KYUSHU UNIVERSITY

# State of the “Highly strategic and ambitious targets and plans” initiative in the three stage of goals and with mid-term project planning -University Reform and Internationalization-

## < Unit 1> Review of curriculum and measures to respond to more internationalization that are grounded in undergraduate education and based on “KIKAN Education.”

[The three stage of goals 1]
Launch “KIKAN Education” with the aim of fostering “active learners” and “sturdy leaders,” based on the concept of students who have diligently practised learning by themselves and cultivating themselves, while promoting reviews of the curriculum and University-wide internationalization.

[The three stage with mid-term project planning 1]
In order to expand and develop active learner initiatives, we will inspect the curriculum, and implement reviews where necessary, in addition to increasing the number of classes etc. conducted in foreign languages. The three policies related to education will undergo further validation, and we will promote the use of the scoring rubrics for each class that have been implemented since FY2016, while setting rigorous grade evaluations for which the graduation standard is a GPA of at least 2.0 for those who entered the University in FY2016.

## Expanding and developing initiatives for the fostering of active learners

**○ Reviewing the curriculum, and taking measures to respond to internationalization that are grounded in undergraduate education and based on “KIKAN Education,” in order to expand and develop initiatives for the fostering of active learners**

### ■ Reconsidering/reviewing 3 education-related policies

University Education Innovation Initiative

**[Results of FY2016 initiatives]**
○Completed reconsidering/ reviewing of 3 policies across all 11 schools
○Began preparations for English version of 3 policies

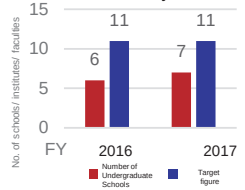
**[Results of FY2017 initiatives]**
○Set up University Education Innovation Initiative structure as means to realizing PDCA cycle for entire amount → Check 3 policies for by each school/ institute/ faculty from 3rd-party standpoint

### ■Driving the use of scoring rubrics in all courses

**[Results of FY2016 initiatives]**
○Syllabus system improved (addition of functions for creating rubrics)

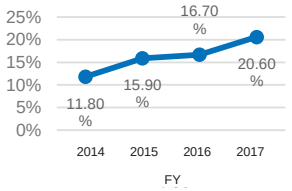
**[Results of FY2017 initiatives]**
○ In order to handle situations in which the use of scoring rubrics is not appropriate (due to the special features or the objectives of the course), each undergraduate school sets its own ratio for classes using scoring rubrics, and draws up a policy for inspecting the state of progress towards that ratio

**Undergraduate schools have introduced scoring rubrics for at least 80% of subjects**




### ■ Increase in the number of courses using foreign languages, including those taught jointly in Japanese

**Ratio of courses held in foreign languages**




**[Results of FY2016 initiatives]**
○Implemented initiatives in preparation for the establishing of “International Courses” in response to globalization, with the exception of the School of Medicine and the School of Dentistry → Increase in the ratio of courses able to handle foreign languages

**[Results of FY2017 initiatives]**
○ Began an investigation into establishing an “International Education Center for Science,” as part of our proactive approach to the internationalization trend being experienced by universities

### ■ Implementation of study guidance etc. in accordance with the graduation standard of a 2.0 GPA

**[Results of FY2016 initiatives]**
○ Began study guidance based on the “Agreement regarding Guidance for Students with Poor Grades,” which was created by all 11 undergraduate schools in FY2015
○At the end of each term, an analysis of GPA distributions, etc. was conducted for courses that count towards the GPA, and feedback on the results of the analysis was provided to each school, institute or faculty

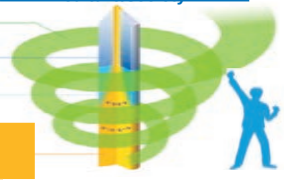
**[Results of FY2017 initiatives]**
○“University Education Innovation Initiative” performed analysis of the GPA distribution and other data, and provided feedback on the results of the analysis to each school, institute or facility
○Improvement in graduates with a GPA below 2.0, from 21.8% in FY2015 to 15.4% in FY2017

## ◀ KIKAN Education ▶

**Fostering active learners**
**who continue to learn autonomously throughout their lifetimes**


**Faculty of Arts and Science seminars**
(Mandatory for all students)
<Cultivating a “Foundation for Study”>

Ability to continue studying
Society
Specialized education
**KIKAN Education**
Creation of new culture/society



**Subjects with joint study of issues**
(Mandatory for all students)
<Joint study across different fields>

| Humanities/science subjects | Health/sports subjects | Subjects in the Faculty of Languages and Cultures | Cybersecurity subjects | General subjects | KIKAN Education subjects for higher years |
|---|---|---|---|---|---|

## <Unit 2> Initiatives for establishing a new undergraduate school aimed at cultivating human resources able to actively engage with global society

[The three stage of goals 3]
Until now we have worked to build an educational system that meets international standards, through such measures as the introduction of the GPA system and subject numbering, and the creation of curriculum maps. Going forward, in order to further enhance the educational system, we will tackle the issue of making the educational organization more substantial, and reforming our systems.

[The three stage with mid-term project planning 6]
]
Leveraging the results of our efforts to create an educational system that meets international standards, we will set up a new undergraduate school by FY2018 with the aim of cultivating human resources able to actively engage with global society.


## Establishing of the School of Interdisciplinary Science and Innovation (April 2018)

**○ Established the new School of Interdisciplinary Science and Innovation for the cultivation of human resources who use diverse combinations of learning to solve problems, by transcending the traditional academic framework of humanities and science, and by using wide-ranging knowledge and sophisticated communication skills**

**Cultivating global human resources to bear the responsibility of creating new innovations**

School of Letters
School of Education
School of Law
School of Economics
School of Science
School of Medicine (Department of Health Sciences)
School of Pharmaceutical Sciences (Department of Medicinal Sciences)
School of Engineering
School of Design
School of Agriculture

**Enrollment Capacity: 105**

Establishing of undergraduate school international courses
(= existing) (= new)

Utilize establishing of new undergraduate school as engine of reform for entrance exams University-wide

### School of Interdisciplinary Science and Innovation

Human/ lifesciencs area
Drawing up solutions to problems through innovation
Global/ environmental area
Design
Cooperation
Specifying of social issues
Interdisciplinary
Communication aimed at solving problems
People and society area
Experience
States and regions area

**More than 70 teaching staff secured**

Faculty of Arts and Science

Faculty of Humanities
Faculty of Social and Cultural Studies
Faculty of Human - Environment Studies
Faculty of Law
Faculty of Economics
Faculty of Languages and Cultures
Faculty of Science
Faculty of Medical Sciences
Faculty of Pharmaceutical Sciences
Faculty of Engineering
Faculty of Design
Faculty of Information Science and Electrical Engineering
Faculty of Engineering Sciences
Faculty of Agriculture

Research Institute for Applied Mechanics
Institute of Mathematics for Industry
The International Student Center
Research Center for Korean Studies
Institute of Tropical Agriculture

| Entrance exam（QUBE） | |
|---|---|
| “Focus on adaptability to university” type (Development of entrance exams for 21st-century) | “Accelerated learning” type (Recommendation-based entrance exam with cooperation between high school and university) |
| International experience/“focus on English ability” type (International approach) | “Focus on descriptive learning ability” type (Balanced approach) |

QUBE is formed from “QU” (Kyushu University), “B” (for Border Crossing), and “E” for Entrance examination, playing on the idea of a cube.
It is intended to call to mind people who are three-dimensional, and who can be viewed from a variety of angles.

**Under the powerful leadership of the President, maximized the use of the University’s unique “Graduate school/Faculty system” and “University reform revitalization system” to secure more than 70 teaching staff**

### Education that cuts across fields

Using **[Design]** that considers problem-solving measures by the specifying of social problems, **[Cooperation]** through initiatives with others aimed at solving these problems, using the series of **[Experiences]** accumulated along the road between design and cooperation, and with the concept of **[Interdisciplinary]** as a goal, while cutting across the academic fields of humanities, social sciences, and natural sciences, we acquire the **mindsets of both arts and science**, and diverse methodologies, to conduct **studies based on practical issues.**

### Interdisciplinary/cooperative creation of knowledge

○ **Acquire superior operational capabilities in English** through intensive English courses matched to the level of proficiency
○Impose **limited-duration study overseas** at foreign universities, etc. in order to expand international knowledge and understanding, and improve communications skills
○ Build an environment in which Japanese and overseas students can study together, with students and teaching staff interacting, forming a **global hub campus** that generates synergistic and collaborative effects

### The four skills to be acquired

Based on the “active learning ability” that Kyushu University requires of all students, we foster the attitudes and abilities of **“conceptualizing issues,” “practicing collaboration,”** and **“international communication”** required for the “interdisciplinary” approach. By acquiring these attitudes and abilities we seek to gain the ability of **“interdisciplinary problem-solving.”**

KYUSHU UNIVERSITY

# State of the “Highly strategic and ambitious targets and plans” initiative in the three stage of goals and with mid-term project planning -University Reform and Internationalization-

## <Unit 3> Setting up a research and education organization to systematize the research and educational activities that leverage the strengths of the University

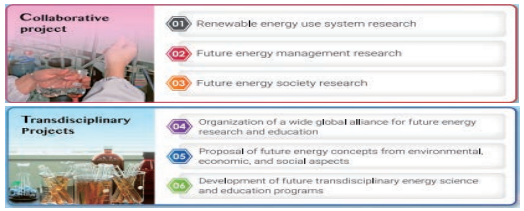
[The three stage of goals 6]
The University has conducted its academic research with the goal of establishing a top-level research and educational center, that is full of energy for the challenges of the future, and that reforms itself autonomously in response to the demands of regional society, international society and the academic community. Grounded in the success of our research so far, we will further extend the University’s strengths and distinctiveness, including diversity (international collaborations that utilize the diversity of academic fields), growth potential (global expansion based on the fruits of our Asian strategy), and multilayeredness (thick strata of research and education stemming from our position as a research university), and conduct superlative academic research that meets the highest standards worldwide, as appropriate to a global research and educational center.

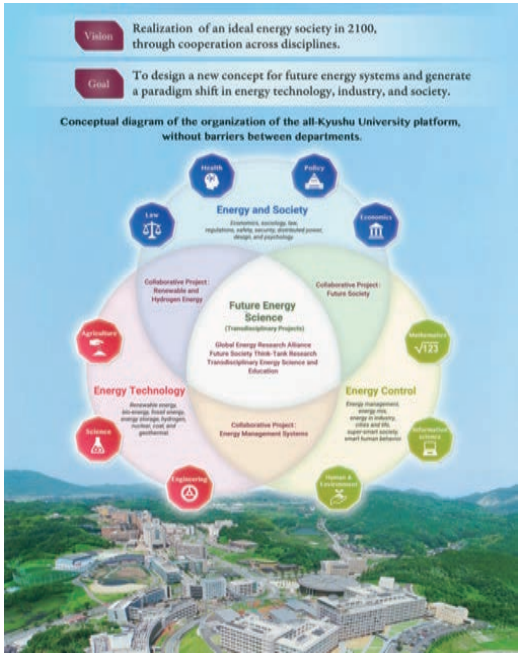
[The three stage with mid-term project planning11]
In order to pioneer new academic areas, we will encourage collaboration and fusion between different research areas, beginning with Energy, which has received global recognition as one of the University’s areas of strength and distinctiveness, establishing a research and education organization that tackles problem-solving from a range of angles.

Q-PIT

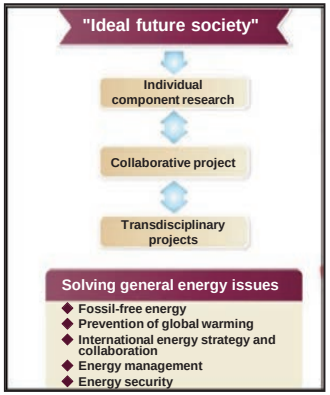
## Energy research and education organization initiatives

**○A University-wide organization that brings together researchers in energy fields from natural sciences to the humanities and social sciences, in order to make the ideal energy source for society in 2100 a reality.**
**○By combining primary and secondary energy research areas with policy proposals, we design the energy systems for the society of the future, and lead the way through technological, industrial and social paradigm shifts**




Q-PIT Kyushu University Platform of Inter-/Transdisciplinary Energy Research




### ■ Main initiatives in FY2017 (promoting energy research for the society of the future)

**○Energy research and education organization Support program for young researchers/doctoral students**

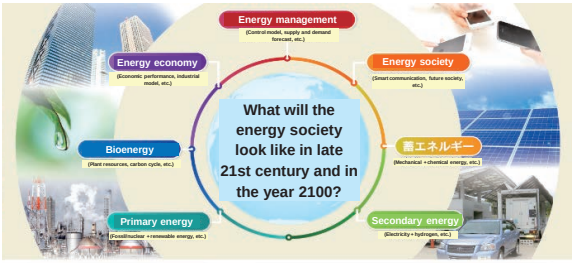
We provide support for research funding (young researchers: ¥1.0 to ¥2.0 million per project; doctoral students: ¥0.2 to ¥0.5 million per project) for superior research proposals from young researchers/doctoral students (nine young researchers and 18 doctoral students selected)

**○Kyushu University Energy Week 2018**

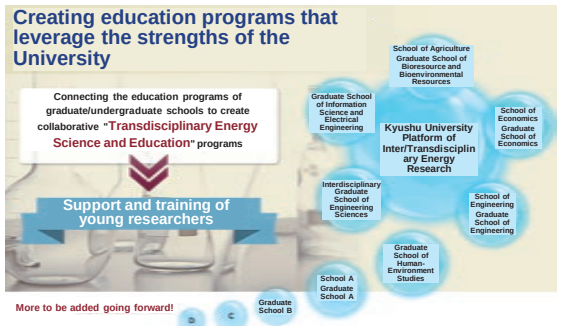
This was a symposium attended by the various energy-related schools, institutes and faculties of Kyushu University working in cooperation. Eminent Japanese researchers working on energy research were invited to present lectures, and an “Overseas Student/Researcher Invitation Program” (poster session) was implemented with the aim of supporting international joint research by providing subsidies for expenses incurred when accepting an invitation. 10 such applications were selected, and the symposium ran for five days with an attendance of around 1,800 people

Poster session event, young program prizewinners

Panel discussion




Discuss and propose the ideal energy society of the future as an all-Kyushu University effort » Provide/communicate/contribute to society as an **"all-in-one solution"** (e.g., zero $CO_2$ emission society)



## <Unit 4> Strengthening collaboration using our track record in Joint Usage / Research Centers as a foundation -

[The three stage of goals 6]
The University has conducted its academic research with the goal of establishing a top-level research and educational center, that is full of energy for the challenges of the future, and that carries out its own reforms of itself in response to the demands of regional society, international society and the academic community. Grounded in the success of our research so far, we will further extend the University’s strengths and distinctiveness, including diversity (international collaborations that utilize the diversity of academic fields), growth potential (global expansion based on the fruits of our Asian strategy), and multilayeredness (thick strata of research and education stemming from our position as a research university), and conduct superlative academic research that meets the highest standards worldwide, as appropriate to a global research and educational center.

[The three stage with mid-term project planning15]
In order to actively promote contributions in areas of strength and distinctiveness being prioritized by the University, and collaboration and cooperation with other fields, we will give more substance to the activities and functions of the Joint Usage / Research Centers, which are core research institutions.

## Initiatives for Joint Usage / Research Centers and strengthening collaboration -

**○ Making the functions and activities of the Joint Usage / Research Centers, which are important core research centers, more substantial ○ Encourage exchange between different centers to promote new academic research areas**

### ■Institute of Mathematics for Industry
**[Joint Research Center for Advanced and Fundamental Mathematics-for-Industry]**

**[Main initiatives in FY2016]**
○ At the Australian office of the Institute of Mathematics for Industry we hosted a “Geometric Numerical Integration and its Applications” joint usage research meeting, etc.
**[Main initiatives in FY2017]**
○ We have been funded as a coordinating center for the MEXT-funded **“Mathematics Advance Innovation Platform” program (FY2017-FY2021),** and began initiatives nationwide to promote cooperation between academia and industry.

### ■Medical Institute of Bioregulation
**[Research Center for Multi-scale Research of Host Defense Systems]**

**[Main initiatives in FY2016]**
○ Built a “Life Sciences Research Support Platform” database for shared equipment in the four departments of the hospital campus
○ **Formed Research Center for Transomics Medicine and began activities**
**[Main initiatives in FY2017]**
○ Promoted technical services and the use of shared equipment for invited researchers
[Results: 3,180 technical service incidents, and 235 pieces of shared equipment]
○ Promoted the Research Center for Transomics Medicine (implemented research with The Institute for Enzyme Research of the Institute of Advanced Medical Sciences, Tokushima University)

### ■Institute for Materials Chemistry and Engineering
**[Research Center for Multi-scale Research of Host Defense Systems]**

**[Main initiatives in FY2016]**
○ **Established Core Collaboration Lab** within the center (implemented three research themes at the Core Lab, focusing mainly on younger researchers) etc.
**[Main initiatives in FY2017]**
○ Allocated expenses to be dispersed at the discretion of the Head of the Institute for Materials Chemistry and Engineering, and established new **“Program for Interdisciplinary Research in different fields” (creation of materials chemistry and engineering)** to support younger/international research etc.

### ■Research Institute for Applied Mechanics
**[Research Center for Applied Mechanics]**

**[Main initiatives in FY2016]**
○Set up new **“Research to Support Career advancement for Young Researchers”** initiative as part of efforts to promote the fostering of young researchers etc.

**[Main initiatives in FY2017]**
○“Research to Support Career advancement for Young Researchers” (one proposal selected)
○ Further promotion of research for internationalization (international co-authorship rate improved to 45%) etc.

**Strengthening collaboration**

### ■Research Institute for Information Technology
**[Joint Usage / Research Center for Interdisciplinary LargescaleInformation Infrastructures]**

**[Main initiatives in FY2016]**
○ In order to promote academic research using supercomputing systems, we **set up the “New Usage Promotion System”** that includes training sessions and free usage of Research Computational Systems, with the aim of unearthing potential users and terminating research themes etc.
**[Main initiatives in FY2017]**
○ **Installed new “ITO” supercomputer system**
Assisting with the development of the diagnostic imaging software that constitutes the core technology of Medmain Inc., which emerged from the University’s start-up division etc.

### ■ Promoting new academic research areas - program to form Pan-omics Measurement and Computational Science Center –
**[Institute of Mathematics for Industry, Medical Institute of Bioregulation, Research Institute for Applied Mechanics, Institute for Materials Chemistry and Engineering, Research Institute for Information Technology]**

**[Main initiatives in FY2017]**
○In order to promote new areas of academic research that facilitate exchanges at each center, we extended high-precision observation and comprehensive measurement of highly accurate data (“omics”) in the form of pan-omics measurement science to the academic areas covered by each center, and **began preparations for the building of a “Pan-omics Measurement and Computational Science Center,” in order to foster young researchers who have acquired integrated methodologies for computational and data science**

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State of the “Highly strategic and ambitious targets and plans” initiative
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## <Unit 5> Strengthening the functions of I²CNER as part of the University’s strategic systems reform

[The three stage of goals 6]
The University has long conducted its academic research with the goal of establishing a top-level research and educational center that is full of energy for the challenges ahead, and that reforms itself autonomously in response to the demands of local communities, international communities and the academic community. Grounded in the success of our research so far, we intend to extend further the University’s strengths and distinctiveness—such as diversity (international partnerships that leverage the diversity of our academic disciplines), growth potential (global expansion based on the success of our Asian strategy), and multilayeredness (thick strata of research and education stemming from our position as a research university)—and conduct superlative academic research at the world’s highest level, as appropriate to a global research and educational center.

[[The three stage with mid-term project planning 16]
In collaboration with the University of Illinois, etc., we will promote leading-edge research in energy-related fields/domains, upon which the University possesses its strengths and distinctiveness, and which is primarily conducted at the International Institute for Carbon-Neutral Energy Research (one of the World Premier International research centers), and strengthen the systems for conducting such research. We will also invite foreign researchers from world-class universities overseas and pursue international joint research of the world’s highest level. We will proactively advance collaboration between I²CNER and a wide range of fields/domains, such as natural sciences, especially the more theoretical sciences, mathematics, and the humanities and social sciences, and consolidate the wisdom of all sectors of the University, then further extend our research strengths.

## Strengthening the functions of the International Institute for Carbon-Neutral Energy Research (I²CNER)

- **Promote leading-edge research related to the carbon neutral energy research domain in collaboration with the University of Illinois**
- **Invite foreign researchers from top universities in the world, and conduct international joint research of the world’s highest level.**
- **Advance collaboration between I²CNER and other fields such as natural sciences (especially theory), mathematics, social sciences, etc.**

Director
Petros Sofronis
(Professor,
University of Illinois)

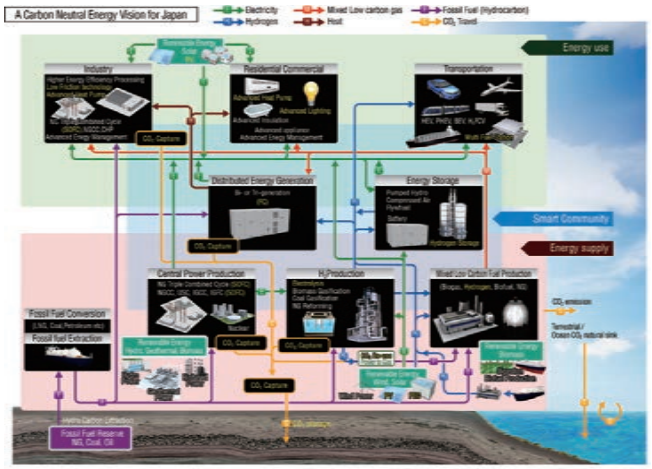
### ■Main initiatives in FY2016

- Established the **Research Center for Next Generation Refrigerant Properties in I²CNER’s organization**, with the aim of accelerating our efforts to achieve a low-carbon society
- Invited 45 researchers from leading global universities such as MIT and SFIT
- **Held "Joint UNSW-I²CNER Workshop" in Sydney** with the University of New South Wales (UNSW) → Invited 4 researchers from UNSW to the “I²CNER Annual Symposium” held in Fukuoka and had discussions to initiate new international joint research projects
- FY2016 Record—Journal Publications: 316, Awards: 45 (including highly prestigious awards such as the Daiwa Adrian Prize, and the Commendation for Science and Technology by the Japan Minister of Education, Culture, Sports, Science and Technology)

### ■Main initiatives in FY2017

- Invited 17 researchers from leading global universities such as Peking University and Seoul National University
- **Promoted international joint research with over 20 overseas partner institutions** by holding 20 I²CNER Seminars, in which eminent researchers from around the world present a lecture, etc.
- Promoted student exchange through the Partnerships for International Research and Education (PIRE) program
- Sent young researchers to the University of Illinois for a long-term research visit as part of the effort to fostering them under the joint Tenure-Track Program with the Institute of Mathematics for Industry
- **Newly established the Industrial Research Unit** with its purpose being to pursue stronger relationships with industrial partners →Put in place the "Mazda Mobile Energy Storage for Low-carbon Society Division"

### ■ Japan's carbon-neutral energy vision




### ■ Promoting research with others from all over the world, including Europe, North America and Asia


University of Illinois to serves as a hub for cooperation with other US institutions, strengthening our international research activities

I²CNER

## <Unit 6> Materializing the Top Global University Project

[The three stage of goals 11]
Push forward with university reform and university-wide internationalization, implement world-class education and research activities by generating collaborative synergies through a variety of initiatives, and enhance international reputation measured against such indicators as World University Ranking.

[The three stage with mid-term project planning 26]
In order to meet our goals for the Top Global University Project, “SHARE-Q”, we will promote internationalization of research and education and the governance reforms to support it, building a global hub campus through the synergistic and collaborative effects of "nine SHARES" laid out in the project statement. In addition, we will increase the proportion of employees who meet criteria for English proficiency, as part of our moves to enhance the skills of the administrative staff who underpin the university-wide internationalization initiatives. As well as using the fruits of research and education derived from these measures to enhance our reputation, we will create a reputation management strategy drawn up with the top 100 universities worldwide in mind.

# Materializing the Top Global University Project

**○Using the University's diversity, growth potential and multilayeredness as a base, we will promote the internationalization of the education system and the research**
**○Implementing governance reforms that support the mentioned above, and aim to become a top 100 university in the world**

SHARE Strategic Hub Area for top-global Research and Education- Kyushu University

## ■Toward the creation of Global Hub Campus

**[FY2016]**
- ○ Drew up **an implementation plan for the four measures to improve the international competitiveness of research**
- ○ Held the first global advisory board meeting
- ○ Set up a **"SHARE-Q International Advisory Group (SIAG),"** consisting of international faculty members in order to reflect the opinions of international faculty members and staff within the university

**[FY2017]**
- ○ ***Promotion of “The implementation plan of the four measures to improve the international research competitiveness ”***

① Strengthening research capabilities and securing research funds [roll out environment for using SciVal /Pure]
② Human resources and personnel for research [launch employment system that allows dependents to accompany employees, etc.]
③ Putting in place system and securing the time for research [System of Employment of Faculty Members with Accompanying Spouse]
④ International network for research [Hosting “Kyushu University Energy Week 2018” etc.]

## ■Reputation Management Strategy

**[FY2016]**
- ○ Drew up **reputation management strategy**

① Appeal by making intensive use of our strengths and distinctiveness ② Branding ③ Strengthen internal communication and cooperation ④ Pay attention to the level of stakeholder priority ⑤ Strategically trasmitting information following the unique characterisation of stakeholders.⑥ Verify improvements to RM by setting KPIs

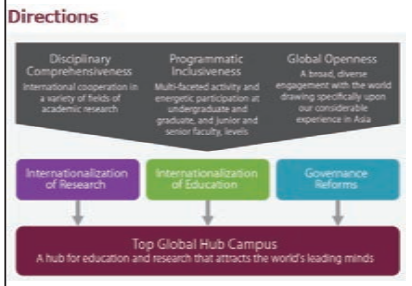
**[FY2017]**
- ○ In order to draw up a specific implementation plan based on the reputation management strategy, took advice from Deloitte Tohmatsu Consulting LLC
- ○ **In the “Pure” researcher profiling tool portal site, began disclosing public the university information on the research activities of all teaching staff (around 90,000 accesses recorded during the first half year of operation)**


## ■Initiative for the development of Admin Staff’s English proficiency

**[FY2016]**
- ○ As part of our initiatives to improve the administrative staff's command of English, implemented e-learning programs for TOEIC, training for writing in business English, and training for enhancing business English capabilities

**[FY2017]**
- ○ Analyzed the results of TOEIC-IP tests implemented over the last two years → **considered plans for new training, to achieve more sophisticated and practical English capabilities, for those who got high scores**

**[From FY2018 onward, the following training is scheduled to be implemented]**
- ・Bootcamp training that cultivates the ability to handle everything from planning meetings to managing and coordinating them
- ・Advanced communications training to improve presentation and debating abilities



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State of the “Highly strategic and ambitious targets and plans” initiative
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## <Unit 7>Deploying an advanced information communications platform in compliance with the Basic Act on Cybersecurity, and improving the cyberliteracy of constituent members

The three stage of goals 17]
We have created a more substantial support system for education, research and learning activities that make use of ICT. Going forward we will bolster these further, promoting the deployment of an academic information platform to support education, research and learning activities in our role as a global research and education center.

[The three stage with mid-term project planning 36]
In order to advance education and research as a global center for research and education, we will build a robust cybersecurity environment, and promote the deployment of a safe, secure and advanced information and communications platform. We will also strengthen the information and communications environment through collaboration with partner organizations both in Japan and overseas, as well as fostering human resources. In particular, we will take steps to improve the cyberliteracy of students, staff and faculty members.

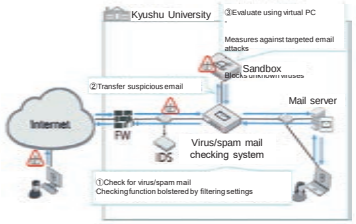
## Deploying a safe, secure and advanced information & communications platform, and improving cyberliteracy

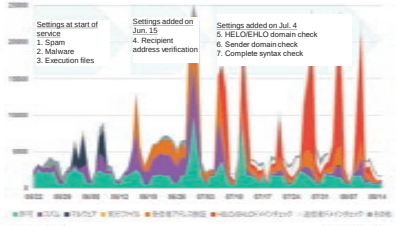
- **Deploy a safe, secure and advanced information & communications platform in accordance with the Basic Act on Cybersecurity**
- **Initiatives aimed at improving the cyberliteracy of students, staff and faculty members**

### ■Deploying a safe, secure and advanced information & communications platform

**[Main initiatives in FY2016]**

- **Implemented analysis of the firewall operations log for responses to incidents**
  → Put in place an environment that allows the cause of incidents to be clarified quickly and accurately
  **(Raising the level of security)**
- **Introduced virus and spam mail checking system, as well as sandbox feature**
  → Rolled out an environment in which it is possible to deal with targeted email attacks and other attacks that are difficult to identify
  **(Contributing to reinforced security)**




— Effects of filtering settings —

**[Main initiatives in FY2017]**

- Reviewed university-wide firewall operations
  → Changed from an approach in which communications restrictions on the University-wide firewall are used as security measures, to a comprehensive method in which university-wide firewall communications are monitored
  **(Improving our ability to deter incidents)**
- Increased the speed of the core network
  → Adopted a network core switch capable of handling 100Gbps communication speeds in the Ito earthquake-proof server room **(Realizing the provision of high-speed, stable networks)**
- Put in place a research platform that aims to respond to the realization of a super-smart society
  → **Installed new “ITO” supercomputer system**
  **For the development of pathological diagnostic imaging software by Medmain Inc., which emerged from the University's ventures club, conducted large-scale machine learning needed for automatic diagnosis using the ITO**
  → Introduced to various different media through a press release

### ■Improving the cyberliteracy of students, staff and faculty members

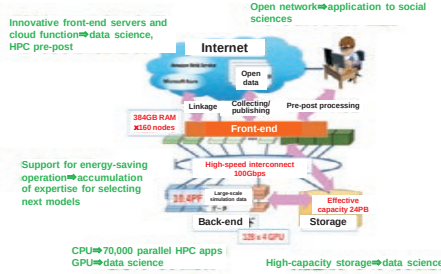
**[Main initiatives in FY2016]**

- Began education for the cultivation of specialists through the use of cyber seminars.
  →In the research department donated by Fujitsu Limited, **began "cybersecurity seminars"** with the aim of nurturing specialists
- Promoted high-level research and educational program development in relation to cybersecurity measures
  →Implemented international joint collaborative research with the University of Maryland, University of New South Wales, University of London, and Indian Institutes of Technology (Jointly hosted the “International Cybersecurity Symposium”)

**[Main initiatives in FY2017]**

- **Began “Fundamental theory of cybersecurity” as a mandatory subject for KIKAN Education in undergraduate schools**
  **(Improving the cyberliteracy of students)**
- As part of cybersecurity training given to all staff and faculty members, **implemented "targeted email training (including e-learning)"**
  **(Improving the cyberliteracy of staff and faculty members)**

Aims of ITO system




## <Unit 8> Initiatives aimed at strengthening and reorganizing strategic/priority education and research organizations

[The three stage of goals 21]
Reorganize and review education and research organizations in order to implement activities as a global research and education center.

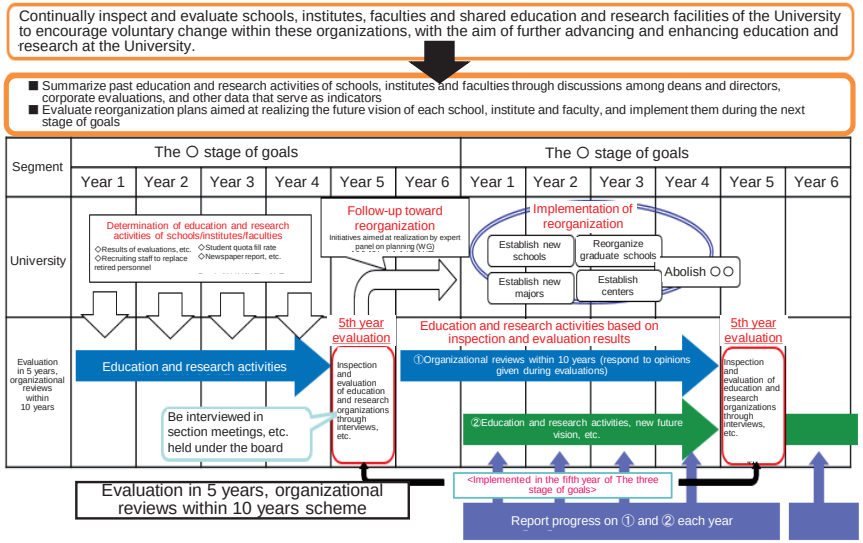
[The three stage with mid-term project planning 42]
Under the President's leadership, we will respond flexibly to changes in academic studies and society from the perspectives of redefining the mission, analyzing the current status based on self-examination and assessment, and strengthening functions, utilizing the University's unique “Evaluation in five years, organizational review within 10 years” approach, amongst other tools, to strengthen or reorganize strategic and priority education and research organizations. In particular, we will actively work on investigating and implementing reorganizations in the humanities and social science fields, as well as on reinforcing functions and on internationalization.

### Initiatives aimed at strengthening and reorganizing strategic/priority education and research organizations

- **Reorganize schools, institutes and faculties and strengthen their functions by utilizing the “Evaluation in five years, organizational review within 10 years” approach, which encourages them to conduct university-wide inspections and evaluations in the fifth year of stage of goals, and reflect the results of that evaluation in completing rearrangements of the organizations within 10 years**
- **Investigate and implement reorganizations to strengthen the functions of the humanities and social science fields and prepare them for internationalization**

**[Examples of strengthening the functions and rearranging organizations during The three stage of goals]**

- Setting up the **School of Interdisciplinary Science and Innovation** to cultivate problem-solving global human resources
- Setting up the **Kyushu University Platform of Inter/Transdisciplinary Energy Research** to drive initiatives to make “the ideal energy for the society of the year 2100” a reality
- Setting up the **“Education Innovation Initiative”** as an education management organization to push improvements in the quality of education
- **Restructuring of organization for industry-academia-government collaboration**, which seeks to strengthen management so as to promote collaboration between industry, universities and governments (reorganization of related entities, setting up of hospital area sub-office, opening the Nihonbashi satellite, etc.)
- Setting up of **“Cooperative Program for Resources Engineering”** joint curriculum with Hokkaido University (Master’s program)




### ■ Sub-major programs in the four humanities schools

By completing attractive programs incorporating the concepts of “cross-functional” and “specialist domain,” **students can, in addition to deep specialization acquired in their own school, broaden their knowledge in humanities and social science fields in a way that transcends the school framework**

**Cross-functional programs**

Intellectually curious students who are drawn to **important themes such as history, Asia, information and business, that help explain modern society, are provided with opportunities to engage in wide-ranging, systematic study** of subjects offered by the four humanities schools

**Specialist domain programs**

Students whose study of the specialist domain of their own school has led to wider intellectual curiosity, and a desire to study the specialist domains of other humanities schools more deeply, **are provided with opportunities for the systematic study of such areas**

**Selecting from a variety of programs to match future career path**

This began in April 2018, and 130 students (the total is 193) have registered for sub-major programs

### ■Investigate and implement reorganizations of the humanities and social science fields

**[Main initiatives implemented during The three stage of goals]**

- In order to get a firm grasp of society's requirements with regard to humanities and social science fields, the heads of the related schools, institutes and faculties held a total of 14 meetings for exchanging views with external experts and with alumni in Tokyo
- The four humanities schools (literature, education, law, economics) opened to each other the intellectual property that has accumulated within their respective fields of learning, and implemented **“Sub-major programs in the four humanities schools”** in which this is provided systematically
- The system has been strengthened by hiring researchers working in transdisciplinary research fields, and the “Office for the Administration of Collaborative Humanities Education and Research Commons” has been established, and the **“Humanities Collaborative Research and Education Commons”** initiative has been launched