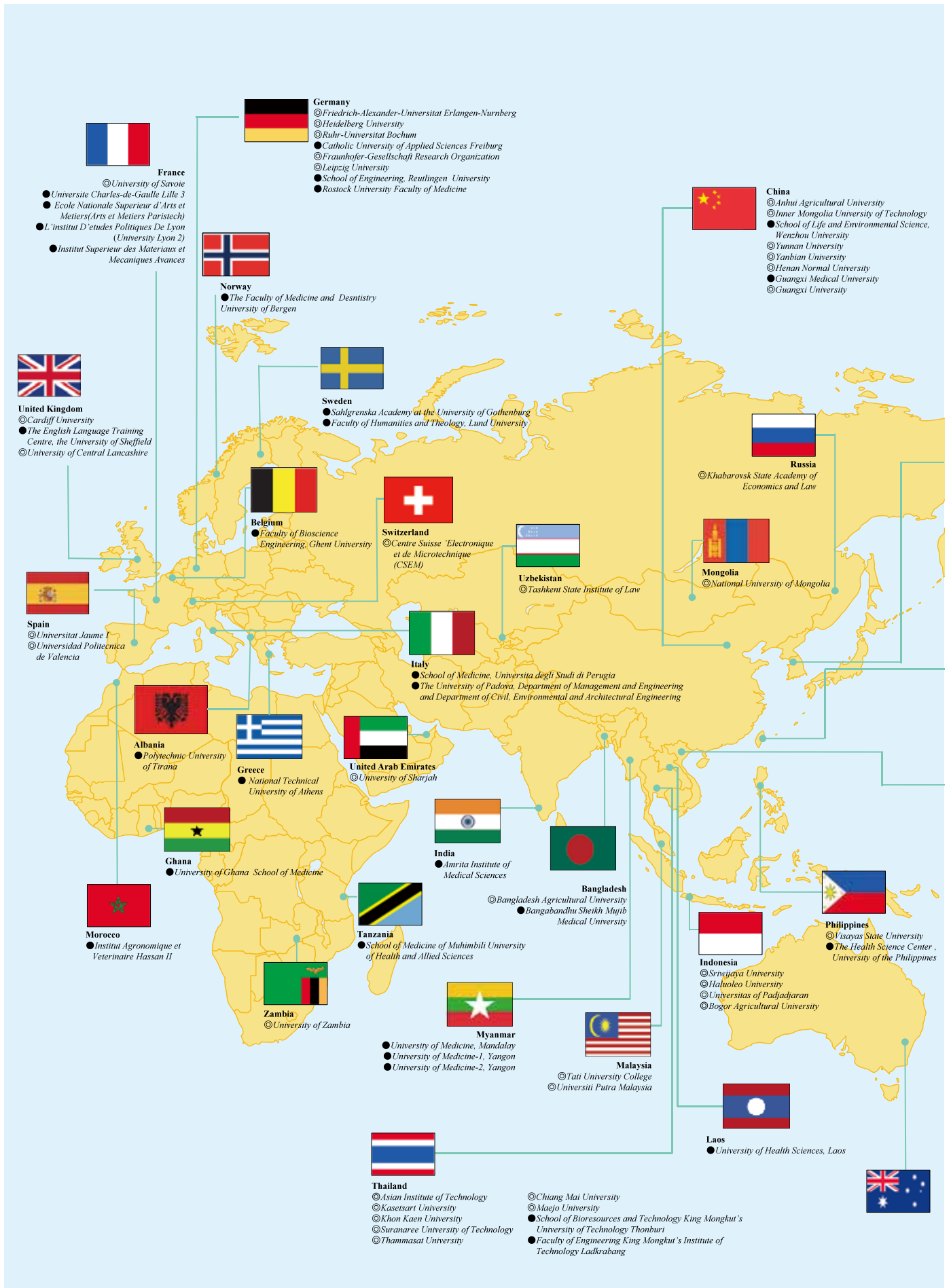
- (1) Deemed as having qualifications at least equivalent to those of a Mie University professor, associate professor, lecturer, assistant professor, or associate;
- (2) Able to contribute to joint research in one of the faculties or other bodies for at least one month, in principle.

Foreign researchers are expected to engage in joint research based on predetermined research plans.

The following is an overview of the AY2015 Acceptance of Foreign Researchers.

Faculty	Numbers	Countries
Faculty of Humanities, Law and Economics	5	South Korea · China · France
Graduate School of Medicine	2	India · China
Graduate School of Engineering	12	Albania · Thailand · China · France · Viet Nam
Graduate School of Bioresources	8	Thailand · China · Bangladesh
Graduate School of Regional Innovation Studies	1	Thailand
University Hospital	2	Thailand
Total	30	

# I. Internationalization and International Exchange at Mie University





# International Partner Institutions

- ◎ Jiangsu University
- ◎ Jiangnan University
- ◎ Shanghai Ocean University
- Shanghai Jiao Tong University School of Medicine
- ◎ Shenyang Pharmaceutical University
- ◎ Xi'an University of Technology
- Faculty of Thermal Engineering and Engineering Mechanics, Tsinghua University
- College of Science Zhenjiang University
- ◎ Institute of Japanese Studies, Chinese Academy of Social Sciences
- ◎ Tianjin Normal University
- Institute of Japanese Studies, Nankai University
- ◎ Nanjing Tech University
- ◎ Beijing Foreign Studies University
- School of Foreign Languages, Beijing Institute of Technology
- The Second Medical College of Lanzhou University



◎ University Level: 24 Countries/Areas, 66 Institutions

● Faculty Level: 25 Countries, 47 Institutions

Total of 37 Countries/Areas,  
113 Institutions

As of September 13, 2016

## 5. Number of International Students

The number of international students attending Mie University continues to increase, year-on-year. As at November 1, 2015, there were 333 international students (193 females) representing an increase of 17 students year-on-year and accounting for 4.6% of the total student population.

In terms of nationality, East Asian and Southeast Asian nations are well represented. Although 182, or 55%, of our international students hail from China, these are followed by students from Indonesia, Vietnam, Thailand, and South Korea, among other countries and regions. Another interesting factor about our international student body is the 13 students who hail from Germany, which is the largest number in Europe.

The following is International students by Faculties and Countries.

### (1) Faculties

As of November 1, 2015

	Undergraduate		Master's Program		Doctoral Program		total
	Degree Students	Non-Degree Students	Degree Students	Non-Degree Students	Degree Students	Non-Degree Students	
Faculty of Humanities, Law and Economics	11 (7)	43 (28)	11 (7)	11 (7)			76 (49)
Faculty of Education	12 (11)	28 (24)	18 (17)	1 (1)			59 (53)
Graduate School & Faculty of Medicine			5 (3)	1 (1)	16 (7)		22 (11)
Graduate School & Faculty of Engineering	22 (4)	10 (4)	15 (3)	8 (2)	12 (2)		67 (15)
Graduate School & Faculty of Bioresources		10 (6)	29 (14)	4 (2)	25 (10)		68 (32)
Graduate School of Regional Innovation Studies			6 (4)		1 (1)		7 (5)
Center for International Education and Research		34 (28)					34 (28)
	45 (22)	125 (90)	84 (48)	25 (13)	54 (20)	0 (0)	333 (193)

( ) The numbers in parentheses represent the numbers of females

# I. Internationalization and International Exchange at Mie University

## (2) Countries

	total	(female)
35 Countries/Regions	333	(193)

As of November 1, 2015

Regions/ Countries		【Undergraduate】		【Graduate】		【CIER】	total
		Degree Students	Non-Degree Students	Degree Students	Non-Degree Students	Japanese Studies Students	
Asia	China	31 (13)	59 (47)	66 (42)	14 (8)	12 (10)	182 (120)
	Indonesia	1 (1)		18 (10)	1 (1)		20 (12)
	Viet Nam	2 (1)	4 (2)	5 (1)		8 (7)	19 (11)
	Thailand		4 (4)	9 (4)	1	2 (2)	16 (10)
	Korea	7 (4)	1	5 (2)			13 (6)
	Bangladesh			11 (2)			11 (2)
	Afghanistan		2	7			9 (0)
	Taiwan		4 (3)		1	2 (1)	7 (4)
	Malaysia	3 (3)		1			4 (3)
	Myanmar			3 (1)			3 (1)
	India			1 (1)			1 (1)
	Cambodia	1					1 (0)
	Nepal			1 (1)			1 (1)
	Fiji			1			1 (0)
	Philippines					1 (1)	1 (1)
	Brunei Darussalam			1 (1)			1 (1)
Laos			1			1 (0)	
Middle East	Iraq			1			1 (0)
	Turkey			1			1 (0)
Africa	Egypt		1	1			2 (0)
	Uganda		1				1 (0)
	Ghana			1 (1)			1 (1)
	Gabon				1		1 (0)
	Guinea					1	1 (0)
	Mali			1 (1)			1 (1)
North America	Mexico		1 (1)	1 (1)			2 (2)
	U. S.					1 (1)	1 (1)
Europe	Germany		7 (3)		1	5 (4)	13 (7)
	France		1 (1)	1	5 (3)		7 (4)
	Russia		2			1 (1)	3 (1)
	Sweden		2				2 (0)
	Serbia			1		1 (1)	2 (1)
	U.K.		1				1 (0)
	Spain				1 (1)		1 (1)
	Hungary		1 (1)				1 (1)
Total		45 (22)	91 (62)	138 (68)	25 (13)	34 (28)	333 (193)
		136 (84)		163 (81)		34 (28)	

Degree Students	Non-Degree Students
183 (90)	150 (103)

## 6. Overseas Dispatch of Mie University students

In AY2015, we sent overseas 314 Japanese students, 29 of whom participated in long-term study abroad programs of at least one semester at one of our partner institutions. This represents an overall increase of seven year-on-year; however, the number of students studying abroad for periods of at least one year jumped significantly to 19.

The number of participants in short-term study abroad programs (e.g., overseas training and language study programs) reached 278, with 188 of them taking part in programs offered by one of the divisions of the University. Meanwhile, 39 students participated in the international career development programs offered by the Center for International Education and Research—namely, Tri-U, the Vietnam Field Study, and short-term language training programs in Australia and the United States. Furthermore, 51 students joined the Special Program for English which has been offered by the College of Liberal Arts and Sciences since AY2015.

The following is Studying Abroad by period and faculties, results of exchange programs at partner institutions and overseas dispatch (results by department)

### (1) Overseas Dispatch by Period

Period	Number of students
1 year or more	19
6 months or more and less than 1 year	10
3 months or more and less than 6 months	7
less for 3 months	278
total	314

### (2) Overseas Dispatch by Faculties

Faculty	3 months or more (Partner)	less for 3 months (CIER)	less for 3 months (College of Liberal Arts and Sciences)	less for 3 months (Each Faculties)	total (faculty)
Faculty of Humanities, Law and Economics	22	12	13	37	84
Faculty of Education	0	5	4	27	36
Graduate School & Faculty of Medicine	2	2	11	83	98
Graduate School & Faculty of Engineering	11	6	7	36	60
Graduate School & Faculty of Bioresources	1	14	16	5	36
Graduate School of Regional Innovation Studies	0	0	0	0	0
total (term)	36	39	51	188	314



## I. Internationalization and International Exchange at Mie University

### **(3) Studying Abroad at Partner Institutions (1 semester or more)**

Faculties	Number of students	Dispatch Destination
Faculty of Humanities, Law and Economics	22	National Kaohsiung Normal University (Taiwan) · Jaum I University (Spain) · Charles de Gaulle University Lille3 (France) · Lund University (Sweden) · University of Leipzig (Germany) · University of North Carolina (U.S.) · University of Central Lancashire (U.K.) · University of Sao Paulo (Brazil) · Heidelberg University (Germany) · University of Bochum (Germany) · Kasetsart University (Thailand)
Graduate School & Faculty of Medicine	2	University of Tasmania (Australia) · The University of Auckland (New Zealand)
Graduate School & Faculty of Engineering	10	Technical University Munich (Germany) · The Cleveland Clinic Foundation Lerner Research Institute (U.S.) · Bulgarian Academy of Sciences (Bulgaria) · The University of Padova (Italy) · University of Wisconsin -Milwaukee/University of York (U.S./U.K.) · University of Michigan (U.S.) · Polytechnic University of Valencia (Spain)
Graduate School & Faculty of Bioresources	1	Heidelberg University (Germany)
total	35	

### **(4) Overseas Dispatch (Results by Department)**

	Institution	Country	Period	Number of Students
<b>(1) Center for International Education and Research</b>				
Tri-U International Joint Seminar & Symposium	Jiangsu University etc	China	6 days	12
Field Study in Viet Nam	Ho Chi Minh City University of Education etc	Viet Nam	13 days	10
Language seminar at Monash University (English)	Monash University	Australia	28 days	14
Language Training abroad Courses (English) * Three Universities Joint Study Abroad Information Session	North Carolina State University	U.S.	21 days	1
Language Training abroad Courses (English) * Three Universities Joint Study Abroad Information Session	Monash University	Australia	28 days	2
<b>Total (CIER)</b>				<b>39</b>
<b>(2) College of Liberal Arts and Sciences</b>				
Language Training abroad Courses (English)	the University of Sheffield	U.K.	22 days	51
<b>Total (Lib)</b>				<b>51</b>
<b>(3) Faculty of Humanities, Law and Economics</b>				
German Culture Training Abroad	University of Erlangen-Nuremberg	Germany	More than a month	4
Language Training Abroad Courses (English)	University of Oxford, Hertford College	U.K.	18 days	4
Language Training Abroad Courses (Chinese)	National Kaohsiung Normal University	Taiwan	15 days	18
Fird Work in Germany	University of Bochum etc	Germany	6 days	11
<b>Total (Hum)</b>				<b>37</b>
<b>(4) Faculty of Education</b>				
Language Training abroad Courses (Chinese)	Tianjin Normal University	China	13 days	15
Language Training abroad Courses (English)	The University of Auckland	New Zealand	9 days	12
<b>Total (Edu)</b>				<b>27</b>

## I. Internationalization and International Exchange at Mie University

	Institution	Country	Period	Number of Students
<b>(5) Graduate School &amp; Faculty of Medicine</b>				
Overseas Clinical Training	Khon Kaen University	Thailand	4 weeks	3
Overseas Clinical Training	University of Washington	U.S.	4 weeks	5
Overseas Clinical Training	The Muhimbili University of Health and Allied Sciences	Tanzania	4 weeks	5
Overseas Clinical Training	University of Zambia	Zambia	4 weeks	3
Overseas Clinical Training	Shanghai Ocean University	China	4 weeks	2
Overseas Clinical Training	University of Sharjah	United Arab Emirates	4 weeks	6
Overseas Clinical Training	University of Perugia	Italy	4 weeks	3
Overseas Clinical Training	University of Health Sciences, Lao PDR	Laos	4 weeks	4
Overseas Clinical Training	Thammasat University	Thailand	4 weeks	8
Overseas Clinical Training	Cardiff University	U.K.	4 weeks	3
Overseas Clinical Training	Amrita Institute of Medical Sciences	India	4 weeks	3
Overseas Clinical Training	University of Sao Paulo	Brazil	4 weeks	3
Overseas Clinical Training	Flinders University	Australia	4 weeks	2
Overseas Clinical Training	School of Health Science, University of the Philippines Manila	Philippines	4 weeks	1
Overseas Clinical Training	Fiji National University	Fiji	4 weeks	5
(Overseas Clinical Training Total 56)				
Early stage overseas experience practicum	Ananda Hospital	India	10 days	3
Early stage overseas experience practicum	Catholic University of Applied Sciences in Freiburg	Germany	9 days	6
Early stage overseas experience practicum	Khon Kaen University (Thailand) · University of Health Sciences, Lao PDR (Lao)	Thailand · Laos	8 days	3
Early stage overseas experience practicum	School of Health Science, University of the Philippines Leyte	Philippines	8 days	2
Early stage overseas experience practicum	Chiang Mai University	Thailand	8 days	7
Early stage overseas experience practicum	University of Washington	U.S.	6 days	5
(Early stage overseas experience practicum Total 26)				
Research Internship	Harvard University	U.S.	21 days	1
(Research Internship Total 1)				
<b>Total (Med)</b>				<b>83</b>
<b>(6) Graduate School &amp; Faculty of Engineering</b>				
Support Project for International Internship and Study Abroad	Technical University Munich	Germany	320 days	1
Support Project for International Internship and Study Abroad	The Cleveland Clinic Foundation Lerner Research Institute	U.S.	201 days	2
Support Project for International Internship and Study Abroad	Polytechnic University of Valencia	Spain	62/148 days	2
Support Project for International Internship and Study Abroad	Worcester Polytechnic Institute Massachusetts Institute of Technology	U.S.	76 days	1
Support Project for International Internship and Study Abroad	Arts et Metiers Paristech (ENSAM)	France	68 days	1

## I. Internationalization and International Exchange at Mie University

	Institution	Country	Period	Number of Students
Support Project for International Internship and Study Abroad	Earsten Washington University	U.S.	52 days	1
Support Project for International Internship and Study Abroad	Cincinnati Childrens Hospital Medical Center	U.S.	38 days	1
Support Project for International Internship and Study Abroad	Beijin Institute of Technology	China	33 days	1
Support Project for International Internship and Study Abroad	National Synchrotron Radiation Research Center	Taiwan	32 days	1
Support Project for International Internship and Study Abroad	Tati University	Malaysia	31/32 days	6
Support Project for International Internship and Study Abroad	Sultan Zainal Abidin University	Malaysia	31 days	1
Support Project for International Internship and Study Abroad	The University of Padova	Italy	31 days	1
Support Project for International Internship and Study Abroad	University of Michigan - Dearborn	U.S.	30 days	2
Support Project for International Internship and Study Abroad	Universiti Malaysia Perlis	Malaysia	29 days	1
Support Project for International Internship and Study Abroad	Pathumwan Institute of Technology	Thailand	28 days	1
Support Project for International Internship and Study Abroad	DEG (Design Environment Group Architects)	Singapore	26 days	3
(Support Project for International Internship and Study Abroad Total 26)				
Overseas Short-term Internship	MIE METAL INDUSTRY CO.,LTD · EBA kogyo Group	Viet Nam	9 days	6
Overseas Short-term Internship	Yamamori · Hyakugo Bank, Ltd. · Japan Transcity Corporation · YASUNAGA CORPORATION	Thailand	9 days	5
(Overseas Short-term Internship Total 11)				
<b>Total (Eng)</b>				<b>37</b>
<b>(7) Graduate School &amp; Faculty of Bioresources</b>				
Field Science Training	Bogor Agricultural University etc	Indonesia	8 Days	3
International Internship	University of the South Pacific	Fiji	50 days	1
<b>Total (Bio)</b>				<b>4</b>
<b>Total</b>				<b>278</b>

## 7. Grant Recipients for International Exchange Projects

Offering ¥500,000 per faculty or graduate school, we used money from the International Exchange Promotion Fund to subsidize six international exchange projects. On March 23, the supervisors of these subsidized projects attended a session in which they reported on their fruitful international exchange activities to the President and the Vice President for International Affairs.

The Following is Grant Recipients for International Exchange Projects 2015.

**International Exchange Projects 2015**

	Faculty	Responsibility Party		Project	Country	Type of Program	Implementation period
1	Faculty of Humanities, Law and Economics	Professor	OKOCHI, Tomoko	Field Study: Overcoming exclusivism in Germany	Germany	Faculty Member Dispatch (1)	September, 2015
2	Faculty of Education	Associate Professor	ARAO, Hiroko	Overseas Education Training Collaborating with the University of Auckland	New Zealand	Student Dispatch (14)	August 31 ~ September 10, 2015
3	Graduate School of Medicine	Professor	HORI, Hiroki	Implementation of early-experience overseas medical training programs (in Asia and the U.S.A.) and intake of short-term students from partner institutions	New Zealand	Student Dispatch (6)	August, 2015
4	Graduate School of Engineering	Professor	KANEKO, Satoshi	Exploration of possibilities for student and research exchange programs between Mie University Graduate School of Engineering and University Sultan Zainal Abidin (UniSZA), Malaysia	Malaysia	Faculty Member Dispatch (2)	June, 2015
5	Graduate School of Bioresources	Professor	GOTO, Masakazu	Development of short-term school and internships for students of foreign universities	Indonesia	Acceptance of International Students (20)	November, 2015 ~ March, 2016
6	Graduate School of Regional Innovation Studies	Dean	KOBAYASHI, Issei	The Seventh International Workshop on Regional Innovation Studies	Taiwan	Acceptance of Foreign Teachers (3)	October, 2015

## 8. The International Career Development Programs

Each year, as part of our international education efforts, we implement the Tri-U International Joint Seminar & Symposium, overseas field studies, overseas language training programs (English), and other short-term overseas training programs. These are referred to collectively as the International Career Development Program. Two of these overseas training programs (Tri-U and the Vietnam Field Study) and the Monash English (ME) short-term language training program were offered on a for-credit basis (common education) for the first time. Finally, we established three new common education subjects (Introduction to International Cooperation, Media and Japan, and International Understanding Practicum) in order to offer more opportunities for newly enrolled students to turn their attention outside of Japan.

### (1) Tri-U International Joint Seminar & Symposium 2015

The 22<sup>nd</sup> Tri-U International Joint Seminar & Symposium is an academic meeting hosted by Mie University (Japan), Chiang Mai University (Thailand) and Jiangsu University (China) in turn. Bogor Agricultural University was newly added as one of the host universities from 2011. The Briefing session is held in April. Candidates submit their own research paper abstract, then, take an interview in English.

Students received intensive lectures wrote own research papers in English and prepared presentation and performance all together. On the site, they received the hospitality from the host university, presented papers on each theme and exchanged opinions eagerly among participants. Scholarships of 100,000 yen are paid to participants as transportation expenses and academic participation fees.

In 2015, the Seminar & Symposium was held at Jiangsu University in China from October 18 to 23. More than 170 students and faculty joined the Seminar & Symposium from 6 countries. From Mie University, 8 faculty members and 13 students participated in the Seminar & Symposium and made their oral presentations.





## I. Internationalization and International Exchange at Mie University

### (2) Field Study in Vietnam

Vietnam's economic development is proceeding rapidly, and ties with Japan are deepening across a wide range of areas including economics, society, and international cooperation. The Japanese government's ODA grant amount is top class and more than 1000 Japanese companies are entering to Vietnam. In AY2015 included a September visit by 10 students to Ho Chi Minh and Hanoi for approximately two weeks. The field activities included joint field research with the students from Ho Chi

Minh City University of Education, field visit to JICA and Japanese volunteers' project sites, and dialogues with Japanese business persons working in Vietnam.



### (3) Language Training Abroad Courses (Monash University, Australia)

This program was initiated in the 2015 academic year. In August, 2015, a total 14 students, ranging from first year undergraduates to first year master's candidates from various departments, participated in the 4 weeks program. At the first week, they took a special class for Mie university students. After that, they learned basic English skills (listening, reading, writing, speaking) as well as academic skills of thesis with students from all over the world. On the weekend, they interacted with their host family and enjoyed the Australian life, culture and nature like field trips, too.



## 9. National University Project for Promotion of Reform and Strengthening

### "Project for Accelerating Internationalization by Fostering Global Personnel in Asia with University Collaboration"

Mie University collaborates with Nagoya University and Aichi University of Education to carry out the "Project for Accelerating Internationalization by Fostering Global Personnel in Asia with University Collaboration". This Project was adopted as the "National University Project for Promotion of Reform and Strengthening" in 2012. We have been awarded funding under this program for the six years from AY2012 through AY2017. In AY2015, we joined forces with two other universities to plan and implement training sessions for faculty and staff, and language training and international experience events for students. A total 103 individuals from Mie University-11 faculty and staff members, 59 Japanese students, and 33 international students-took part in 17 programs.

The events organized by Mie University were the International Experience Workshop, held at JICA Chubu Nagoya Global Plaza, and the Three Universities Joint Study Abroad Information Session.

The Following is Main Activities AY2015 of this project.

#### AY2015 National University Project for Promotion of Reform and Strengthening

As of March 24, 2016

No.	Term		Times	Content	Place	number of participants			
						Faculty members	Japanese Students	International Students	
1	9-May	4-Jan	9	Survival Japanese Course (Spring Semester)	Mie University Research Hall II			11	Domestic Language Courses
2	13-Jun	18-Jul	6	TOEFL-iBT Beginner course (Spring Semester)	Berlitz Language Center Sakae		8		
3	17-Aug	28-Aug	10	IELTS Summer Program for study Abroad	Nagoya University International Development Building		2		
4	17-Oct	12-Dec	8	Survival Japanese Course (Fall Semester)	Mie University Research Hall II			16	
5	7-Nov	19-Dec	7	Weekend TOEFL Beginner course (Fall Semester)	Mie University Research Hall II		10		
6	7-Nov	19-Dec	7	Weekend TOEFL Advance course (Fall Semester)	Mie University Research Hall II		4	5	
7	21-Nov		1	IELTS for Study Abroad 1Day Weekend Program	Nagoya University International Development Building		2		
8	16-Feb		1	Self-Study Preparation program for English Speaking	Nagoya University International Development Building		1		
9	11-Mar	24-Mar	9	TOEFL-iBT Spring Program for Study Abroad	Nagoya University International Development Building		1	1	



## I. Internationalization and International Exchange at Mie University

No.	Term		Times	Content	Place	number of participants			
						Faculty members	Japanese Students	International Students	
10	7-Aug	6-Sep		Student Symposium on International Exchange	Monash University, Australia		2		Short-term Overseas Language Training
11	30-Aug	19-Sep		North Carolina State University Global Training Initiative	North Carolina State University, U.S.		1		
12	20-Jun			International Cooperation Experience Workshop in JICA Chubu	Nagoya Global Plaza	1	12		Workshop and Training for Students
13	6-Dec			Student Symposium on International Exchange	Nagoya Global Plaza		1		
14	20-Feb	21-Feb		Three Universities Joint Study Abroad Information Session	Mie Marine Center	7	14		
15	13-May			English for Engineering (a basic technical English preparatory course for students entering master's and doctoral programs)	Nagoya University IB Large lecture room		1		For Students and Officers
16	28-Jan	29-Jan		In-country meeting of overseas office representatives	China Exchange Center	3			
Total						11	59	33	103

### (1) Human Resources Development Project in Collaboration among Three Universities

Participation in the Nagoya University in-country meeting of overseas office representatives. Mie University sent three staff members to make presentations on the university's activities at the Nagoya University in-country meeting of overseas office representatives held at the China Center for International Exchange, in Shanghai, on January 28-30, 2016. Aichi University of Education and Gifu University (the two other universities working with Nagoya University under the auspices of the Program for Promoting the Reform of National Universities) also sent representatives to the meeting, and participants actively exchanged information.

**(2) Subsidies for Formation of Global Human Resources Development Programs**

We used funds budgeted for this program to subsidize creation of global human resources development programs in some of the undergraduate faculties and graduate schools of Mie University. Following an internal call for applications, six programs were created and a university-wide foundation was expanded to promote overseas dispatch of students and intakes of international students for next year and beyond. On March 23, the supervisors of those subsidized projects attended a session in which they, together with recipients of the International Relations Projects Expenses, reported on the results of their international exchange activities to the President and the Vice President for International Affairs

**Mie University Global Human Resources Development Programs Funded by the Program for Promoting the Reform of National Universities**

No.	Faculty	Programs	types of program	Country
1	Faculty of Humanities, Law and Economics	Student supervision in the Summer Program on Chinese Culture at National Kaohsiung Normal University, and survey for development of internship programs in Taiwan	Dispatch of faculty staff (2 persons)	China
2	Faculty of Humanities, Law and Economics	Preparatory survey for a study tour of Brazil (University of Sao Paulo, etc.)	Dispatch of faculty staff (1 person)	Brazil
3	Faculty of Education	Survey toward implementation of an overseas teacher training program in Singapore (National Institute of Education, Nanyang Technological University)	Dispatch of faculty staff (2 persons)	Singapore
4	Graduate School of Medicine	Preparatory/preliminary survey for establishment of a Japan-Myanmar Medical Communication Center (University of Medicine (1), Yangon, etc.)	Dispatch of faculty staff (3 persons)	Myanmar
5	Graduate School of Engineering	Joint development of active terahertz metamaterials under a partnership between Mie University and Xi'an University of Technology	Dispatch of faculty staff (1 person)	China
6	Graduate School of Bioresources	Overseas curriculum development project for the Training Course on international resource science, Department of Sustainable Resource Sciences (Sriwijaya University/Padjadjaran University)	Dispatch of faculty staff (2 persons)	Indonesia

## (3) Bolstering Study Abroad Publicity

### ① International Cooperation Experience Programs

JICA Chubu held an International Cooperation Experience program at Nagoya Global Plaza in conjunction with Mie University. Thirteen Mie University students, faculty members and staff members with an interest in international cooperation and active learning participated in this program. Former Japan Overseas Cooperation Volunteers talked about their experiences and many students were shocked to hear about the dire situation in Syria. Participants also toured the Virtual Global Experience Area and sampled an actual Ugandan school lunch. They later said this program deepened their understanding of the state of affairs in the world today and of the need for international cooperation.



### ② Three Universities Joint Study Abroad Information Session

From February 20 to 21, 2016, we held a retreat-style information session for students who are seeking to study abroad at Mie Marine Center "Kawage Marina". Aimed at bringing the idea of study abroad "closer to home," the two-day session featured talks by former study abroad participants and lectures on the requirements for study abroad. To counterbalance the formal content, there were also interactive games to help students gain a clear picture of study abroad, together with advice on pre-departure safety measures. Through discussing their concerns and honest feelings with each other, the students were also able to make new friends with whom they could talk about matters relating to study abroad about which they had been unable to consult with anyone, up to that point.



### **(4) Strengthening Systems for International Students Intake**

#### **"Survival Japanese Course"**

Since AY2014, we have offered the Survival Japanese Course for international students. This course is open to both international students and visiting foreign researchers who do not have time to study Japanese and is aimed at ensuring that members of both groups can smoothly adjust to living in Japan. In AY2015, 27 new international students (Spring: 11; Fall: 16) spent their Saturday mornings intently learning Japanese. In the fall, when there are more incoming international students, there were more applicants than available seats. In a follow-up survey, one participant said that the session was very helpful for everyday shopping, but another participant would have liked a longer course. There were many other comments from participants.



### **(5) Promoting Internationalization of the Curriculum**

#### **① Short-term Overseas Language Training**

##### **Overseas Language Training (USA · North Carolina State University)**

Funded by the Program for Promoting the Reform of National Universities, this is a short-term training program in Business English developed by Nagoya University and held at North Carolina State University (NC State), in the U.S.A. Mie University sent one student to participate in this program. Students were grouped into one of two skill levels: Classes in the morning were for Japanese students only; those in the afternoon contained a mixture of Japanese students and students of NC State's Japanese classes. This multi-faceted program also included business seminars, a visit to Research Triangle Park, and a weekend trip to Washington, D.C. Participants stayed in the university dormitory for the duration of the program, and they learned and discovered many new aspects of the English language and American culture.



##### **Global Professional Program (Australia · Monash University)**



Funded by the Program for Promoting the Reform of National Universities, this is a short-term intensive program organized by Nagoya University for students who aspire to work overseas in due course. Held at Monash University, an Australian partner school of Nagoya University, this language training program is also open to students from Mie University and the Aichi University of Education. The first week consists of special lectures that are taken jointly by

## I. Internationalization and International Exchange at Mie University

students from the three universities. Mie University sent two students to participate in this month-long program which was initiated in August 2015. Students learned the practical skills needed for writing business letters and e-mails and about the similarities and differences in necessary skills and business communication styles between Japan and Australia. They also visited Japanese companies in Australia to interview employees.

### ② Domestic Language Courses

#### • "Weekend TOEFL courses" for Students Who Aspire to Study Abroad

The TOEFL-iBT course was instituted for the purpose of helping students who aspire to study abroad to improve their TOEFL scores. In the spring of 2015, eight students took the beginners class at Berlitz Language Center Sakae. In the fall of the same year, many students attended this course since it was held at Mie University. "Ten students took the beginner class and nine students took the advanced class."

During the spring break, the TOEFL Course was held at the Nagoya University and Mie University sent two students to participate in this program.

#### • "IELTS courses" Helping Students Prepare for Study Abroad

This course is aimed at raising the IELTS scores of students who want to study abroad to above 6.0 and, in turn, helping them clarify their study abroad goals and develop a clearer picture of their future career paths. In AY2015, this was offered as an intensive summer course and Mie University sent two students to Nagoya University to participate. Course participants also prepared for study abroad by joining in group interviews on their study methods and study abroad plans and attending individual consultations. In the fall, this was held as a one-day weekend course with two Mie University students attending.



## 10. International Contribution through Education and Research

Based on our motto, "From Mie to the World," we actively undertake international contribution projects to encourage the advancement of developing countries, primarily in Asia and Africa. To date, more than 150 Mie University faculty members have been dispatched to developing countries as Japan International Cooperation Agency (JICA) experts, and more than 130 Mie University students and alumni have traveled to developing countries as JICA volunteers (e.g., Japan Overseas Cooperation Volunteers and Senior Volunteers).

As part of JICA's technical cooperation program, we also accept international students under the Project for the Promotion and Enhancement of the Afghan Capacity for Effective Development (PEACE; since 2012) and the Master's Degree and Internship Program of the African Business Education Initiative for Youth (ABE Initiative).

The following is International Contribution through Education and Research in AY2015

### International Contribution through Education and Research in AY2015

As of May 20, 2016

	Countries	Project	Term	Faculty	Overview
1	Afganistan	Project for the Promotion and Enhancement of the Afghan Capacity for Effective Development (PEACE)	2013~ Current	Graduate Shool of Bioresources	A project in which officials of concerned ministries and agencies, and university faculty members, are accepted as researchers in master's or other programs in order to acquire the knowledge and skills they need to contribute to building of infrastructure and development of agriculture and rural villages in Afghanistan. We accepted two researchers a year in AY2012, AY2013, and AY2014, and three researchers in AY2015.
2	Fiji	Assistance for Sustainable Rural Development and Governance on Gau Island in Fiji by Mie University	Jan. 2013 ~ Jul. 2015	Graduate Shool of Bioresources	A Grassroots Technical Cooperation Project commissioned by JICA to offer comprehensive support for development of an outer island in the Fiji group.
3	Myanmar	International Medical Support Center	2013~ Current	Graduate Shool of Medicine	Teaching staff of the Faculty of Medicine were dispatched to institutions, including the University of Medicine, Mandalay (Myanmar), to help improve medical technologies.
4	Zambia	Assistance for the University Teaching Hospital at the University of Zambia	2000s ~ Current	Graduate Shool of Medicine	Teaching staff of the Faculty of Medicine were dispatched to the University Teaching Hospital at the University of Zambia to assist the hospital's medical personnel in improving medical technologies, including injury prevention techniques.
5	Africa 54 countries	Master's Degree and Internship Program of the African Business Education Initiative for Youth (ABE Initiative)	2015~ Current	Graduate Shool of Bioresources	This program is aimed at i) developing networks of people between Japan and each nation of Africa who can contribute to industrial development in Africa, and ii) cultivating advanced professionals who can serve as guides to Japanese companies that are undertaking economic activities in Africa. In AY2015, we accepted two students under this program.

### 11. International Exchange Activities with Overseas universities and Local Organizations

#### (1) Mie University International Exchange Days (International Career Development Program Report Session, Tennis Tournament and International Party)

On December 19, organized by Prof. Wang of the Graduate School of Bioresources, the Annual International Friendship Tennis Tournament was held at the campus tennis courts. On December 21, the AY2015 International Career Development Program Report Session was held, followed by an exchange meeting of international students and ama (traditional female divers) at the Mie Global Environment Center for Education & Research. All of the reports given by the participants on overseas training sessions were of a high caliber. In the first half of the exchange meeting of international students and ama, the students enjoyed watching the famous *Otoko wa Tsurai yo: Torajiro Monogatari* movie, which is set in Ise-Shima. In the second half, the activities of the ama were introduced in English, along with a description of local marine conservation efforts. This was followed by a lively Q&A and discussion session among members of the two groups. At the after-party, some international students performed dances from their home countries and others played guitar music. They also enjoyed friendly conversation accompanied by Halal food.



#### (2) Tsu City International Exchange Day: Global Food Festival

On October 18, on Tsu City International Exchange Day, students from China, Indonesia, and Vietnam served traditional cuisines from their respective countries at the Global Food Festival in Oshironishi Park. The students spent several days ahead of the event gathering ingredients and preparing traditional crafts. The weather was fine on the day, encouraging a number of members of the general public, including local foreign residents, to flock to the food stalls.





### (3) Lecture & Discussion by Mr. Casimir Yost

Senior Fellow, Institute for the Study of Diplomacy, Georgetown University, Mr. Casimir Yost gave us a special lecture on The Group of Seven (G7) and the Rise of the Rest at Regional Innovation Hall of Graduate School of Regional Innovation Studies. This lecture was held with cooperation of US Consulate Nagoya and provided simultaneous interpretation service.

Mr. Yost spoke about recent world situation, issue that each G7 country is currently facing and expectations for G7 ISE-SHIMA SUMMIT. After his lecture, they had a discussion session. Also high school students in Mie prefecture attended this lecture and Yokkaichi senior high school students asked Mr. Yost many questions in English.



### (4) College Guidance Fairs for International Students in Nagoya

An information session for international students seeking to advance to higher studies in Japan was held at Nagoya Prime Central Tower, with representatives from Mie University in attendance. Around 40% of the students in the session were Chinese, with Vietnamese students making up the second largest group. The venue bustled with international students, many of whom stopped by the Mie University booth to listen to our story and collect information pamphlets.





# Major International Exchange Activities of the Faculties, Graduate Schools, etc.

## 1. College of Liberal Arts and Sciences

### (1) Special English Program Short-term Overseas Training (at the University of Sheffield)

The College of Liberal Arts and Sciences began offering its Special English Program in April 2015. The program was adopted to (i) realize the development of global human resources (one mission of the new liberal arts curriculum) and (ii) cultivate an even higher level of practical English proficiency in students at advanced levels of English.

Features of the special program:

- Eligibility is limited to students with the best TOEIC scores in April of their first year. (Participation is optional.)
- Participants take advanced English classes taught by native-speaking instructors in addition to their regularly required English classes.
- Participants take some of their active learning subjects and regular lecture subjects in English.
- After one year of preparation, participants spend the three weeks of spring break attending a short-term overseas training program. (The University aims to provide a highly effective program despite the short duration.)

This year, the short-term overseas training program was held at the University of Sheffield English Language Teaching Centre from February 27 through March 19, 2016. A total 51 students enrolled in the Special English Program took part in this program (Breakdown: Faculty of Humanities, Law and Economics: 13; Faculty of Education: 4; Faculty of Medicine: 11; Faculty of Engineering: 7; Faculty of Bioresources: 16). Since this was our first overseas training program and most of the student participants were still minors, three faculty members accompanied them as chaperones.



Pic. 1

The participants were registered for Pathway, an introductory academic English course, and they took classes in company with other international students of many different nationalities (Pic. 1).



Pic. 2

The training consisted of English classes, lectures by university faculty members, and day-long field trips. During the training program, participants stayed with British host families under an arrangement made by a homestay organization that partnered with the University of Sheffield English Language Teaching Centre (Pic. 2).

## II. Major International Exchange Activities of the Faculties, Graduate Schools, etc.

As shown below, student feedback on the short-term overseas training program was more or less positive. The University of Sheffield English Language Teaching Centre is one of the largest centers of its kind in the United Kingdom. It is well regarded for operating high quality training programs that do not rely on outsourcing. Looking at the overall satisfaction levels of the participants, it appears that this reputation holds true. A number of participants said that their English listening and speaking skills had improved, which would appear to stem from the Centre's focus on practical training content. The homestays, which the Centre has been operating in partnership with a local homestay organizer for many years, were extremely well received by the students. Most of the host families are genuinely interested in grassroots international exchange, rather than making money, and the students' satisfaction is a testament to this.

### Short-term Overseas Training Survey Results

(No. of respondents: 51; Five-tier rank where 1 = Does not apply and 5 = Applies)

Overall, I was satisfied with the short-term overseas training program.	4.5
The on-campus pre-departure guidance session for the short-term overseas training program was adequate.	3.6
I think participation in the short-term overseas training program improved my English reading skills.	3.6
I think participation in the short-term overseas training program improved my English listening skills.	4.5
I think participation in the short-term overseas training program improved my English writing skills.	3.6
I think participation in the short-term overseas training program improved my English speaking skills.	4.6
I was satisfied with the extracurricular activities in the short-term overseas training program.	4.2
I was satisfied with the homestay.	4.7

### (2) English Lounge

As mentioned in the previous section, AY2015 was the first year of operation for the Special English Program, so we opened an English Lounge for program participants (Pic. 3). A part-time lecturer at the College of Liberal Arts and Sciences supervised 30 hours of English Lounge sessions between October 6, 2015 and February 9, 2016. Cumulatively, 98 students attended sessions while the Lounge was open.



Pic. 3

## II. Major International Exchange Activities of the Faculties, Graduate Schools, etc.

### (3) Special English Program Completion Ceremony, Presentation Session and Reception

The Special English Program Completion Ceremony and Presentation Session was held in Liberal Arts and Sciences Classroom 120. Following the completion ceremony (Pic. 4), groups of participants in the short-term overseas training program presented reports on what they learned at the University of Sheffield and through everyday living in England (Pic. 5). The session ended with President Komada commenting on the well-crafted presentations, some of which were made in English. This was followed by a reception at which participants mingled with new freshmen scheduled to join the next Special English Program.



Pic. 4



Pic. 5



## 2. Faculty of Humanities, Law and Economics/Graduate School of Humanities and Social Sciences

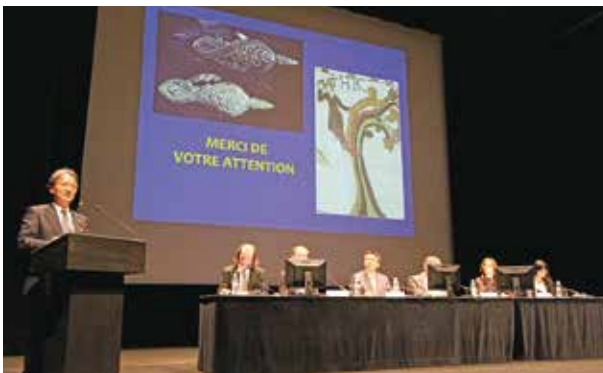
### (1) Projects planned by the Faculty of Humanities, Law and Economics and Iga Cooperation Field

#### ① Ninja Project

These organizations undertook the following international exchange initiatives as part of the Ninja Project.

Cosponsored by the Japan Foundation, the Ninja Culture Research Project: Lecture and Demonstration 2015 -Paris was held at the Japanese Culture House of Paris in France. In the "Information and Espionage: A Comparison of Ancient and Medieval Japan and Europe" symposium held on the 3rd, Professor Yuji Yamada from the Faculty of Humanities, Law and Economics gave a presentation entitled "Activities of Shinobi in Medieval Japan." Professors Patrice Brun and Anne Nissen, both from Pantheon-Sorbonne University, gave presentations entitled, respectively, "L'importance de l'information et du renseignement dans le processus d'émergence de l'état archaïque en Europe" ("The importance of information and espionage during the emergence of nation-states in ancient Europe") and "Amis, ennemis et espions dans le haut Moyen Âge européen. Approches comparatives et interrogations croisées" ("Friends, enemies and spies in early medieval Europe: Comparative approach and cross-examination"). Then, Associate Professor Katsuya Yoshimaru (Faculty of Humanities, Law and Economics) moderated a discussion on the importance of espionage in the Eastern and Western worlds.

On the 4th, Associate Professor Katsuya Yoshimaru gave a lecture entitled "From Shinobi to Ninja," after which Jinichi Kawakami, a Specially-appointed Professor at the Community-University Research Cooperation Center, and Kurondo, a group of Iga School ninjas, gave a ninja demonstration that mesmerized the capacity audience of 300-plus persons.



In the Ninja Culture Research Project: Lecture and Demonstration 2015 - Central and Eastern Europe, Professor Yuji Yamada and Specially-appointed Professor Jinichi Kawakami gave lectures on ninja culture. Every venue was packed, with audience members clamoring to ask questions, and the events were also featured on television.

- |                 |                    |
|-----------------|--------------------|
| On September 24 | Sofia (Bulgaria)   |
| On September 26 | Maribor (Slovenia) |
| On September 28 | Zagreb (Croatia)   |
| On September 30 | Budapest (Hungary) |

## II. Major International Exchange Activities of the Faculties, Graduate Schools, etc.



In the Ninja Culture Research Project: Lecture and Demonstration 2015 - United States, Professor Toshihiko Inoue (Faculty of Humanities, Law and Economics) gave a lecture followed by Specially-appointed Professor Jinichi Kawakami's ninja demonstration. The topic of ninjas also proved to be quite popular in the United States.

On October 8       Yale University

On October 9       New York University



In the Ninja Culture Research Project: Lecture and Demonstration 2015 - Russia, Professor Yuji Yamada and Associate Professor Katsuya Yoshimaru gave lectures followed by Specially-appointed Professor Jinichi Kawakami's ninja demonstration. At Sports School No. 55, the audience comprised just under 300 elementary and junior high school students. Meanwhile, the venues at Russian State University for the Humanities and the Institute of Oriental Manuscripts, Russia's top higher education and research institutions, were filled to capacity and audience members peppered the presenters with questions.

On February 29     Russian State University for the Humanities (Moscow)

Sports School No. 55 (Moscow)

On March 2       Institute of Oriental Manuscripts, Russian Academy of Sciences (Saint Petersburg)



## II. Major International Exchange Activities of the Faculties, Graduate Schools, etc.

### ② Summer Cultural Field Trip

On June 27, twenty-four international students from five countries, accompanied by six Japanese student mentors, participated in a cultural field trip in Iga City. In the morning, they visited the Ninja Museum and watched a ninja show, after which they tried their hands at throwing *shuriken* (ninja stars) under the tutelage of the ninja instructors. In the afternoon, they visited the Eirakukan Japanese culture center where they tried doing *kumiko* woodworking. Under the guidance of a master craftsman, they made wooden trivets and pen stands.



### ③ Fall Cultural Field Trip



On October 25, in cooperation with festival organizers and the Ueno Chamber of Commerce and Industry, 30 international students from six countries, plus five Japanese student mentors participated in the Ueno Tenjin Festival and experienced Japanese culture by carrying a *danjiri* float. Two students from Ueno Senior High School also joined in the festivities on the day of the event. The students were split into two groups, morning and afternoon, and each group spent 2.5 hours

as members of nine neighborhood teams carrying *danjiri* floats. When they weren't hefting their floats, the students freely roamed the Tenjin Festival, enjoying the traditions of Iga-Ueno under a clear autumn sky.

### ④ Exchange Event with Mie Prefectural Ueno Senior High School: "High School Student for a Day"

On July 8 and December 16, a "High School Student for a Day" event was held at Mie Prefectural Ueno Senior High School. For this event, international students were "transferred" to the high school, where they took a full day of classes and participated in club activities alongside high school pupils. The aim of the event was to promote person-to-person cultural exchange among young persons. In July, six international students from four countries joined the first-year class and, in December, 12 international students from six countries joined the second-year class. They sat in on English, classical Japanese, health, and physical education classes before joining in with members of various student clubs, such as table tennis, basketball, English speaking society, and calligraphy groups. For some of the international students, this was a good opportunity to deepen their understanding of Japanese society by comparing the life of a Japanese high school student with their own times as high school students in their home countries.





## II. Major International Exchange Activities of the Faculties, Graduate Schools, etc.

### **(2) Faculty of Humanities, Law and Economics International Student Internship Programs**

International students studying in the Faculty of Humanities, Law and Economics participated in short-term internships at local companies. In August, five students interned at five different companies in Yokkaichi City, including local banks and hotels, for periods ranging from three days to one week. A completion ceremony for these internships was held on August 31. This was a rewarding opportunity for both the international students and the host companies. The students experienced what it is like to work in Japan, and the companies saw their workplaces enlivened.



### **(3) Others**

#### **① Faculty of Humanities, Law and Economics International Student Exchange Meeting**

On November 27, an on-campus exchange meeting was held at Co-op Cafeteria I to deepen friendly ties among international students studying in the Faculty of Humanities, Law and Economics, Japanese students and the faculty and staff members who work there. A total 63 persons-43 international students, 13 undergraduate students, and seven faculty and staff members-took part in the event. For the international students, it was an invaluable opportunity to meet not only Japanese students, faculty members and staff members from the Faculty of Humanities, Law and Economics but also other international students.



#### **② International Students Interacted with the High School Students**



On March 5, 2016, in Yokkaichi Senior High School, 52 high school students in 1st and 2nd grade interacted in English with 11 American and European students belong to such as humanities departments. At first they cooked the scattered sushi of the Doll's Festival together and they were divided into the small group after a meal and performed a workshop. Each group made a poster and presentation about the theme, which is a comparison of the culture. Most of the high school students who participated said that the event was very good. The international students were able to spend a happy day with young high school students.

### 3. Graduate School & Faculty of Education

In AY2015, as in previous years, the Faculty and Graduate School undertook activities based on the international exchange agreement with Tianjin Normal University (China), sent students for training at the University of Auckland (New Zealand), and hosted faculty members and students from Ho Chi Minh City University of Pedagogy (Vietnam) as part of the Sakura Science Plan. In this report, we focus primarily on the training program at the University of Auckland and the achievements of the Sakura Science Plan.

#### (1) International Exchange with Tianjin Normal University

Following the usual schedule, we undertook various international exchange events with Tianjin Normal University. In April, 20 third-year students on the double degree program came to Japan. On June 28, the official graduation ceremony for the second batch of double degree students was held at Tianjin Normal University, and Vice President Hori, Dean Fujita, and Faculty of Education Committee for International Programs Chairman Miyaoka were in attendance. On September 28, a graduation ceremony was held at Mie University for four students on the Tianjin Normal University double degree program. Meanwhile, 15 students participated in the language training program held March 7-20, 2016, topping the number of participants from the previous year. Due in part to careful planning by Tianjin Normal University, our students interacted closely with their Chinese counterparts during the program, thus affording students from both universities an invaluable opportunity to learn about each other's cultures.

#### (2) Overseas Educational Training and Short-term Invitation of Faculty Members in Cooperation with the University of Auckland (New Zealand) Faculty of Education and Social Work

In New Zealand, advances in educational reforms have given rise to autonomous school administration and cooperative professional development among teachers. In cooperation with the University of Auckland Faculty of Education and Social Work, the Mie University Faculty of Education began offering a short-term, nine-day training program in New Zealand in AY2011. The



program consists of lectures on the New Zealand education system, classroom observations at schools near the University of Auckland and the subsequent reviews, and participation in actual lectures at the University of Auckland. The 5th was implemented from August 31 to September 10 this year. Since this program was selected by JASSO for its study abroad support program (short-term outbound), participating students received subsidies to help cover program fees. This short but content-rich program gave the students an opportunity to rethink what they know about education systems and teaching methods. Several teachers at the school visited by the participants said that the job of a teacher is not to teach students but to support and facilitate their learning and that a teacher needs to continue learning. Hearing such views led

## II. Major International Exchange Activities of the Faculties, Graduate Schools, etc.

to a number of the students changing their approach and taking more active roles in their own learning.

University of Auckland English Language Academy instructor Farrell David Cleary, who has provided guidance in the program described above came to Mie University on September 27 and spent two months here in Mie University's Short-term Intake Program for Foreign Faculty. During his stay, he taught two Faculty of Education lecture subjects: English Listening II and English Reading II. He also gave a guest lecture on Curriculum Theory II and held a seminar for students preparing for study abroad in New Zealand. What he taught the students about English and education in New Zealand proved to be a major stimulus and served to encourage them to consider studying abroad at the University of Auckland.

### **(3) Science Education Assistance Program for the Cultivation of High School Science Teachers in Vietnam**

Each year, Mie University accepts six to eight students majoring in Japanese at its partner school, Ho Chi Minh City University of Pedagogy (HCMUP), as Japanese language trainees. However, since the agreement was concluded in 2009, there has been no exchange oriented around teacher training. Based on a request from HCMUP for exchange in the realm of science education, we planned the Science Education Assistance Program for the Cultivation of High School Science Teachers in Vietnam. The aim of this program was to encourage participants to think about inquiry-based science education by learning about high school science education in Japan from university lectures and practicums on science teacher training, high school class observations, and interactions with high school students, and by participating in hands-on activities at science museums with displays on advanced technologies. This program, which was fortuitously selected for the Japan Science and Technology Agency's Sakura Science Plan, ran from June 29 to July 8. Ten HCMUP undergraduate and graduate students majoring in either physics education or chemistry education were selected for the program and were accompanied by two faculty chaperones. In the report session for the program, the participants spoke passionately about their experiences. They said that the 10-day program was sure to prove valuable for their future careers and that they had received many ideas for science teaching from the classes at Mie University, the high school visit, and hands-on activities at science museums. They also said that the program had motivated and inspired them to become good teachers, going forward. All of the participants requested that this kind of program be continued and this is precisely what the Faculty plans to do.





#### 4. Graduate School & Faculty of Medicine/ International Medical Support Center

##### (1) Graduate School & Faculty of Medicine

Associate professor Sakurai (Hepatobiliary Pancreatic and Transplant Surgery, Medical and Nursing Education Center) first visit to Thailand was February 6, 2006 and it was just 10 years. Since 2014, he has took over a responsibility of contact teacher between Khon Kaen University (KKU) and Mie University (Mie U) from predecessor Professor Ando (Parasitology). This time, they renewed agreement with Khon Kaen University again.

Professor Ando sent him as a resource person of surgery team with former Professor Uemoto and Professor Isaji to KKU. It was also the memorable day when the first Living Donor Liver Transplantation in Thailand was performed in KKU and that was supported by Mie U surgery team.

Since then, he has visited Thailand 19 times to join surgeries, international conferences and lectures, Cholangioma Screening Program (CASCAP) with Medical Students from Mie U. Also he has keenly committed to acceptance of medical staffs and students from Thailand. More than 30 surgeons, residents and students have visited each other between two Universities.

He hopes their collaboration will be everlasting in the next generation.



## **(2) International Medical Support Center**

### **① Donation of Orthopaedic Implants**

The April 2015 Nepal earthquake killed over 8,000 people and injured more than 21,000. Therefore, our center collected the sleeping implants (seventeen million yen value donations) from all over Japan to donate them for Nepal Orthopaedic society. After that, requests to receive our donations from Vietnam (Pic. 1) and Democratic Republic of the Congo were come, and then, we had donated some Orthopaedic implants respectively.



**Pic. 1: Vietnam doctors received our donation**

### **② Holding International Medical Lectures**

1. Dr. Katsuhiko Ando: Relationship with Khon Kaen University, Thailand and medical characteristics of this regions
2. Dr. Said Ahmad Shah: Medical situatin in Afganistan
3. Dr. Aung Ko Oo: Health in Myanmar
4. Dr. Taichi Takeda: Medical support after Nepal earthquake
5. Dr. Mohammed Omar Al Salihi: The religion of Islam
6. Dr. Si Thu: Myanmar Today
7. Dr. Nobuyuki Matsubayashi: Infectious disease in Ethiopia
8. Mrs. Takako Wakimoto: How to make good use of Health care interpreting

### **③ Receiving Foreign Doctors and Medical Training**

Our center accepted two foreign doctors from Thailand and Iraq and four Myanmar nurses (Pic. 2). They did medical training in Mie University hospital and affiliated hospitals under our supports.



**Pic. 2: Myanmar nurses watched the sterilization system**

### **④ Offering Medical Education and Charitable Operations to Developing Countries**

Dr Kasai, professor and director of our center, had been to Myanmar five times, Thailand two times, China one time, Vietnam one time to do educational and charitable operations.

## 5. Graduate School & Faculty of Engineering

### Short-term Internships in Vietnam and Thailand

The Faculty and Graduate School of Engineering dispatched several students on short-term overseas internships as part of the Project to Build Networks of Human Resources Development for Regional Revitalization, which is funded by the Mie University Functional Enhancement Project ("Project B").

The objective of this short-term overseas internship program was two-fold: to make students aware of the appeal and activities of local companies whilst bringing companies and students closer together, and to help students understand the importance of and motivate them to become global human resources by exposing them to the international activities of local companies. One graduate student and 10 undergraduate students who hope to find work with companies in Mie Prefecture were afforded opportunities to intern at the overseas offices of local companies.

In cooperation with the Mie Prefecture Division of Employment Promotion and the overseas offices of the participating local companies, the students were divided into two groups and sent to Vietnam and Thailand, respectively, at the end of February 2016.

#### (1) Training at the Host Companies

Before leaving for their internships, the students took part in prior training sessions at the Japanese offices of the partner companies to learn about the companies and their businesses abroad, thereby enhancing their understanding of the companies and enabling them to prepare for their internships.

After arriving at their respective destinations, the students visited the local offices of the host companies, toured their factories, and tried their hands at some actual work. Not only did this afford them first-hand experience on the shop floor but it



**Training of EBA Kogyo**

also deepened their understanding of the need for global human resources through experiences that could only be had through an overseas internship; that is, they learned about the advantages and issues of expanding overseas and heard stories from Japanese employees stationed in-country.

In Thailand, the students were riveted by a story that they heard from a young employee, not much older than any of them, who had only been working for the company for two years. He spoke about difficulties he faced in being sent to Thailand to manage a plant despite his young age and the joy he felt in overcoming those difficulties.

#### Host Companies

Viet Nam	Mie Metal Industry, EBA Kogyo Group
Thailand	Yamamori, Hyakugo Bank, Ltd., Japan Transcity Corporation, YASUNAGA CORPORATION

## II. Major International Exchange Activities of the Faculties, Graduate Schools, etc.

### (2) Exchange with Local Universities

Thanks to the generous cooperation of the host companies, we were also able to offer the interns an opportunity to meet with students from local universities.

The group of interns in Vietnam toured the campuses of Vietnam Maritime University (Haiphong) and Hanoi University of Technology, while their counterparts in Thailand held discussions with students at Thammasat University and King Mongkut's Institute of Technology Ladkrabang.



**Discussion with Thailand students**

The Thai students in the discussion session spoke English better than the interns, so this experience of recognizing their lack of English proficiency and discussion skills surely motivated them to want to improve.

By placing them in the unfamiliar environments of a company and a foreign country, this program broadened the students' horizons and made clear what it means to take the initiative to act. In this way, the program achieved its stated objective of helping students to understand the importance of and motivating them to become global human resources.

Both the participating students and the host companies rated the internship program highly, and the Faculty and Graduate School of Engineering are working to continue offering it in coming years.



## 6. Graduate School & Faculty of Bioresources

### (1) Japanese Government Scholarship Student Priority Placement Program

Applications were solicited and applicants screened for the second year of MEXT's Japanese Government Scholarship Student Priority Placement Program, after which three successful students were admitted to the master's program (one each from Padjadjaran University (Indonesia), Can Tho University (Vietnam), and the University of the South Pacific (Fiji)), and five were admitted to-or, in the case of three students who completed the double degree program, permitted to advance to-the doctoral program (three from Padjadjaran University and two from Sriwijaya University - both in Indonesia) in the Graduate School of Bioresources in October. Under this program, which was introduced in an effort to secure outstanding international students at an early stage, the Graduate School can accept up to eight students (three in the master's program and five in the doctoral program) from four foreign partner universities over the next three years, and we expect that this will help us to further internationalize.

### (2) JICA Grassroots Technical Cooperation Project in Fiji Concludes

Under the auspices of the Japan International Cooperation Agency (JICA), the Graduate School of Bioresources has been implementing a development assistance project for an underpopulated outer island of Fiji. The May 15 One Village One Product Agricultural Festival, in which each village reported on the outcomes of these initiatives, marked the conclusion of this project. On Gau Island, where the project took place, the traditional South Pacific island lifestyle remains firmly



intact but it is faced with several problems. In addition to environment degradation, large numbers of young people are leaving for the main island due to outdated social and transportation infrastructure and the fact that farming, forestry and fishing remain the primary industries. The Graduate School applied for funding for this project under the JICA Grassroots Technical Cooperation Project and received financial assistance for 2013 through July 2015. In cooperation with the School of Marine Studies at the University of the South Pacific (a new partner school with which we concluded an agreement the year before last) and the JICA Fiji Office, this project was aimed at maintaining traditional lifestyles by promoting effective use of island biological resources whilst developing techniques to ensure sustainable development of the living environment for local residents.

## II. Major International Exchange Activities of the Faculties, Graduate Schools, etc.

### (3) Female Diver Exchange Event and Conclusion of an International Exchange Agreement with Jeju National University (South Korea)

From September 11 to 17, 2015, 26 Mie University students, including students from the graduate school, were sent to South Korea to participate in a female diver cultural exchange event for young persons from Japan and South Korea which was held as part of the Ministry of Foreign Affairs' JENESYS 2.0 Program to commemorate the 50th anniversary of normalization of Japan-South Korea relations. During their stay in South Korea, the students met with female divers and watched them dive on Jeju Island and in Busan, and they toured and participated in various exchange events at Jeju National University, Korea Maritime and Ocean University, and Dong-eui University. On September 14, they visited Jeju National University. Following a tour of the campus and museum, a Graduate School representative acting on behalf of Mie University signed an inter-university academic and student exchange agreement with Jeju National University.



### (4) Summer School for Sriwijaya University



From September 5 to 29, 2015, 10 students and two faculty members from our Indonesian partner school, Sriwijaya University, participated in Summer Course 2015 at the Graduate School of Bioresources. For two weeks, course participants stayed on the university's farm where they experienced rice harvesting and food processing. They also visited companies with which the Faculty of Bioresources is conducting joint research to tour offices and attend workshops, toured our Smart Campus Demonstration Project facilities, and met with members of the ISO Student Committee.

### **(5) Sakura Exchange Program in Science**

From December 13 to 27, 2015, Mie University received the students from Indonesia as trainees through the Sakura Exchange Program in Science offered by the Japan Science and Technology Agency. Mie University has entered into academic agreement with Bogor Agriculture University, Sriwijaya University, Padjadjaran University and Haluoleo University. From among them, 8 students and two young teachers were participated in this event.



In this program, participants were able to experience aquaculture that occupies an important role in Mie. 8 out of 10 participants were Female. Recently women's social progress increases in every country.

The training was also carried out with the cooperation of the Training Ship SEISUI MARU, Fisheries Research Laboratory, Mie Maritime High School, Fisheries Research Institute of Mie etc., and it became a very meaningful training project.

### **(6) JICA Volunteer Seminar**

On January 6, 2016, the Faculty of Bioresources and JICA Chubu co-hosted a JICA Volunteer Seminar for 240 first-year undergraduate students during Bioresources Hour. Following an introduction of Faculty of Bioresources' international exchange activities by the Committee for International Programs Chairman, a representative from JICA Chubu talked about JICA's various international cooperation projects. The session ended with talks from a Japan Overseas Cooperation Volunteers returnee. For this session, we invited Ms. Kasumi Okatani. Originally from Ise City, she worked as an environmental education advisor in Suva, Fiji from 2009 through 2011. She spoke passionately about what she did in Fiji, the struggles she faced, what she gained from the experience, and her thoughts on international cooperation, all while showing the students some very interesting photographs. The students listened intently and an exchange of questions and answers after her talk was very lively.

## 7. Graduate School of Regional Innovation Studies

### The 7<sup>th</sup> International Workshop on Regional Innovation Studies (IWRIS2015)

Graduate School of Regional research has organized international workshop every year since its inception in 2009. This year, October 15 and 17, 2015 the seventh International workshop on Regional Innovation studies (IWRIS2015) was held. Three professors who were invited from Aletheia University (New Taipei city), Southern Taiwan University of Science and Technology (Tainan city) in Taiwan and Royal University of Phnom Penh (Phnom Penh city) in Cambodia gave us great lectures. Also graduate students of Mie University presented the research for Regional Innovation in English. The number of participants of this workshop is 138. They had an active discussion about variety research on Regional Innovation. In addition, the invited professors visited companies in Mie and attended the banquet with professors and students of graduate school in Mie University.



Excellent Paper Awards Ceremony on November 6



## II. Major International Exchange Activities of the Faculties, Graduate Schools, etc.

### Invited Lecture Contents

#### < Title, Name >

- a. Bitcoin Reconsidered: Quite a Bit of Innovation, Not a Bit of Coin  
Tzu-Wen Sung (Ph.D. Assistant Professor, Department of International Business & Trade, Aletheia University, New Taipei, Taiwan)



- b. Suppression of Upper Urinary Tract Urothelial Carcinoma by the Ethanol Extract of Silkworm Pupa-Cultivated *Cordyceps Militaris* Fruit Body through G2/M-phase Arrest  
Ting-Feng Wu (Ph.D. Professor, Department of Biotechnology, Southern Taiwan University of Science and Technology, Tainan, Taiwan)



- c. Attempt of the Royal University of Phnom Penh Japanese Department - Japanese and Japanese Culture Spread Caravans - Loch Leaksmy (Head Department, Department of Japanese, Royal University of Phnom Penh, Phnom Penh, Kingdom of Cambodia)





### 8. Attached Junior High School

#### AY2015 International Exchange with Tianjin Experimental High School

**BACKGROUND:** The junior high school has been engaging in international exchange with Tianjin Experimental High School in China since AY2006. The project is part of our international education which is aimed at developing students into global human resources with advanced communication skills who can respect and cooperate with people of other ethnicities and cultures.

**DETAILS:** Every other year, students from one school (country) visit the other school (country) to deepen their mutual understanding through interaction. This year being our turn, four of our students and three of our teachers visited Tianjin Experimental High School in October.

June/ as part of pre-program education, a faculty member from the Faculty of Education spoke about Chinese culture and life in China.

July/ an optional session was held in which Chinese students studying in Japan were invited to talk about Chinese culture and lifestyles and to teach Chinese conversation.

August/ as part of the international understanding class, an optional campus tour was held, conducted by three Mie University international students. Participants toured the campus facilities and conversed with each other in English. Later, the international students, speaking in English, talked about their home countries and answered questions put to them by the junior high school students. Thus, everyday English conversation skills were practiced. Through this series of educational activities, the students listened to a lecture given by a foreign faculty member and interacted with international students from the university. They were able to ask questions and receive answers in both sessions and were surprised at how time flies when you are trying to communicate. All in all, the sessions were extremely rewarding. To prepare for their trip to Tianjin Experimental High School, the students to be dispatched developed and practiced a presentation on the junior high school and Japanese culture.

From October 17 through 22, for 6 days, they visited Tianjin Experimental High School. On the first day at Tianjin Experimental High School, the students took part in a welcome party with students from Finland and Sweden, and presented the host with a gift garnished with pearls, which are specialty products of Mie Prefecture. Then, our Chinese-speaking student acted as interpreter for the opening address. On Monday, all of the students gathered in the spacious schoolyard for the weekly morning meeting and our students were astonished at the sheer scale of the spectacle. Classes began after the morning meeting, and our students joined their Chinese counterparts for physical education, music, and English classes. In the physical education class, our students played badminton and tried tai chi, alongside the Scandinavian students. In the music class, our students and their Chinese and Scandinavian counterparts, learned a song called "Mólíhuā" ("Jasmine Flower") and students from each country sang a different part. Despite being shy at using unfamiliar Chinese words in front of a group, our students enjoyed meaningful interaction with the others. Two



## II. Major International Exchange Activities of the Faculties, Graduate Schools, etc.

English classes, special and standard, were observed by the students. In these ICT-driven classes conducted almost entirely in English, they watched the Chinese students giving presentations. This helped reaffirm for our students the need to know English and likely motivated them to improve their English conversation skills. Our students then gave a presentation on Japan, Japanese culture, and our school to the class of some 40 Chinese students. They used PowerPoint slides to show information and photos, with each student presenting on a different Japanese culture topic: festivals, *yukata*, food, and games. The student speaking about *yukata* showed the class how to put on the garment, then let the Chinese students try doing it. This naturally led to some casual conversation between the students. Another student gave an *origami* demonstration and the Chinese students seemed to enjoy the participatory Japanese culture session immensely. During the second session in which the students came together, they enjoyed playing string games and doing *origami*, and they especially enjoyed talking about Japanese anime, which are very popular in China.



**OUTCOMES:** Despite the short duration of the trip, the students experienced something totally new as a result of immersing themselves in a non-Japanese environment, language, and customs. As they grew more accustomed to the situation, they relaxed and began to enjoy the cultural differences. Since one of the students who joined in this year's trip could speak Chinese, that student's conversations in Chinese stimulated the other students to gradually attempt to use more Chinese and, at times, English to communicate with the Chinese students and the students visiting from Scandinavia. As the proverb says: "Seeing is believing." This trip proved to be an excellent experience for our students. Unfortunately, only a handful of our students were able to participate in this international exchange

## II. Major International Exchange Activities of the Faculties, Graduate Schools, etc.

but, after seeing the participants' presentation at the school festival in November, many other students said that they wanted to go to China, so it seems that this made some students more interested in foreign cultures. Having classmates who have visited another country appears to make our other students more open to international exchange and transnational understanding. Our teachers also had several chances to informally exchange views and information with their Chinese counterparts about educational systems, how schools, grade levels, and classes are managed, educational policy, instruction for extracurricular activities, and student guidance. They smiled wryly to each other about their shared challenges, and both sides gained new perspectives. Overall, the exchange visit to Tianjin Experimental High School was a very rewarding experience for our students and our teachers. In terms of Education for Sustainable Development, a project for which our school has received a UNESCO Associated School designation, visiting Tianjin Experimental High School at the same time as the students from Scandinavia made this exchange program an even more valuable opportunity for our students to gain direct exposure to multiple cultures and to learn about international understanding.

On December 9, one of our teachers who had spent time in the Japan Overseas Cooperation Volunteers gave a lecture to first-year students on international understanding, based on his own experience, and afforded them an opportunity to learn about the Kyrgyz Republic. They deepened their understanding of another culture by learning about the differences between Japanese and Kyrgyz lifestyles, cultures and school life and by discovering the good points of both countries.

Although the Tianjin Experimental High School visit was the major international exchange event for this academic year, we engaged in various kinds of educational activities for international understanding, which helped cultivate international sensibilities in our students.



# Activities of the Center for International Education and Research

## 1. Overview of Activities in International Education

In AY2015, the Center for International Education and Research (CIER) introduced three international education courses: ① Japanese Language Education Course, ② International Education in English Course, and ③ International Career Development Course. The Japanese Language Course offers education in the Japanese language and Japanese culture to all international students. The International Education in English Course is aimed at raising Japanese students' English communication skills and deepening cross-cultural understanding through mixed classes of Japanese and international students. And, International Career Development Course consists of short-term overseas training programs, including English language programs.

## 2. Japanese Language and Culture Education

### (1) Intensive Japanese Language Study Course

#### **[Intensive Elementary Japanese Course]**

This course is for elementary level international students who want a crash course in the Japanese language. It is a 16-week course for first-time learners and those with fewer than 100 hours of prior study. The course has certain requirements, including priority being given to those who attend these Japanese classes with permission from their advisors in the respective Faculties.

In AY2015 spring semester (36th term), 13 students participated in this course. Five were Japanese language trainees (Thailand 3persons, India 1person, Russia 1person, China 1person), five were special auditors (Malaysia 4persons, France 1person), and three were special research students (Spain 1person, Thailand 1person, Egypt 1person).

Seventeen students took the course in AY2015 fall semester (37th term): seven Japanese language trainees (China 2persons, Philippines 1person, Guinea 1person, Germany 1person, Vietnam 1person, Serbia 1person), two special auditors (France), three graduate students (Fiji 1person, Thailand 1 person, Vietnam 1person), and five research students (Afghanistan 2persons, Gabon 1person, Myanmar 1person, Egypt 1person).

The primary textbook for this course was *Minna no Nihongo Elementary Japanese I* (Main Book) (published by 3A Corporation). Secondary materials included the following items published as part of the same series: *Translation & Grammar Notes* (in various languages), *Kaite Oboeru Bunkei Renshuchō*, *Donyū Renshu Irasutoshu*, attached CD and cassette tape, *Chokai Task 25 I* (listening comprehension materials), cassette tape and video materials, and *Hyojun Mondaijū I* (exercise book). Instructors also used *Class Katsudoshu 101* and its sequel *Class Katsudoshu 131* from the Shin Nihongo no Kiso series (published by 3A Corporation) as well as *Bunpo Listening 99* (published by Bonjinsha). Since students who complete this course are expected to start taking major subjects in their respective faculties, they





### III. Activities of the Center for International Education and Research

need to acquire basic Japanese proficiency quickly. In addition to building a basic foundation rooted in grammar, the primary focus of instruction was on developing conversation and listening comprehension skills. These days, an increasing number of students are being placed in Intermediate I after taking the CIER's Japanese language placement test upon completing the Intensive Japanese Language Study course.

In Comprehensive Japanese, the focus is on providing applied practice in all four skill areas through reviewing grammar and using contents that students have already learned. The degree to which students have improved is evident in the *Intensive Japanese Language Study Course Essay Collection*, which is published at the end of the course.

#### (2) Japanese Language Course

Any international student at Mie University can take one of five Japanese courses, according to his/her needs and skill level: Basic I, Basic II, Intermediate I, Intermediate II, or Advanced. Since AY2012, each course has been offered for 16 weeks. Students who wish to take one of these courses register based on the results of their Japanese language placement test.

Nine of the subjects offered across the Intermediate I, Intermediate II, and Advanced levels can be recognized as credits under the sub-category of Japanese Language and Japan Studies, which is one of the College of Liberal Arts and Sciences; therefore, regularly enrolled undergraduate international students who take any of these subjects can receive credits for them.

In recent years, an influx of short-term exchange students from partner schools has contributed to an increase in the number of students who take these courses, so we have enriched the Intermediate I course and elective subjects, in particular. Since AY2010, we have offered the same subjects in both the spring and fall semesters, suffixed with either an A or B, thereby affording students the ability to transfer more credits upon their return home.



#### < Basic I, II >

Basic I and Basic II courses are for international students who do not require an especially advanced level of Japanese ability for their studies and research at the university. Both courses consist of two class-hours a week and classes are open to the general public.

The primary textbooks for Basic I and Basic II are *Minna no Nihongo Elementary Japanese I* (Main Book) and *Minna no Nihongo Elementary Japanese II* (Main Book) (both published by 3A Corporation), respectively. In addition, other supplementary textbooks and teaching materials created by the instructors are used as needed. Many students who take the Basic courses take multiple electives at the same time.



### III. Activities of the Center for International Education and Research

#### < Intermediate I >

The objective of this course is to provide students with the reading comprehension, listening comprehension, and writing skills that they need to take classes at university level. Building on the fundamental grammar, vocabulary, conversation skills, and reading comprehension from the Basic level, instructors aim to instill in students more advanced communication skills and to improve their skills in the Japanese grammar, vocabulary, and expression they need to pursue research in their fields of expertise.

The course is open to students who have a level of Japanese proficiency equivalent to someone who has completed a basic Japanese course, such as the Intensive Japanese Language Study course or the Basic II course. It consists of four required subjects: Grammar/Reading; Reading/Writing; Conversation; and Listening. Of these, Grammar/Reading and Reading/Writing have been offered as subjects that are open to the general public since AY2010.

#### < Intermediate II >

This course is for students who have completed Intermediate I course or who possess an equivalent level of Japanese proficiency.

All three subjects (Grammar/Reading; Reading/Writing; Listening/Conversation) can be recognized as credits for common education (one credit per semester). These subjects instill in students the more advanced grammar, reading comprehension, listening comprehension, writing skills and communication skills that they need to take classes in their fields of expertise at university.

#### < Advanced >

This course is for students who have completed Intermediate II course or who possess an equivalent level of Japanese proficiency. All of the subjects in this course are electives.

### (3) Elective Subjects

These subjects were established in AY2002 in an effort to provide students with learning opportunities that better suit their individual needs. Students can take elective subjects in those areas where they feel that their skills are lacking.

In AY2014 spring and fall semesters, the following four electives were offered:

Character & Vocabulary 1 (for students who have not yet learned Basic I and Basic II kanji)

Character & Vocabulary 2

(for students enrolled in any class between Basic II and Intermediate II)

Step-up to Intermediate Class (mainly for Intermediate I students)

Step-up to Advanced Class (for Intermediate II students)

#### (4) Programs to Accept International Students

##### **Short-term course for international students belonging to CIER**

This course was established in September 2007. Students who enroll in this course are those international students recommended by foreign partner universities with which Mie University has concluded exchange agreements. They become affiliated to CIER for up to one year and primarily take Japanese language courses offered by the Center. Admissions take place in April and in October. In AY2015, we accepted a total 25 students.

##### **< Japanese Studies Students Course >**

This course is for government scholarship students recommended by their embassies or universities (i.e., Japanese Studies students) and self-financed students recommended by foreign partner schools with which Mie University has concluded exchange agreements (i.e., special auditors). We have been accepting Japanese Studies students since AY2003. This course is designed for students majoring in Japanese language or Japanese cultural studies in an undergraduate program at a foreign university at the time when they enter Japan. After one year of study, they return to their home institutions. The aim of this course is to enhance students' awareness of the uniqueness and universality of cultures through comparing Japanese culture with their own cultures and those of other countries, whilst raising their Japanese proficiency levels.

For the first six months of the course, students take Japanese language classes and classes on understanding and adapting to Japanese culture, in the Japanese Language Study course, to boost their Japanese language proficiency and intercultural understanding skills. In the second six months, students continue their studies whilst taking major subjects in the Faculties and receiving supervision from advisors on research report writing to help them develop their respective research topics.

In the 2015 spring semester (April), students on the course moved up to the Intermediate II and Advanced courses and took higher level Japanese language subjects. In cooperation with the College of Liberal Arts and Sciences and the Faculty of Humanities, Law and Economics, the students were permitted to audit classes pertaining to their research topics, according to their respective fields of expertise and interests. In addition to the aforementioned classes, the students gave the following two oral presentations on their research, which they conducted according to their research plans and under the supervision of their advisors:

- \* Presentation on research progress                      May 23, 2015
- \* Final presentation on research outcomes              August 6, 2015



### III. Activities of the Center for International Education and Research

The students summarized their research outcomes in research reports which were published by CIER in the *Japanese Studies Students Research Report Collection Vol. XII*. (September 30, 2015)

In October 2015, we accepted five Monbukagakusho (MEXT) scholarship students into the AY2015 Japanese Studies Program. Four of these students were recommended by their universities, and one was recommended by his/her embassy. Following the Japanese language placement test, one student was placed in the Advanced course and the other four were placed in the Intermediate II course. The students took their Japanese Language and Japan Studies subjects according to these levels.

#### **(5) Instruction Using the Computer Room**

The Japanese Language Study course is divided into Intensive Elementary A, Intermediate I, Intermediate II, and Advanced levels, and students are taught how to write essays and reports in the Computer Room. In Society and Culture of Mie, an international education subject offered in English, and in the advanced level of Reading and Writing, students are taught how to make presentations using PowerPoint. Students on the Japanese Studies Program also use this Computer Room for their mid-term and final research presentations.

Since April 2012, we have been dividing up Japanese language classes using J-cat, a computer-based Japanese language placement test developed by the University of Tsukuba.

#### **(6) Placement Test Make-up for Japanese Courses and Orientation**

To qualify for enrollment in the Japanese Language and Japan Studies classes offered by CIER, students must first sit a Japanese language placement test. Every semester, full-time Japanese language instructors administer and score the test to determine students' skill levels. In the fall semester, the placement test is administered twice: once at the end of September, before classes begin, and once in October, coinciding with the arrival of the Japanese Studies students.



This second test is intended for new arrivals. Make-up tests are also conducted before the registration deadline for students who were unable to take one of the two tests for justifiable reasons.

As a rule, students who want to take CIER classes must take the Japanese language placement test once in each semester. Students who have already passed Level N1 in the Japanese-Language Proficiency Test can take Japanese classes at CIER without sitting the placement test, as long as they provide a copy of their certificate of result and scores.

In AY2015, Japanese language placement tests for the respective semesters were administered in April 4, 6 and 7 and October 2, 5 and 6. The results and the number of registrants for each course can be found in Table 1 and Table 3. For both the spring and fall semesters, the number of students for each class includes those students who advanced from the previous semester (Table 2 and Table 4). In recent years, the number of exchange students coming to Mie University has been rising, so the number of international students taking the Japanese language placement test has increased.

### III. Activities of the Center for International Education and Research

#### 2015 Spring Semester

**Table 1. Results of Placement Test for Japanese Course**

Courses	Number of students
Intensive Japanese Language Study Course	6
Basic I	3
Basic II	15
Intermediate I	16
Intermediate II	16
Advanced (including JLPT1)	31
total	87

**Table 2 Number of Registered student by Courses**

Courses	Number of registered students
Intensive Japanese Language Study Course	8
Basic I	7
Basic II	20
Intermediate I	16
Intermediate II	28
Advanced	39
total	118

#### 2015 Fall Semester

**Table 3. Results of Placement Test for Japanese Course**

Courses	Number of students
Intensive Japanese Language Study Course	15
Basic I	19
Basic II	12
Intermediate I	15
Intermediate II	28
Advanced (including JLPT1)	22
total	111

**Table 4. Number of Registered student by Courses**

Courses	Number of registered students
Intensive Japanese Language Study Course	12
Basic I	18
Basic II	17
Intermediate I	24
Intermediate II	29
Advanced	36
total	136

#### (7) Classes for General Public

In AY2008, CIER began opening up its Basic I class (Introductory Japanese) to the general public and, since AY2010, it has offered four subjects a year that are open to the general public, including Grammar and Reading 1A and Grammar and Reading 2B from the Intermediate I course. In AY2015, one local resident took Everyday Japanese 3A (Basic II course) and another took Grammar and Reading A (Intermediate I course) in the spring, and one local citizen joined Grammar and Reading B (Intermediate II course) in the fall. This affords local residents an opportunity to study side-by-side with our international students.

### 3. International Education Subjects Taught in English

This course was developed to enhance students' English communication skills. It also serves to deepen cross-cultural understanding through participation in mixed classes of Japanese and international students.

Any Mie University student of any nationality can take these subjects. The entire course serves as preparation for participation in the Tri-U International Joint Seminar & Symposium and in international internships. We also recommend that Japanese students who intend to study abroad at a foreign university take these subjects. At the beginning of the semester, regularly enrolled undergraduate students can register these as the College of Liberal Arts and Sciences subjects; all other students can register these as international exchange subjects.

The following is International Career Development Course 2015.

AY2015 Number of students "International Career Development Course"

Subjects	Instructors	Semester	Number of students
Cross-Culture Understanding A	YAMANE Yuko (Part-time Lecturer)	Spring	5
Cross-Culture Understanding B	YAMANE Yuko (Part-time Lecturer)	Fall	7
Our World Heritage A	Brian J. Mahoney (Part-time Lecturer)	Spring	15
Our World Heritage B	Brian J. Mahoney (Part-time Lecturer)	Fall	15
Advanced Academic Writing in English A	Floyd McDaniel II (Part-time Lecturer)	Spring	7
Advanced Academic Writing in English B	Floyd McDaniel II (Part-time Lecturer)	Fall	9
Environmental Issues & Our Planet Earth A	Brian J. Mahoney (Part-time Lecturer)	Spring	19
Environmental Issues & Our Planet Earth A	Brian J. Mahoney (Part-time Lecturer)	Fall	15
Introduction to International Cooperation	NAGANAWA Shingo (Project Associate Professor of CIER)and etc.,	Spring	117
Media and Japanese Culture A (Jap.)	KURITA Satoko (Associate Professor of CIER)	Spring	81
Media and Japanese Culture B (Jap.)	KURITA Satoko (Associate Professor of CIER)	Fall	62
Media and Japanese Culture A (Eng.)	KURITA Satoko (Associate Professor of CIER)	Spring	31
Media and Japanese Culture B (Eng.)	KURITA Satoko (Associate Professor of CIER)	Fall	38
The Society and Culture of Mie A (Eng.)	HANAMI Makiko (Part-time Lecturer)	Spring	15
The Society and Culture of Mie B (Eng.)	HANAMI Makiko (Part-time Lecturer)	Fall	23
English Training Overseas A (Monash University in Australia)	NAGANAWA Shingo (Project Associate Professor of CIER)	Intensive (Spring)	14
English Training Overseas B (Vietnam Field Study)	NAGANAWA Shingo (Project Associate Professor of CIER)	Intensive (Fall)	10



#### 4. International Exchange Activities with the Local Community

##### (1) Homestay Program for International Students (Second Home)

In cooperation with a volunteer organization based in Tsu City, CIER refers international students at Mie University to host families. In AY2015, we recruited 32 new international students for homestays (15 in the spring, 17 in the fall). These students hailed from Vietnam, Thailand, Indonesia, China, Taiwan, and Germany. One participant said: "Through participating in Second Home, I learned about Japan from my host family and I was able to speak in both Japanese and English. I played games and ate dinner with my host family and had an enjoyable time."

##### (2) Multicultural Understanding Event: "Hand in Hand! Global Citizens of Mie 2015"

December 17, 2015, the Center for Citizen Initiatives-Mie (Mie NPO Network Center) held an event called "Gather! Global Rangers: Understand, Learn and Enjoy the World!" at the Mie Citizens Exchange Center (third floor of Ust-Tsu). More than 500 visitors, mostly elementary school students, took part in the event, exceeding last year's attendance by 200.



The aims of this event are to contribute to creation of a multicultural society in which people of different nationalities and ethnicities appreciate and respect each other's cultures, and to advance international contribution and exchange activities. This year, under the theme "Let's Save the World's Traditions, Cultures and Games from the Mischievous Aliens," children dressed up as "Global Rangers," took part in workshops, and visited display booths to learn about the world's cultures and events through fun and games.

Mie University students also ran a booth and a workshop session. There, they taught the children greetings from around the world, introduced them to various World Heritage Sites, and used hand-held tablets to show them the plight of street kids in Vietnam.

##### (3) Multicultural Understanding Classes Taught by International Students at Japanese Schools

In December 2015, Lowey, Dean (Germany) went to the Ueno High School and took classes together with Japanese high school students. After exchanging greeting, he took part in Japanese history, sports and classic Japanese classes. He ate lunch together, enjoyed conversation and participated in the club activities. His dream of going to a Japanese high school came true. He learned in detail about the ministries of the Edo shogunate at classic Japanese class. He played table tennis with Japanese high school student, too. And he deepened his reading comprehension about the excerpt from the *hojoki*.

#### **(4) Activities of the "Terakoya" Student Club**

Since AY2003, CIER has supported club activities in which Japanese students from all of the undergraduate faculties work as volunteers to assist international students with learning Japanese. For this language learning support, one Japanese student helps one international student with conversation practice, working through exercise books, writing reports and essays, correcting application forms, or any other particular need. Once a week, the students attend a lunch meeting for information exchange. Other events for promoting exchange and deepening friendly ties have included exchange parties, dinner parties, field trips, and mini concerts. Members of this club have also visited Brazilian schools and local elementary schools to assist local children with Japanese language learning, and they have even provided support in classes at prefectural high schools. This has proven to be an excellent way for Japanese and international students to enjoy interacting with each other on a daily basis.

In AY2015, we successfully deepened friendly ties between the two groups through lunch meetings, two welcome parties, volunteer-led mini trips, and visits to Japanese confectionery shops.



# International Student Support, Study Abroad Support, and Local Internationalization Support Programs of the Center for Student Support

## 1. International Student Support

### (1) Number of International Student Enrollments in 2015

	Japanese Government scholarship students	Privately financed student (include exchange students)	total	Year-on-year
Enroll in April	8	118 (67)	126	10 up
Enroll in October	23	93 (58)	116	7 up
total	31	211 (125)	242	17 up

### (2) Proxy Applications for Certificates of Eligibility

In AY2015, the International Student Office submitted proxy applications for certificates of eligibility for residence status on behalf of non-degree international students, helping a total 139 students to obtain student visas.

### (3) Guidance Sessions for International Students

In April and October, we held guidance sessions aimed primarily at new international students.

Using the international student guidebook (bilingual Japanese-English and Japanese-Chinese editions), supported by English interpreting, guidance sessions focused on basic rules for campus life at Mie University and rules for everyday living in Japan, such as engaging in activities outside the scope of one's visa and enrolling in the national health insurance system.

In addition, in April and October, we distributed daily supplies donated by local citizens through the Tsu City International Exchange Association.



Guidance session for international students



Daily supply donations from the Tsu City International Exchange Association

### (4) Life Support for International Students

We greeted new international students and assisted them in registering as residents, enrolling in the national health insurance system, and other procedures at City Hall.

### **(5) Tutors**

Through this system, student tutors assist new international students in areas such as everyday living and studying Japanese. In AY2015, assistance was provided to a total 268 international students.

### **(6) Office Hours**

International students may visit professors of CIER during their office hours without an appointment.

### **(7) Comprehensive Renters Insurance for International Students (Organization Guarantee Program)**

This system enables the university to act as an institutional guarantor for international students so that they can rent private apartments. In AY2015, 34 students enrolled in this system.

### **(8) Preferential system for Privately Financed International Student**

Under a unique Mie University initiative, admission fees and all tuition fees are waived for outstanding international students from foreign partner universities who enroll in a master's or doctoral program at Mie University. In AY2015, assistance was provided to 30 international students.

### **(9) Scholarships for International Students**

#### **(Proprietary Mie University Scholarships)**

#### **① Mie University Special International Exchange Scholarship Student System**

Scholarship program for short-term international students from foreign partner universities

We provide scholarship grants of ¥20,000 a month for exchange students from partner universities.

In AY2015, we selected 23 exchange students to receive this scholarship.

#### **② Mie University Professor Emeritus Tatsuo Ito Grant for Foreign Students**

We award scholarships to outstanding new international students, utilizing donations from a Mie University professor emeritus. In AY2015, two students received this scholarship.

#### **③ Mie University Professor Emeritus Masanao Umebayashi Grant for Thai Students**

We award scholarships to outstanding new international students from Thailand, utilizing donations from a Mie University professor emeritus. No students qualified for this scholarship in AY2015.

**(Scholarships by various private foundations etc.)**

We select students and submit their applications to various scholarship foundations with assistance from members of the International Student Committee and others.

The following is an overview of the AY2015 support performance.

Name of Scholarships	Number of Recipients
Mongukagakusho Honors Scholarship for Privately Financed International students	7
Mie International Exchange Scholarship	2
Benjiro Honda Scholarship	5
Rotary Yoneyama Memorial Foundation	3
Sato Asia International Students Scholarship	1
Hashiya Scholarship Foundation	2
Otsuka Toshimi Foundation	1

**(10) Career Support for International Students**

As they became available, job openings for international students and information session announcements were posted on the Career Support Center website (<http://www.mie-u.ac.jp/employment/students/post-2.html>).

**(11) International Student Association Activities**

The International Student Association is a group comprising representatives from (1) China, (2) South Korea, (3) Bangladesh, (4) Malaysia, (5) Thailand, (6) other Asian countries, and (7) countries in all regions outside of Asia (four continents). This Association meets regularly with the International Student Office to exchange opinions and help improve the receiving environment and support system for international students.

**(12) Mie Area Council for the Promotion of International Student Exchange**

This Council was inaugurated for the purpose of promoting smooth reception of international students in Mie Prefecture and carrying out exchange activities, as well helping to enhance international understanding among local residents. A general assembly was held on Friday, July 11 and a steering committee meeting was held on Friday, February 5.

Ms. Kyoko Shibata, Policy Research Unit Chief in the Office for Student Exchange, Student Support and Exchange Division, Higher Education Bureau, Ministry of Education, Culture, Sports, Science and Technology, was invited to attend the general assembly to explain international student policy trends and measures to promote international student exchange.



### (13) E-mail Newsletter Delivery for International Students

Once a month, the university circulates an e-mail newsletter covering important topics in Japanese and English to all registered e-mail addresses (including to mobile phones).

### (14) Field trips for International Students

Twice a year, the International Student Office plans free field trips to enable international students to experience Japanese culture. In AY2015, students visited Kyoto in July, and Ise and Toba in November.

#### < Kyoto in July >

A group of 79 international students, led by six faculty and staff members, visited Kiyomizu-dera Temple and Toei Kyoto Studio Park (known as Uzumasa Eigamura) in Kyoto. There, they toured traditional Japanese structures and tried their hands at painting paper fans. This invaluable trip gave the students exposure to Japanese culture.



KiyomizuDera Temple



Paper fan painting class

#### < Ise and Toba in November >

A group of 86 international students, led by five faculty and staff members, visited Ise Jingu (grand shrine) and the Toba Aquarium. At Ise Jingu, they were moved by the beautiful natural scenery and the solemnity, and they admired the aesthetics of Japanese architecture. They also visited the lookout on the summit of Mt. Asama, where they were mesmerized by the beautiful natural vista of sky, sea, and islands. The Toba Aquarium visit was the first time some of the international students had ever seen an aquarium. Overall, it was a meaningful day for every student.



Ise Jingu Shrine



Launch Time



Report by a field trip participant

## (15) Japanese Culture Experience

### ① Traditional Flower Arrangement (Ikebana) Class

The lesson of traditional flower arrangement is held twice a month at the International Exchange Lounge on the second floor in the University Research Hall II. Yoshiko Kosuga, an instructor of Ikenobo School of Flower Arrangement, has been teaching international students as a volunteer activity since 2000.

### ② Japanese Tea Ceremony Experience

Japanese tea ceremony is held by Prof. Takashi Nitta, the supervisor of Mie University International House, on the third Wednesday of every month at the Japanese Room in Foreign Students' House. Prof. Nitta is an instructor of Mushanokojisenke School of Tea Ceremony. This session is popular among international students as they can experience Tea Ceremony which is one of the important cultures of Japan.

(Reference)

Study Abroad Report from a Vietnamese Exchange Student

What/how you did at Mie University? (Write what you learned by studying at Mie University in detail.) 留学を終えて・・・(留学の成果等について詳細に記入してください。)
私は家族・友達・ベトナムの生活に一度離れて、新しい世界に入りました。そろそろ一年間ぐらい経ちました。日本に来て、三重県に来て、特に三重大学で勉強できて、本当に良かったです。
三重大学で色々なこと勉強していました。日本語だけでなく、日本の文化も日系企業のマナーも勉強していました。中国語までも勉強できました。しかし、本に書いてあるレッスンよりも、実際に体験したことの方が本当に貴重な教訓だと思います。
日本に来たのははじめてです。一人暮らしもはじめてです。すごく心配でした。日本人の皆さんが私の言葉を通じるかな？ 私が日本の料理食べられるかな？ ベトナムでは右側通行ですが、日本では逆に左側通行です。どうかね。慣れるようになるかな？ 色々な心配なことが頭の中に浮かんでいました。しかし、千里の道も一歩からですね。なんとか全部の心配なことを乗り越えて、素敵な留学生活できました。
留学している間、東京・京都・大阪・和歌山・神戸・長野・奈良など色々なところに行きました。三重県の有名なところも行きました。伊勢神宮・鳥羽・桑名・おわせに行きました。その中には、特に探検者として桑名に行ったのは本当に貴重な体験だと思います。私たちは桑名の歴史



が紹介されて、海苔を作るのを体験できました。また長島スパランドで楽し時間を過ごしました。

三重大学の色々なパーティーに参加しました。そこで色々な人に会えて、色々な友達できました。うれしかったです。

私にとって今年は何年か休みの年だと思っています。生まれてから、はじめてさくら見ました。はじめて雪を見ました。はじめて日本のお盆祭りを体験しました。その日に浴衣を着て、三重の先生と友達と一緒に神社に行って盆踊り踊ってみました。本当にいい思い出になりました。また、はじめてスキー体験しました。はじめてだったから、怖かったです。何回も何回も転んで、人にぶつかりました。痛かったですが、ちゃんとスキーできてすごくうれしかったです。

私は日本に来る前、刺身と味噌汁食べられませんでした。今全部の日本の料理が食べれるようになりました。それに、日本の料理に興味を持って、自分で調らべて、勉強しました。今はだし巻きとかちわんまわしとか色々な料理し方が分かって、できました。帰国した後、日本のレストラン開店しようかなと思っています。(^^)

留学する時間は勉強する時間・あそぶ時間・体験する時間だと思っています。一年間たつて本当に成長しました。考え方も生き方も成長しました。それから、困ることとか大変なこととかあるはずだと思っていますが、自信をもて前に向かっていきます。

留学できて、本当にうれしいです。色々なことを身につけて、良かったです。三重大学の先生、本当にありがとうございました。一年間大変お世話になりました。ちゃんと留学した時間！留学の思い出を人生の一生絶対に忘れません。

## 2. Study Abroad Support

### (1) Tuition Waiver System for Exchange Students

The tuition waiver system for students with outstanding academic performances and for exchange students was established in AY2014. Mie University tuition fees are waived for those students who are sent to our partner universities as exchange students in cases where tuition must be paid to the host universities based on agreements with such partner universities.

### (2) Recruitment and Information Sessions for Exchange Programs

Since AY2014, the number of exchange student recruitment sessions (previously only held in April and October) was increased to four times a year, with additional sessions being offered in June and January.

On Wednesday, January 20, 2016, a university-wide information session on exchange programs was held, with 27 students attending. Staff from the International Student Office gave an overview of exchange programs, and returning students who had participated in exchange programs gave presentations about their experiences. Consultation sessions were also held for students wishing to study abroad. Those who attended the past participants' presentations appeared to have become more interested in studying abroad.



Presentation by a participant of exchange program



Counseling session



**(3) Acceptance into the Japan Public-Private Partnership Student Study Abroad Program:  
TOBITATE! Young Ambassador Program (2nd cohort, 3rd cohort)**

One student was selected for each of four basic courses of this program in the AY2015 spring semester (second cohort) and AY2015 fall semester (third cohort), and four students were selected for the Mie Prefecture Regional Development Course.



Opening remarks by Mr. Masaaki Akaike,  
Parliamentary Vice-Minister of MEXT



Mr. Taichiro Goto, Director of the Center for Student Support with the third cohort of students to be dispatched overseas (at the farewell party)

**Acceptance into the Japan Public-Private Partnership Student Study Abroad Program:  
TOBITATE! Young Ambassador Program**

**AY2015 spring semester (2nd cohort)**

No.	Courses applied for	Faculty	Master/Doctoral	Grade	Host institution	Period
1	Natural Sciences/Cross-disciplinary Course	Graduate School of Engineering	Doctoral Program	1	Bulgarian Academy of Sciences (Bulgaria)	July 28, 2015 ~ January 2, 2016

※ As of April, 2015

**AY2015 fall semester (3rd cohort)**

**< Four basic courses >**

No.	Courses applied for	Faculty	Master/Doctoral	Grade	Host institution	Period
1	Natural Sciences/Cross-disciplinary Course	Graduate School of Engineering	Master's Course	1	The University of Padova/San Camillo Hospital (Italy)	October 13, 2015 ~ February 15, 2016

**< Regional Development Course >**

No.	Courses applied for	Faculty	Master/Doctoral	Grade	Host institution	Period
1	Regional Development Course	Graduate School of Engineering	Doctoral Program	1	University of Wisconsin-Milwaukee/ University of York (U.S./U.K.)	October 3, 2015 ~ January 31, 2016
2	Regional Development Course	Graduate School of Engineering	Master's Course	1	University of Michigan (U.S.)	September 1, 2015 ~ February 15, 2016
3	Regional Development Course	Graduate School of Engineering	Master's Course	1	University of Michigan (U.S.)	September 1, 2015 ~ February 15, 2016
4	Regional Development Course	Graduate School of Engineering	Master's Course	1	University of Michigan (U.S.)	September 1, 2015 ~ February 15, 2016

※ As of April, 2015

#### **(4) Fifth cohort Recruitment Fair for the Japan Public-Private Partnership Student Study Abroad Program: TOBITATE! Young Ambassador Program**

On Wednesday, January 20, 2016, we held the 5th cohort recruitment fair (for faculty and students) for the TOBITATE! Young Ambassador Program, which is co-sponsored by MEXT and the Japan Student Services Organization (JASSO) in Mie University. Mr. Takayasu Omura, a member of the MEXT Public-Private Joint Project for Overseas Education Promotion, provided an overview of the program, application procedures, and other information. In addition, Mr. Kenchi Koiso from the TOBITATE! Young Ambassador Program Mie Prefecture Exchange Student Support Council Office gave an overview of the Mie Prefecture Regional Development Course, the application schedule, and other information.



Information session for students

#### **(5) Assistance through Scholarships**

##### **① Mie University Special International Exchange Scholarship Student System**

- Scholarship program for students studying abroad at a foreign university

We cover the actual round trip travel expenses (up to ¥150,000; the system was revised to provide ¥150,000 starting in September) to help exchange students study abroad at partner universities. In AY2015, this scholarship was awarded to 22 students.

- Scholarship program for students participating in international exchange programs

Students participating in an international exchange program carried out abroad can receive ¥100,000; in AY2015, these scholarships were awarded to 13 students.

In AY2015, we also awarded a scholarship to one student participating in the JASSO Student Exchange Support Program who was not eligible to receive a JASSO scholarship.

##### **② Student Exchange Support Program**

In AY2015, the following six programs were selected for the JASSO Student Exchange Support Program.

IV. International Student Support, Study Abroad Support, and Local Internationalization Support Programs of the Center for Student Support

The JASSO Student Exchange Support Program in AY2015

Agreement Dispatch

No.	Program	Faculties	Professor	Program Term	Days	Total Numbers	Adoption Numbers	Number of Scholarship recipients
				Start ~ Ends				
1	Oveaseas Education Training Collaborating with the University of Auckland	Graduate School & Faculty of Education	GOTO, Taichiro	2015/9/1 ~ 2015/9/9	9	18	11	11
2	Cultivating of medical professionals with an understanding of global health in the new era	Graduate School & Faculty of Medicine	HORI, Hiroki	2015/4/6 ~ 2015/7/3	26	51	31	31
3	Field Science Training (Indonesia)	All Department/ Graduate School & Faculty of Bioresoueces	EHARA, Hiroshi, TSUKADA, Morio	2015/8/21 ~ 2015/8/28	8	11	7	3
4	2015 practical career English program for improving academic skills in the humanities	All Department/ Faculty of Humanities, Law and Economics	YOSHIDA, Etsuko	2015/8/22 ~ 2015/9/8	18	12	7	4
5	Research internship of overseas university	Graduate School & Faculty of Medicine	SHIMAOKA, Kaname	2015/8/3 ~ 2015/8/19	17	12	7	1
6	Continuing and deepening of reciprocal exchange between students at Mie University and TATI University College in Malaysia (Outbound)	Graduate School & Faculty of Engineering	KANEKO, Satoshi	2015/9/1 ~ 2015/9/24	24	12	7	3
Total						116	70	53

### 3. Regional Internationalization Support

Dispatch of international students: At the request of educational institutions in Mie Prefecture, we dispatched one international student to provide native language interpreting. We have dispatched a total 50 international students to international exchange events, at which they interacted with pupils and students toward helping to create a more international region.

Date	Requester	Event	Number of international students dispatched
October-November	Tsu commercial High School	Volunteer Korean interpreters	1
June 17, December 9	Board Education in Kuwana city	International classes for elementary school students	2
July 25	Tsu UNESCO Association	UNESCO Gathering for Children	3
December 9	Tatsumizu Elementary School	International exchange and learning with international students	1
December 16	Mie university Kindergarten	Meeting Santa Claus	1
December 17	Escolapios Kaisei Catholic Junior Senior High School	Kaisei's Global Exchange Day	15
December 19	SOKEN Co., Ltd.	Meiwa Town Monitor Tour	6
January 30	Tsubaki Elementary School	Tsubaki World	7
March 29	Takada Junior & Senior High School	Spring seminar for third-year junior high school students	15

## 1. List of Academic Exchange Agreement

### (1) Partner Universities and Institutions University Level

(24 Countries/Regions, 66 Universities/Institutions)

As of March 31, 2016

	University	Country	Agreement Date	
			General Agreement	MOU
1	Jiangsu University	China	Jan. 15, 1986	Sep. 29, 1995
2	Chiang Mai University	Thailand	Aug. 22, 1989	Jan. 31, 1996
3	University of Tasmania	Australia	Apr. 01, 1996	Apr. 01, 1996
4	Polytechnic University of Valencia	Spain	Jul. 04, 1997	Jan. 10, 2003
5	Guangxi University	China	Feb. 22, 1999 (Apr. 21, 1995*Bio.)	Feb. 22, 1999 (Dec. 19, 1995*Bio.)
6	Kasetsart University	Thailand	Dec. 23, 1999	Jul. 24, 2000
7	Khon Kaen University	Thailand	Jul. 17, 2000 (Aug. 25, 1994*Med.)	Jul. 17, 2000
8	University of Erlangen-Nuremberg	Germany	Mar. 16, 2001	Mar. 16, 2001
9	Dongguk University	Korea	Dec. 16, 2002	Mar. 24, 2004
10	Ewha Womans University	Korea	Dec. 17, 2002	Mar. 23, 2004
11	Xi'an University of Technology	China	Aug. 28, 2003	Aug. 28, 2003
12	Suranaree University of Technology	Thailand	Oct. 18, 2003 (Sep. 08, 2000*Bio.)	Oct. 18, 2003
13	Bangladesh Agricultural University	Bangladesh	Mar. 15, 2004	Mar. 15, 2004
14	Tianjin Normal University	China	Nov. 20, 2004 (Mar. 15, 2003*Edu.)	Nov. 20, 2004 (Mar. 15, 2003*Edu.)
15	University of North Carolina Wilmington	U.S.	Dec. 21, 2005	Dec. 21, 2005
16	Jiangnan University	China	Feb. 13, 2006 (Mar. 30, 1998*Bio.)	Feb. 13, 2006 (Mar. 30, 1998*Bio.)
17	Bogor Agricultural University	Indonesia	Sep. 24, 2006 (Sep. 24, 2001*Bio.)	Sep. 24, 2006 (Sep. 24, 2001*Bio.)
18	Asian Institute of Technology	Thailand	Mar. 20, 2007	Sep. 24, 2009
19	Sriwijaya University	Indonesia	Nov. 06, 2007	Nov. 06, 2007
20	Visayas State University	Philippines	Dec. 18, 2007 (Dec. 13, 2002*Bio.)	Dec. 18, 2007 (Dec. 13, 2002*Bio.)
21	Thammasat University	Thailand	Jan. 15, 2008 (Feb. 27, 2004*Bio.)	Jan. 15, 2008 (Feb. 27, 2004*Bio.)
22	Nanjing University of Technology	China	Jul. 07, 2008	Jul. 07, 2008
23	Heidelberg University	Germany	–	Dec. 12, 2008
24	Henan Normal University	China	Dec. 15, 2008 (Oct. 26, 2005*Edu.)	Dec. 15, 2008 (Oct. 26, 2005*Edu.)
25	Sejong University	Korea	Feb. 10, 2009	Feb. 10, 2009
26	Maejo University	Thailand	Mar. 31, 2009	Mar. 31, 2009
27	Foreign Trade University	Viet Nam	May 26, 2009	May 26, 2009
28	Ho Chi Minh City University of Education	Viet Nam	Jul. 28, 2009	Jul. 28, 2009
29	Shanghai Ocean University	China	Sep. 24, 2009 (Oct. 16, 1995*Bio.)	Sep. 24, 2009 (Oct. 24, 1996*Bio.)
30	Shenyang Pharmaceutical University	China	Feb. 25, 2010	Feb. 25, 2010
31	Tashkent State Institute of Law	Uzbekistan	Mar. 22, 2010	Mar. 22, 2010

## V. Data

	University	Country	Agreement Date	
			General Agreement	MOU
32	Inner Mongolia University of Technology	China	Mar. 31, 2010 (Mar. 08, 2000*Eng.)	Mar. 31, 2010 (Nov. 13, 2000*Eng.)
33	University of Haluoleo	Indonesia	Jul. 23, 2010	Jul. 23, 2010
34	Hawai'i Pacific University	U.S.	Sep. 13, 2010	—
35	University of Sharjah	United Arab Emirates	Oct. 04, 2010 (Dec. 24, 2008*Med.)	Oct. 04, 2010 (Dec. 24, 2008*Med.)
36	National University of Mongolia	Mongolia	Oct. 15, 2010	Oct. 15, 2010
37	Khabarovsk State Academy of Economics and Law	Russian	Oct. 15, 2010	Oct. 15, 2010
38	Yanbian University	China	Oct. 15, 2010	Oct. 15, 2010
39	University of Savoie	France	Nov. 04, 2010	Nov. 04, 2010
40	University of Nebraska-Lincoln	U.S.	Jan. 11, 2011	—
41	University of Bochum	Germany	Mar. 28, 2011	Mar. 28, 2011
42	Jaum I University	Spain	Apr. 14, 2011	Apr. 14, 2011
43	Cardiff University	U.K.	Jul. 15, 2011	Jul. 15, 2011
44	Anhui Agricultural University	China	Oct. 25, 2011 (Oct. 21, 2008*Bio.)	Oct. 25, 2011 (Oct. 21, 2008*Bio.)
45	Fraunhofer Research Institutes	Germany	Jan. 09, 2012	—
46	University of Leipzig	Germany	—	Feb. 7, 2012
47	Padjadjaran University	Indonesia	Feb. 24, 2012	Feb. 24, 2012
48	Tati University	Malaysia	May 24, 2012 (Aug. 02, 2010*Eng.)	May 24, 2012
49	University Putra Malaysia	Malaysia	Aug. 08, 2012 (Sep. 19, 2006*Bio.)	Aug. 08, 2012
50	Yunnan University	China	Aug. 20, 2012	Dec. 25, 2012
51	Beijing Foreign Studies University	China	Sep. 21, 2012 (Mar. 23, 2012*Hum.)	Sep. 17, 2012
52	Swiss Center for Electronics and Microtechnology	Switzerland	Jan. 23, 2013	—
53	University of Central Lancashire	U.K.	—	Apr. 19, 2013
54	National Kaohsiung Normal University	Taiwan	Jun. 18, 2013	Jun. 24, 2013
55	La Molina National Agrarian University	Peru	Aug. 23, 2013	Aug. 23, 2013
56	Cayetano Heredia University	Peru	Feb. 11, 2014	Feb. 11, 2014
57	Fiji National University	Fiji	May 05, 2014	May 05, 2014
58	University of the South Pacific	Fiji	May 06, 2014	May 06, 2014
59	Institute of Japanese Studies, Chinese Academy of Social Sciences	China	Sep. 07, 2014	—
60	Can Tho University	Viet Nam	Sep. 12, 2014	Sep. 12, 2014
61	National Sun Yat-sen University	Taiwan	Oct. 20, 2014	Oct. 20, 2014
62	University of Zambia	Zambia	Nov. 11, 2014 (Feb. 07, 2007*Med.)	Nov. 11, 2014 (Feb. 07, 2007*Med.)
63	National Quemoy University	Taiwan	Jun. 23, 2015	Jun. 23, 2015
64	University of Sao Paulo	Brazil	Jul. 07, 2015 (May 16, 2011*Hum.)	Jul. 07, 2015
65	Southern Taiwan University of Technology	Taiwan	Aug. 28, 2015 (Nov. 14, 2014*Inn.)	Aug. 28, 2015
66	Jeju National University	Korea	Sep. 14, 2015	Sep. 14, 2015

\* The numbers in parentheses represent the execution date of the Faculty level



**(2) Faculty Level (23 Countries/Regions, 45 Countries/Institutions)**

As of March 31, 2016

Faculty	Institution's Name	Country	Agreement Date	
			General Agreement	MOU
College of Liberal Arts and Sciences	The English language Training Centre, the University of Sheffield	U.K.	Sep. 10, 2015	–
Faculty of Humanities, Law and Economics	Charles de Gaulle University Lille3	France	Nov. 01, 1989	Mar. 15, 2013
	University Lyon 2	France	Jan. 21, 2002	Jan. 21, 2002
	Faculty of Humanities and Theology, Lund University	Sweden	Mar. 18, 2011	Mar. 18, 2011
	Institute of Japanese Studies, Nankai University	China	Jan. 22, 2010	Mar. 18, 2013
Faculty of Education	Faculty of Education, The University of Auckland	New Zealand	Aug. 14, 2013	–
	School of Foreign Languages, Beijing Institute of Technology	China	Nov. 16, 2015	–
Graduate School & Faculty of Medicine	School of Medicine, Mercer University	U.S.	Oct. 29, 1998 (effectuated : Nov. 01, 1998)	–
	School of Medicine, Wayne State University	U.S.	Mar. 18, 2002	–
	Shanghai Jiao Tong University School of Medicine	China	Aug. 11, 2004	Dec. 01, 2009
	Faculty of Medicine, Rostock University	Germany	Oct. 29, 2004	–
	Guangxi Medical University	China	Jun. 06, 2006	–
	School of Medicine, The Muhimbili University of Health and Allied Sciences	United Republic of Tanzania	Oct. 19, 2007	Oct. 19, 2007
	The Sahlgrenska Academy at the University of Gothenburg	Sweden	Jan. 14, 2009	Jan. 14, 2009
	School of Medicine, University of New Mexico	U.S.	Jun. 24, 2009	–
	School of Medicine, University of Ghana	Ghana	Feb. 18, 2010	Feb. 18, 2010
	School of Medicine, University of Perugia	Italy	Feb. 22, 2010	Feb. 22, 2010
	The Second Medical College of Lanzhou University	China	Mar. 17, 2011	Mar. 17, 2011
	University of Health Sciences, Lao PDR	Laos	Sep. 26, 2011	Sep. 26, 2011
	Amrita Institute of Medical Sciences	India	Jan. 30, 2012	Jan. 30, 2012
	University of Medicine-1, Yangon	Myanmar	Dec. 17, 2012	–
	Flinders University, School of Medicine	Australia	Feb. 27, 2014	Feb. 27, 2014
	Catholic University of Applied Sciences in Freiburg	Germany	Jun. 11, 2014	–
	University of Washington School of Medicine	U.S.	Aug. 25, 2014	–
	University of Medicine, Mandalay	Myanmar	Nov. 05, 2014	–
School of Health Science, University of the Philippines Manila	Philippines	Jul. 23, 2015	–	
University of Medicine-2, Yangon	Myanmar	Oct. 22, 2015	–	
Graduate School & Faculty of Engineering	Thermal Engineering and Engineering Mechanics, Tsinghua University	China	Oct. 01, 1995	Nov. 01, 1995
	King Mongkut's Institute of Technology Ladkrabang	Thailand	Sep. 05, 2005	Sep. 05, 2005
	College of Science, Zhejiang University	China	Mar. 28, 2009	Mar. 28, 2009
	Arts et Metiers Paristech (ENSAM)	France	Aug. 31, 2009	Aug. 31, 2009
	ISMANS	France	Jul. 26, 2010	Jul. 26, 2010
	The Cleveland Clinic Foundation Lerner Research Institute	U.S.	Apr. 22, 2011 (effectuated : Feb. 01, 2011)	–
	National Technical University of Athens	Greece	May 16, 2012	May 16, 2012
	Polytechnic University of Tirana	Albania	Sep. 13, 2012	Sep. 13, 2012
	The University of Padova, Department of Management and Engineering and Department of Civil, Environmental and Architectural Engineering	Italy	Feb. 17, 2014	–
	Viet Nam Academy of Sciences and Technology (VAST) Institute of Energy Science (IES)	Viet Nam	Sep. 30, 2014	Sep. 30, 2014

## V. Data

Faculty	Institution's Name	Country	Agreement Date	
			General Agreement	MOU
Graduate School & Faculty of Engineering	School of Engineering, Reutlingen University	Germany	Mar. 05, 2015	–
	Faculty of Mechanical Engineering, Faculty of Applied Science, and Faculty of Marital Engineering, Ho Chi Minh City University of Technology	Viet Nam	Apr. 20, 2015	–
Graduate School & Faculty of Bioresources	College of Fisheries, College of Environmental and Marine Science and Technology, Pukyong National University	Korea	Sep. 22, 1995	Feb. 06, 2013
	Institute Agronomique et Veterinaire Hassan II	Morocco	Nov. 20, 2002	Nov. 20, 2002
	School of Bioresources, King Mongkut's Institute of Technology Thonburi	Thailand	Oct. 20, 2009	Oct. 20, 2009
	College of Life and Environmental Science, Wenzhou University	China	Mar. 31, 2013	Mar. 31, 2013
	Ghent University, Faculty of Bioscience Engineering	Belguim	Mar. 09, 2015	Mar. 09, 2015
Gradutae School of Regional, Innovation Studies	College of Finance and Economics, Aletheia University	Taiwan	Oct. 21, 2014	Oct. 21, 2014

## 2. Overseas dispatch of Mie University Students

Programs	Institutions	Country	Period	Number of Students
<b>1. Study Abroad at Partner Universities ( 1 year or more) (Faculties)</b>				
<b>(1) 1 year or more</b>				
Study Abroad Program at partner Universities(Med)	The University of Auckland	New Zealand	2 years	1
Exchange Program at partner Universities (Hum)	National Kaohsiung Normal University	Taiwan	1 year	6
Exchange Program at partner Universities (Hum)	Jaum I University	Spain	1 year	1
Exchange Program at partner Universities (Hum)	Charles de Gaulle University Lille3	France	1 year	1
Exchange Program at partner Universities (Hum)	Lund University	Sweden	1 year	3
Exchange Program at partner Universities (Hum)	University of Leipzig	Germany	1 year	1
Exchange Program at partner Universities (Hum)	University of North Carolina Wilmington	U.S.	1 year	1
Exchange Program at partner Universities (Hum)	University of Central Lancashire	U.K.	1 year	1
Exchange Program at partner Universities (Hum)	University of Sao Paulo	Brazil	1 year	1
Exchange Program at partner Universities (Hum)	Heidelberg University	Germany	1 year	1
Study Abroad Program at partner Universities(Med)	University of Tasmania	Australia	1 year	1
Study Abroad Program at partner Universities(Bio)	Heidelberg University	Germany	1 year	1
<b>total(1 year or more)</b>				<b>19</b>
<b>(2) 6 months or more and less than 1 year</b>				
Exchange Program at partner Universities (Hum)	Lund University	Sweden	11 months	1
Exchange Program at partner Universities (Hum)	Heidelberg University	Germany	11 months	1
Support Project for International Internship and Study Abroad(Eng)	Technical University Munich	Germany	11 months	1
Exchange Program at partner Universities (Hum)	Lund University	Sweden	10 months	1
Exchange Program at partner Universities (Hum)	University of Bochum	Germany	10 months	1
Exchange Program at partner Universities (Hum)	Kasetsart University	Thailand	9 months	1
Language Training Abroad (Hum)	—	Mexico	8 months	1
Study Abroad(Eng)	—	France	Less than 8 months	1
Study Abroad Program at partner Universities(Eng)	The Cleveland Clinic Foundation Lerner Research Institute	U.S.	Less than 7 months	2
<b>total(6 months or more and less than 1 year)</b>				<b>10</b>
<b>(3) 3 months or more and less than 6 months</b>				
TOBITATE! · Natural Sciences/Cross-disciplinary Course(Eng)	Bulgarian Academy of Sciences	Bulgaria	5 and a half months	1
TOBITATE! · Natural Sciences/Cross-disciplinary Course(Eng)	The University of Padova	Italy	4 and a half months	1
TOBITATE! · Regional Development Course(Eng)	University of Wisconsin Milwaukee /University of York	U.S./ U.K.	4 months	1
TOBITATE! · Regional Development Course(Eng)	University of Michigan	U.S.	5 and a half months	3
Support Project of International Internship & Study Abroad(Eng)	Polytechnic University of Valencia	Spain	5 months	1
<b>total(3 months or more and less than 6 months)</b>				<b>7</b>
<b>2. Short-term Overseas Training (less for 3 months) By Faculty</b>				
<b>(1) Center for International Education and Research</b>				
Tri-U International Joint Seminar & Symposium	Jiangsu University etc	China	6 days	12
Fird Study in Viet Nam	Ho Chi Minh City University of Education etc	Viet Nam	13 days	10
Language Training abroad Courses (English)	Monash University	Australia	28 days	14
Language Training abroad Courses (English) * Three Universities Joint Study Abroad Information Session	North Carolina State University	U.S.	21 days	1
Language Training abroad Courses (English) * Three Universities Joint Study Abroad Information Session	Monash University	Australia	28 days	2
<b>total(CIER)</b>				<b>39</b>
<b>(2) College of Liberal Arts and Sciences</b>				
Language Training abroad Courses(English)	The University of Sheffield	U.K.	22 days	51
<b>total(Lib)</b>				<b>51</b>
<b>(3) Faculty of Humanities, Law and Economics</b>				
Language Training abroad Courses (English)	—	U.S.	Less than 2 months	1
German Culture Training Abroad	University of Erlangen-Nuremberg	Germany	28 days	3
Language Training Abroad Courses (English)	University of Oxford, Hertford College	U.K.	18 days	4
Language Training Abroad Courses (Chinese)	National Kaohsiung Normal University	Taiwan	15 days	18
Fird Work in Germany	University of Bochum etc	Germany	6 days	11
<b>total(Hum)</b>				<b>37</b>

## V. Data

Programs	Institutions	Country	Period	Number of Students
<b>(4) Faculty of Education</b>				
Short-term Overseas Language Training	Tianjin Normal University	China	13 days	15
Short-term Overseas Language Training	The University of Auckland	New Zealand	9 days	12
total(Edu)				27
<b>(5) Graduate School &amp; Faculty of Medicine</b>				
Overseas Clinical Training	Khon Kaen University	Thailand	4 weeks	3
Overseas Clinical Training	University of Washington	U.S.	4 weeks	5
Overseas Clinical Training	The Muhimbili University of Health and Allied Sciences	Tanzania	4 weeks	5
Overseas Clinical Training	University of Zambia	Zambia	4 weeks	3
Overseas Clinical Training	Shanghai Ocean University	China	4 weeks	2
Overseas Clinical Training	University of Sharjah	United Arab Emirates	4 weeks	6
Overseas Clinical Training	University of Perugia	Italy	4 weeks	3
Overseas Clinical Training	University of Health Sciences, Lao PDR	Laos	4 weeks	4
Overseas Clinical Training	Thammasat University	Thailand	4 weeks	8
Overseas Clinical Training	Cardiff University	U.K.	4 weeks	3
Overseas Clinical Training	Amrita Institute of Medical Sciences	India	4 weeks	3
Overseas Clinical Training	University of Sao Paulo	Brazil	4 weeks	3
Overseas Clinical Training	Flinders University	Australia	4 weeks	2
Overseas Clinical Training	School of Health Science, University of the Philippines Manila	Philippines	4 weeks	1
Overseas Clinical Training	Fiji National University	Fiji	4 weeks	5
total(Overseas Clinical Training) 56				
Early stage overseas experience practicum	Ananda Hospital	India	10 days	3
Early stage overseas experience practicum	University of Washington	U.S.	6 days	5
Early stage overseas experience practicum	Khon Kaen University (Thailand) · University of Health Sciences, Lao PDR (Laos)	Thailand · Laos	8 days	3
Early stage overseas experience practicum	School of Health Science, University of the Philippines Leyte	Philippines	8 days	2
Early stage overseas experience practicum	Chiang Mai University	Thailand	8 days	7
Early stage overseas experience practicum	Catholic University of Applied Sciences in Freiburg	Germany	9 days	6
total(Early stage overseas experience practicum) 26				
Research Internship	Harvard University	U.S.	21 days	1
total(Research Internship) 1				
total(Med)				83
<b>(6) Graduate School &amp; Faculty of Engineering</b>				
Study Abroad	—	Viet Nam	Less than 3 months	1
Study Abroad	—	Fiji	Less than 2 months	1
Support Project for International Internship and Study Abroad	Worcester Polytechnic Institute Massachusetts Institute of Technology	U.S.	2 and a half months	1
Support Project for International Internship and Study Abroad	Arts et Metiers Paristech (ENSAM)	France	More than 2 months	1
Study Abroad	—	Bulgaria	2 months	1
Support Project for International Internship and Study Abroad	Polytechnic University of Valencia	Spain	More than 2 months	1
Support Project for International Internship and Study Abroad	Earsten Washington University	U.S.	52 days	1
Support Project for International Internship and Study Abroad	Cincinnati Childrens Hospital Medical Center	U.S.	38 days	1
Support Project for International Internship and Study Abroad	University of Michigan -- Dearborn	U.S.	30 days	2
Support Project for International Internship and Study Abroad	Beijin Institute of Technology	China	33 days	1
Support Project for International Internship and Study Abroad	Tati University	Malaysia	32 days	6
Support Project for International Internship and Study Abroad	National Synchrotron Radiation Research Center	Taiwan	32 days	1
Support Project for International Internship and Study Abroad	UNIVERSITI SULTAN ZAINAL ABIDIN	Malaysia	31 days	1
Support Project for International Internship and Study Abroad	The University of Padova	Italy	31 days	1
Support Project for International Internship and Study Abroad	Universiti Malaysia Perlis	Malaysia	29 days	1

Programs	Institutions	Country	Period	Number of Students
Support Project for International Internship and Study Abroad	Pathumwan Institute of Technology	Thailand	28 days	1
Support Project for International Internship and Study Abroad	DEG (DESIGN ENVIRONMENT GROUP ARCHITECTS)	Singapore	26 days	3
Overseas Short-term Internship	Mie Metal Industry • EBA kogyo Group	Viet Nam	9 days	6
Overseas Short-term Internship	Yamamori • Hyakugo Bank, Ltd. • Japan Transcity Corporation • YASUNAGA	Thailand	9 days	5
<b>total(Eng)</b>				<b>36</b>
<b>(7) Graduate School &amp; Faculty of Bioresources</b>				
Field Science Training	Bogor Agricultural University etc	Indonesia	8 days	3
International Internship	University of the South Pacific	Fiji	50 days	1
German Culture Training Abroad	University of Erlangen-Nuremberg	Germany	36 days	1
<b>total(Bio)</b>				<b>5</b>
<b>total(less for 3 months All Faculties)</b>				<b>278</b>
<b>(8) Attendance at the International Conference</b>				
Attendance at International Academic Conferences(Eng)	—	U.S.	26 days	2
Attendance at International Academic Conferences(Eng)	—	U.S.	5 days	2
Attendance at International Academic Conferences(Eng)	—	Hawaii, U.S.	5 days	3
Attendance at International Academic Conferences(Eng)	—	Korea	3 days	4
Attendance at International Academic Conferences(Eng)	—	Cambodia	4 days	1
Attendance at International Academic Conferences(Eng)	—	Singapore	8/5 days	5
Attendance at International Academic Conferences(Eng)	—	China	4 days	6
Attendance at International Academic Conferences(Eng)	—	Germany	4 days	1
Attendance at International Academic Conferences(Eng)	—	Hong Kong, China	4 days	2
Attendance at International Academic Conferences(Eng)	—	Malaysia	5 days	4
Attendance at International Academic Conferences(Bio)	—	France	7 days	2
Attendance at International Academic Conferences(Bio)	—	U.S.	9 days	3
Attendance at International Academic Conferences(Bio)	—	Canada • U.S.	18 days	1
Attendance at International Academic Conferences(Bio)	—	Korea	3 days	1
Attendance at International Academic Conferences(Bio)	—	Czech	12 days	2
<b>total</b>				<b>39</b>
Grand total				<b>353</b>



### 3. Faculty Research and Teaching Achievements in International Academic Exchange and Education

(April 1, 2015-March 31, 2016)

#### Articles and Research Notes

<Faculty of Humanities, Law and Economics>

1. Taiken Kyuma, T. Preface. *Toyo Bunka*. 96:3-6, 2016.

<Faculty of Education>

1. Kunio Hidano, Chengbo Wang, and Kazuyoshi Yokoyama. Combined effects of two nonlinearities in lifespan of small solutions to semi-linear wave equations. Accepted for publication in *Mathematische Annalen*. Dec. 11, 2015
2. Kase T, Kurihara Y, Aguilar YM, Pandita H, Fernando AGS, Hayashi H. A new cerithioidean genus *Megistocerithium* (Gastropoda: Mollusca) from the Miocene of southwest Asia. a possible relict of Mesozoic “Eustomatidae”. *Paleontol. Res.* 19(4): 299-311, 2015.
3. Gill DP, Gregory MA, Zou G, Liu-Ambrose T, Shigematsu R, Hachinski V, Fitzgerald C, Petrella RJ. The Healthy Mind, Healthy Mobility Trial. A Novel Exercise Program for Older Adults. *Medicine & Science in Sports & Exercise*. 48(2): 297-306, 2016. (PMID: 26285025)
4. Gregory MA, Gill DP, Zou G, Liu-Ambrose T, Shigematsu R, Fitzgerald C, Hachinskik V, Shoemaker K, Petrella RJ. Group-based exercise combined with dual-task training improves gait but not vascular health in active older adults without dementia. *Archives of Gerontology and Geriatrics*. 63: 18-27, 2016.
5. Gill DP, Gregory MA, Shellington EM, Liu-Ambrose T, Shigematsu R, Zou G, Shoemaker K, Owen AM, Hachinski V, Stuckey M, Petrella RJ. Group-based exercise and cognitive-physical training in older adults with self-reported cognitive complaints. The Multiple-Modality, Mind-Motor (M4) study protocol. *BMC Geriatrics*: 16-17, 2016. (DOI: 10.1186/s12877-016-0190-9)
6. Taichiro Goto, Hiroto Kuninaka. “Betonamu no kōkō rika kyōin yōsei-kei gakusei no tame no rika kyōiku kenshū puroguramu no jissen” (Implementation of a high school science teacher training program for Vietnamese teacher trainee students). *Bulletin of the Center for International Education and Research, Mie University*. Vol.11. 133-143. 2016.
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Friendship and Inspiration). Mie University Activity Report. Bunkyo News. 2368: 74-75. 2015.

<Graduate School of Medicine, Faculty of Medicine>

1. Kasai Y, Sakakibara T, Kyaw TA, Soe ZW, Han ZM, Htwe MM. : Psychological effects of meditation at a Buddhist monastery in Myanmar. *J Ment Health*: 1-4. Dec. 24, 2015
2. Teekhasaene C, Kita K, Takegami K, Kawakita E, Sakakibara T, Kasai Y. Intraosseous lipoma of the third lumbar spine. a case report. *J Med Case Rep*: 9-52, 2015.
3. Validation of the reliability of the Thai version of the Japanese Orthopaedic Association Cervical Myelopathy Evaluation Questionnaire (JOACMEQ). Witayakom W, Paholpak P, Jirarattanaphochai K, Kosuwon W, Sirichativapee W, Wisanuyotin T, Laupattarakasem P, Sukhonthamarn K, Jeeravipoolvarn P, Sakakibara T, Kasai Y. *J Orthop Sci*. Mar 21, 2016. (2):124-7. doi: 10.1016/j.jos.2015.12.017. Epub. Jan. 21, 2016.

<Graduate School of Engineering, Faculty of Engineering>

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## &lt;College of Liberal Arts and Sciences&gt;

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## &lt;Graduate School of Medicine, Faculty of Medicine&gt;

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10. Yuichi Kasai. How to insert pedicle screws. Kisco Cadaveric workshop. Feb. 11, 2016.
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## &lt;Center for International Education and Research&gt;

1. Masako Fukuoka. "Hatsuwa ito to takasa, nagasa, hayasa ni kansuru paragengo shūtoku" (Speaker intention and the acquisition of paralinguistic features pertaining to height, length and speed). 4th Four Countries International Symposium for Comparative Study of Language and Culture, 2015. Yanbian university. Aug., 2015.
2. Masako Fukuoka. "Shinteki taido no kyōchō ni kakawaru paragengo onsei no chikaku" (Recognition of paralinguistic speech acts involved in emphasis of mental attitude). 29th General Meeting of the Phonetic Society of Japan. Kobe University. Oct., 2015.
3. Masako Fukuoka. "Takasa (Fo), nagasa, hayasa to hatsuwa ito ni kansuru paragengo shūtoku" (Acquisition of paralinguistic features pertaining to speaker intention and height (*f*), length and speed). 260th Nagoya Phonetics Forum. Nagoya University. May, 2015.
4. Masashi Fujita. "Kango dokuhaku-bun ni tsuite—nihongo kyōiku no en'yō" (Chinese monologues and their incorporation into Japanese language education). Preliminary Report of the 13th National Conference of the Japan Association of Chinese Language Education.: 76-79. Ryukoku University. Jun. 7, 2015.

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## 4. Staff

### (1) Faculty Staff of CIER (Center for International Education and Research)

Position		AY 2015(As of March 31, 2016)
Director		HORI, Hiroki
Vice Director		YOSHIMATSU, Takao
Faculty	Professor	FUKUOKA, Masako
	Associate Professor	FUJITA, Masashi
	Associate Professor	MATSUOKA, Chizuko
	Associate Professor	KURITA, Satoko
Part-time Lecturer		OTA, Keiko
		ONO, Yoko
		KISHI, Haruna
		NAKATO, Rieko
		HANAMI, Makiko
		Floyd McDaniel II
		Mahoney, Brian James

### (2) Office Staff

#### ① Academic Affairs and Information Department International Relations Office

Position	AY 2015(As of March 31, 2016)
Director	UEKAWA, Masaishi
Head	AKIHO, Satoshi
Senior Staff	IZAWA, Kiyomi
Coordinator	KURODA, Megumi
Part-time Staff	TAKAHASHI, Yuri
	DEGUCHI, Mika
	MOTODA, Kae
	TANAKA, Masami
	NAKAHARA, Miho

#### ② Student Affairs Department International Student Office

Position	AY 2015(As of March 31, 2016)
Director	KASAI, Isamu
Head	SHIMIZU, Hisami
Dupty Head	OKUYAMA, Mayuri
Staff	KORI, Kazuki
	HAYAKAWA, Kana
Part-time Staff	OGAWA, Yoshiko
	MIZUTANI, Yayoi
	KANAZAWA, Marika
	IMURA, Kanako



**(3) Lists of International Related Committee Members****① International Strategy Headquarters**

Position	AY 2015(As of March 31, 2016)
Director	TSURUOKA, Shinji
Deputy Director	HORI, Hiroki
Student Support Center Director	GOTO, Taichiro
Faculty of Humanities, Law and Economics, Professor	OKOCHI, Tomoko
Faculty of Education, Professor	MIYAOKA, Kunihide
Graduate School of Medicine, Professor	GABAZZA Esteban
Graduate School of Engineering, Professor	KANEKO, Satoshi
Graduate School of Bioresources, Professor	YOSHIMATSU, Takao
Center for International Education and Research, Professor	FUKUOKA, Masako
International Medical Support Center, Professor	KASAI, Yuichi
Community-University Research Cooperation Center, Assistant Professor	KATO, Takaya
College of Liberal Arts and Sciences, Professor	AYANO, Seiki
Director, Academic Affairs and Information Department	UEKAWA, Masaishi
Auditor General for Operating Audit	HASHIMOTO, Yoichi

**② CIER Steering Committee**

Position	AY 2015(As of March 31, 2016)
Director for CIER	HORI, Hiroki
Vice Director for CIER	YOSHIMATSU, Takao
Student Support Center Director	GOTO, Taichiro
Faculty for CIER	FUKUOKA, Masako
	MATSUOKA, Chizuko
	KURITA, Satoko
Appointed Faculties for CIER	INOUE, Toshihiro (Hum.)
	MIYACHI, Nobuhiro (Edu.)
	SAKUMA, Hajime (Med.)
	ABE, Sumiyoshi (Eng.)
	Xiu Lun Wand (Bio.)
Director, Academic Affairs and Information Department	UEKAWA, Masaishi
Manager for International Student Office	OKUYAMA, Mayuri

**③ International Student Committee**

	AY 2015(As of March 31, 2016)	Expert committee
Vice President for Student Support	GOTO, Taichiro	
Vice Director for CIER	YOSHIMATSU, Takao	
International Exchange Center Manager	NITTA, Takashi	
Faculty of Humanities, Law and Economics	FUKUDA, Kazunori	Expert committee 1
	AIZAWA, Yasutaka	Expert committee 2
Faculty of Education	TAMASHIRO, Masakazu	Expert committee 1
	HATORI, Akiko	Expert committee 2
Graduate School of Medicine	NARITA, Yugo	Expert committee 1
	TODA, Masaaki	Expert committee 2
Graduate School of Engineering	TOMITA, Masahiro	Expert committee 1
	KATO, Akikazu	Expert committee 2
Graduate School of Bioresources	SHIBATA, Toshiyuki	Expert committee 1
	TSUKADA, Morio	Expert committee 2
Center for International Education and Research	MATSUOKA, Chizuko	Expert committee 1/2
Head, Student Affairs Department	SHIMIZU, Hisami	
Head, Academic Affairs and Information Department International Relations	AKIHO, Satoshi	

\* : Expert committee 1 deliberate matters concerning acceptance of international students, matters concerning overseas dispatch of students and matters concerning international student system.

Expert committee 2 deliberate matters concerning international exchange hall and international girl students dormitory and matters concerning study and life support for international students.

### 5. Successive Executive Vice President for International Affairs & Director, Center for International Education and Research (CIER)

	Executive Vice President for International Affairs	Director, CIER
AY 2005	KAMEOKA, Takaharu	KAMEOKA, Takaharu
AY 2006	KAMEOKA, Takaharu	KAMEOKA, Takaharu
AY 2007	KOBAYASHI, Hideo	KOBAYASHI, Hideo
AY 2008	KOBAYASHI, Hideo	KOBAYASHI, Hideo
AY 2009	MATSUOKA, Mamoru	MATSUOKA, Mamoru
AY 2010	MATSUOKA, Mamoru	MATSUOKA, Mamoru
AY 2011	PARK, Hye-Sook	PARK, Hye-Sook
AY 2012	PARK, Hye-Sook	PARK, Hye-Sook
AY 2013	HORI, Hiroki	HORI, Hiroki
AY 2014	HORI, Hiroki	HORI, Hiroki
AY 2015	TSURUOKA, Shinji	HORI, Hiroki

## 6. Mie University's Internationalization Goals and Actions for Attaining Them

(Phase Two Mid-Term Goals and Mid-Term Plan (2010~2015))

### (1) Campus internationalization

#### (Goal)

Through implementation of international exchange events, we will promote internationalization of the campus, making it a place that facilitates acquisition of global perspectives.

#### (Action)

- ① We will enhance international exchange activities with foreign universities and other institutions by way of initiatives such as Web-based distance lectures.
- ② We will implement events that contribute to cultivation of global perspectives among students, faculty and staff of Mie University. Examples include International Exchange Week, lectures by foreign researchers, and symposiums on multicultural societies.

### (2) Intake of international students and foreign researchers, and dispatch of students, faculty members, and staff members

#### (Goal)

We will establish and enhance systems for intake of international students and foreign researchers and for overseas dispatch of students, faculty members, and staff members.

#### (Action)

- ① We will add English translations to Japanese-language documents and websites and introduce additional languages on shared computer terminals among other efforts to put in place a support framework for intake of international students and foreign researchers, and thereby boost intake numbers.
- ② To foster an international mindset in our students, we will enhance our outbound and inbound programs, including double degree programs, the Tri-U International Joint Seminar and Symposium, and international internship programs. We will also undertake global human resources development initiatives in cooperation with Nagoya University, Aichi University of Education, and other institutions.
- ③ We will also develop our own unique programs for dispatching faculty and staff members abroad in order to foster an international mindset among our entire faculty and staff body.

### (3) Support of Internationalization in the Region

#### (Goal)

We will support promotion of internationalization of and international exchange in the local community.

#### (Action)

- ① We will encourage convocation of symposiums and open lectures that utilize our achievements in research on multiculturalism with a view to helping to create an outstanding multicultural society in which everyone respects each other's culture whilst fusing their cultures into one melting pot.
- ② We will promote multicultural exchange programs wherein our international students contribute to internationalization of and international exchange in the local community.



● Mie University International Relations  
(<http://www.mie-u.ac.jp/international/>)

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