A Vision for the Future
Since its founding over 100 years ago, Kyoto University has sought to cultivate a spirit of autonomy, independence, and creativity through a philosophy of academic freedom based on frank and open dialogue. It has pursued excellence in higher education and cutting-edge academic research with the ultimate aim of tackling complex global problems and contributing to peaceful coexistence within the Earth’s human and ecological community. In these times, we have a growing responsibility to foster the capabilities of aspiring scholars from Japan and around the world to gain international competence, pursue diverse research, and share the findings of that research as the common property of all humanity.

At the same time, many 21st-century problems—deterioration of the global environment, mounting tensions between different ethnic and religious groups, international competition for resources, financial crises, social disparities, and insecure livelihoods, to name a few—have been carried over unresolved into the 21st century, where they continue to escalate. We are experiencing rapid changes in world affairs and in the conditions surrounding our own country. In Japan, demographic change and a fundamental fiscal imbalance have generated an expectation that national universities reform their operations and structures. Of particular note is the optimization coefficient-based annual reduction in university grants from the national government, which is placing our university’s finances under ever-greater pressure.

In 2014, as we accelerated our reform agenda in alignment with our third set of medium-term goals and plans, I felt it was necessary to establish a set of principles, grounded in an accurate appreciation of the situation facing our university, to guide the reform process and its implementation.
At Kyoto University, we aim to provide our students and researchers with the world, and all of the possibilities therein.

The Six Objectives of the WINDOW Concept

**WILD AND WISE**
Fostering in our students the practical skills and resources to venture into new realms of knowledge, together with sound judgment and decision-making skills.

**INTERNATIONAL AND INNOVATIVE**
Enhancing and internationalizing our education and research environment to provide increasingly fertile ground for innovation and new developments.

**NATURAL AND NOBLE**
Looking to nature as our closest and greatest teacher, and maintaining an awareness of our human dignity as part of the natural world.

**DIVERSE AND DYNAMIC**
Maintaining an open mind towards diverse cultures and ways of thinking, and providing a calm vantage point from which our scholars can approach their studies, informed by the vast span of history.

**ORIGINAL AND OPTIMISTIC**
Cultivating the ability to fearlessly embrace errors and criticism as opportunities to learn new perspectives and integrate them into our path to success.

**WOMEN AND THE WORLD**
Providing an environment that fosters aspiration and confidence through the Action Plan for the Promotion of Gender Equality and support for student career-path development.

In 2015, I oriented Kyoto University in its response to the abovementioned challenges. I formulated the WINDOW Concept. The concept envisages the university as a “window” opening into society and into the world as a whole, and based on that concept I aim to describe and clarify the university’s overarching mission: to develop the capabilities of talented students and young researchers, and send them out into their respective fields of endeavor. University education is not dedicated solely to the accumulation of knowledge and cultivation of understanding. The real question is how the knowledge and skills acquired can be applied in order to generate new ideas and discoveries. It is when university faculty, staff, and students come together in a way which enhances this creative spirit that innovation is born. Innovation does not occur when every student is working towards the same objective, even if each improves their own abilities. The way to generate new ideas is to provide opportunities for different types of abilities to come into contact and healthy competition with one another. My vision for Kyoto University is that it does not merely provide a competitive environment, but it is also a place where people are exposed to different abilities and ideas beyond their own fields, enjoy dialogue, and build cooperative relationships. Our university should use such encounters and dialogue to foster ambitious, intelligent students, open windows to a world in which they can flourish, and guide them gently out into that world. This is the dream and goal which I hope all Kyoto University faculty and staff members can share.

To represent this idea, I formulated the acronym “WINDOW” in 2015, and this year we have revised and updated the concept, building upon the efforts we have made since its original formulation, and in response to ongoing social and environmental changes. Several new measures have been added to the WINDOW Concept to reflect our changing circumstances and priorities. Notably, in 2017, Kyoto University was officially appointed as a Designated National University by the Japanese government, and the measures that we will implement under that designation have been included in the revised WINDOW Concept.

Under the revised WINDOW Concept, we will advance the newly added policies and initiatives together with the work already in progress under the original version, remaining faithful to its original vision and content. As always, we welcome your valuable opinions and feedback as we strive for the constant development of Kyoto University and its endeavors.
Fostering wisdom and an adventurous spirit in our students by developing a diverse education and research environment that provides practical opportunities to explore uncharted academic terrain.

"W" stands for Wild and Wise, as these are qualities that we hope to foster in our students. Students today are said to be wrapped up in their own world, carrying information technology devices with them all the time to maintain constant connections with a small group of peers. As a result, they are increasingly prone to making self-serving judgments based on a limited perspective. To make reasoned, quality choices and actions, you need to be firmly committed to interpreting information correctly and making decisions on your own by mobilizing all available knowledge and experience—both your own and that of others. I aim to provide students with numerous opportunities to engage in such dialogue and practices, both on campus and elsewhere. Through those opportunities, I seek to train our students to be both smart and resilient.

In order to deliver enhanced education programs that maximize learner-driven, self-directed creativity and original thinking, and to enable a qualitative shift towards education that puts students first, we will pursue educational quality assurance by making class and program content more transparent, as well as providing flexible options for undergraduate and graduate programs.

Flexible options for undergraduate and graduate programs

1. In order to foster human resources with rich general knowledge and advanced specialist skills, we will introduce flexible options for undergraduate and graduate programs, such as the introduction of unified curricula from a bachelor's through to master's degree level and systems for re-education in undergraduate courses. We will also provide flexible options for transition from master's to doctoral programs, including five-year single-course doctoral programs. We will provide internationally-oriented academic career paths and enhance our systems for early admission and early graduation.

Qualitative shift in education

2. In order to internationalize our education, promote self-directed learning, and enhance the provision of learning support for students, we will introduce course fees, course numbering, and GPA systems.* We will develop joint and double degree programs, implement a revised academic calendar that facilitates internationalization, and further expand our Open Course Ware (OCW)*, "Small Private Online Courses (SPOCs)," and Massive Open Online Courses (MOOCs).*

We will reinforce our efforts and infrastructure for cultivating the next generation of global human resources, to produce strong, bold leaders capable of showing others the way forward.

Global human resources with intercultural understanding and international capability

1. Through initiatives such as the Kyoto University-Japan Gateway Project, the Program for Leading Graduate Schools,* the Kyoto University International Undergraduate Program (Kyoto IUP),* and short-term international student exchange programs, we will develop global human resources with superior knowledge, a broad outlook, creativity, and the ability to play active roles in the international arena, and who are informed by an understanding of the cultures of their own country and others. In the International Academic Research and Resources Center for Language Education (IARRC), we will implement a groundbreaking approach to language education tailored to the needs of global society, non-native speakers and native students to create opportunities for intellectual and cross-cultural exchange, and foster students’ understanding of their own and other cultures.

Development of globally-capable entrepreneurs

2. In order to cultivate ambitious graduates with world-class creativity and entrepreneurship, we will develop education programs to teach practical innovation, which connect fundamental education with the real world. We will provide extended students and faculty members with hands-on entrepreneurship education and guidance based on industry-government-academia collaboration projects that foster innovation.

Enhancement of educational infrastructure

1. In order to provide self-directed learning wherein students reflect on their own learning experiences, we will pursue the development of an academic infrastructure that supports a variety of student-centered learning activities, including the use of information and communication technologies (ICT). This will include the implementation of "bring your own device" (BYOD) initiatives and the development of "cloud" systems.

Enhancement of infrastructure for extracurricular activities

2. In order to support students' self-directed, independent extracurricular activities, we will make improvements to the infrastructure for extracurricular activities, including the development of facilities.

Students on the Green Challenge program

The Learning Commons: an open space for groupwork and discussion in the university library

Students participating in the Wild & Wise Collaborative Learning Program
INTERNATIONAL AND INNOVATIVE

Internationalizing research through the foundation of an interactive education and research environment, and fostering innovation.

"I" stands for International and Innovative. By providing our students and researchers with a richly international environment, keeping abreast of international developments, and engaging in ongoing dialogue with the international community, we aim to provide fertile ground for the production of epoch-making innovations. We aim to enhance our activities in these areas through a diverse range of interaction with overseas universities, research institutions, and industry.

**Strategic Priority 2-1**
Creating a richly international environment.

**Promoting international research collaboration**
1. We will pursue strategic and multidisciplinary joint research projects with internationally competitive universities overseas, including research from exchanges through media laboratories*1 mutually established with partner institutions. In order to further promote international exchange, we will form partnerships based on academic and student exchange agreements.
2. We will develop and utilize the university’s approximately sixty overseas offices and facilities to host international symposiums and promote joint research projects with overseas institutions in order to acquire external funding and accelerate our international research collaboration.

**Strategic Priority 2-2**
Establishing international research hubs that attract top researchers from Japan and overseas by providing a truly international research environment and comprehensive support systems for researchers.

**Enhancement of research support systems**
1. We will recruit internationally recognized administrative staff who are fluent in English and highly skilled in administrative operations. We will also provide comprehensive support for researchers through our University Research Administration (URA) system and the development of IET infrastructure, thereby creating an environment in which talented people working in diverse fields can fully devote themselves to research and education.
2. We will develop enriched employment systems, including tenure tracks*2 within our Superior Graduate Programs (sympathetic name), the Joint-Biotechnology Program*3, the Kyoto University Research Development Program (KURDP), and the Graduate Student Training (GTT) Center (sympathetic name), in order to build a strong institutional foundation which will cultivate the next generation of leading researchers through coordinated research and education activities.

**Utilization of the Kyoto University Institute for Advanced Study (KUIAS)**
Announcement for the 2017 University Symposium/Graduate Research Conference

**Strategic Priority 2-3**
We will promote and disseminate the university’s creative research internationally.

**Pioneering frontier science fields**
1. In order to contribute to the advancement of academic research through intellectual endeavors encompassing basic, applied, and developmental research, we will promote cutting-edge creative research activities involving research professionals, and pioneer fields at the forefronts of research in the international academic community.

**Disseminating the university’s new approaches to the social sciences and humanities**
2. We will further enhance internationalization in order to advance Japan’s research in the social sciences and humanities. We will promote international exchange and infrastructural support for international students and researchers with a strong interest in the culture of Kyoto and Japanese thought, including by establishing professorships, and will aim to develop new approaches to the humanities through enhancing collaborative efforts in our strongest research areas, including collaboration with the Kyoto schools. We will also foster the knowledge generated throughout the world, and through our efforts, we aim to contribute to addressing the diverse issues currently facing global society.

**Utilizing the university’s academic resources**
3. In order to develop new knowledge and share our academic achievements, we will promote the international use of the diverse academic achievements that have been accumulated by the university and which have supported research in various fields of the natural sciences, humanities, and social sciences. We will maintain and develop these resources as internationally valuable assets.

**Enhanced sharing of information**
4. In order to make more effectively promote Kyoto University’s research undertakings and achievements, and as part of our efforts to effectively disseminate information as a global center of scholarship, we will enhance our website and other media from an international prospective, and provide information in multiple languages.

**Strategic Priority 2-4**
We will seek to address social problems and improve the health of the general public through industry-government-academia collaboration, the promotion of social engagement and other programs, and by providing high-quality medical care.

**Promotion of venture development programs**
1. In order to maintain Kyoto University’s advancement of original research and development to the highest international standards, and draw on domestic and international resources to connect our research findings to the establishment of new industrial sectors, we will engage in “university-based technological development” through a through-going promotion of basic research, and pursue industry-government-academia collaboration through our International Science Innovation Building. Particular emphasis will be placed on the promotion of university-based venture development programs that can become sources of innovation.

**Development of industry-government-academia collaboration and establishment of the “Kyoto University Model”**
2. To provide banking, consulting services, and support for commercialization efforts, we will establish a 100%-owned subsidiary of the university (Kyoto University Venture Co., Ltd.), and will form a new industry-government-academia collaboration model in cooperation with the university’s existing subsidiaries engaged in technology transfer and venture support.

3. To further enhance our research and education activities and develop international human resources, we will strengthen our comprehensive industry-academia cooperation, including research and development collaboration with businesses and non-academic sector participation from industry and a view to putting open innovation.

Moreover, in order to share our diverse research output with wider society, we will develop an “institutional strategic management system” with a view to answering the future needs and requirements of the industrial sector, and will pursue strategic approaches to technology transfer provided in the basic sciences. As part of these initiatives, we will conduct training programs designed to develop the practical and innovative capabilities of future entrepreneurs.

**Promotion of social engagement and other programs**
3. In order to raise our university’s profile, attract new benefactors, and cultivate a sustainable framework of support for the university, as well as contribute to addressing the various problems in contemporary society, we will extend the reach of our cutting-edge educational and research output through public lectures and public access to facilities, and conduct activities which are open to the wider community.

**Sharing Kyoto’s unique academic culture with wider society**
4. Through the Kyoto Academic Forum established in Musashimurayama, Tokyo, we will disseminate academic information on culture, art, and sciences from Kyoto in cooperation with the city’s art-oriented universities. We will promote exchange between faculty members, researchers, and companies/organizations as a center for technology transfer and venture capital investment activities.

**Development and provision of cutting-edge medical care**
5. Centering on the Kyoto University Hospital, we will build new medical technologies and highly specialized sample storage and analysis technologies in areas such as regenerative medicine, and use genetics and other accumulated medical information together with the latest information technologies to establish a safer, highly advanced medical care system and develop revolutionary drugs, medical equipment, and medical software, in order to contribute to medical innovation in Japan.

We will provide world-class medical care, both locally and in other Asian countries. Strengthening our partnerships with regional hospitals and local government and institutions will develop our medical personnel exchange programs with overseas hospitals, particularly those in Asia.
Developing engaging curricula and comfortable learning environments to raise awareness, throughout the university, of the importance of a close relationship with nature as the basis for broad and deep learning and the cultivation of personal integrity and character.

"N" stands for Natural and Noble, Kyoto City, Japan's historic cultural heartland, is embraced on three sides by mountains and blessed with an abundance of natural beauty. Through the ages, researchers at Kyoto University have enjoyed the benefits of this rich environment and the inspiration that it brings. There is no doubt that the university's setting has played a major part in the development of its distinctive character, and in inspiring our scholars towards innovation and new discoveries. To date, Kyoto University has produced nine Nobel laureates, two Fields Medalists, and numerous other recipients of prestigious international awards, and our scholars have pioneered new frontiers in many academic fields, including primateology and philosophy (with the development of the famous Kyoto School of philosophy by Kitaro Nishida). The people of Kyoto have traditionally maintained a close bond with the students of Kyoto University, often providing them with support in their academic endeavors. I believe that the natural and social environment of Kyoto has helped to nurture the integrity and ethical sense of our students, those to maintain these admirable traditions, and carry them forward in a manner appropriate for our changing times.

Strategic Priority 3-1

We will develop and enhance the university's education and research environment.

Provision of a comfortable campus environment

1. We will ensure that our campus environment is conducive to a comfortable student life. We will endeavor to maintain sustainable campuses, and regularly update the Kyoto University Campus Master Plan (2013). We will continue efforts to maintain and manage facilities appropriately to provide the service based on the plan. We will introduce the Service Life of Infrastructure. We will reduce the university's environmental load by using environmentally friendly systems, and raise awareness among our students, faculty, and staff of contributing to harmonious coexistence within the world's human and ecological community.

Promoting the health of students, faculty, and staff

2. With the aim of promoting the physical and mental health of people and society, we will advance the efforts of our Healthy Campus Project. We will not only promote the health of our students, faculty, and staff members, but also foster a culture of living health in cooperation with the general public.

Strategic Priority 3-2

We will provide increased opportunities to learn from nature and interact with different cultures.

Fieldwork and curricular enhancement

1. Based on the roles that have been held by the university since its establishment (such as self-directed learning, self-directed and self-respect, and spontaneity and personal responsibility), and with an emphasis on practical experience, we will expand curricular opportunities for students to learn from nature, experience Kyoto’s historical and cultural heritage, and experience different cultures. We will encourage exchange activities in cooperation with government, industrial, and private sector organizations.
Cultivating an environment that encourages academic freedom, and which welcomes diverse cultures and ways of thinking.

Fostering in our students and researchers an awareness of their place in the long span of history, and the conviction to step forward with confidence. We aim to provide a place of calm and thoughtful scholarly endeavor that pursues these goals.

“D” stands for Diverse and Dynamic. The onset of globalization has dramatically increased the degree of interaction among the world’s diverse cultures. In the past, Japan has drawn on its homogeneity as a source of strength, but today, as international competition intensifies, that same homogeneity is said to impair creativity and stifle innovation. I believe that Kyoto University should be a place of unrestricted learning that is always open to a diversity of cultures and ways of thinking. At the same time, it is important not to be swayed by short-term trends, but must look carefully at our own circumstances and act with conviction, based on a proper understanding of our place in the long span of history. Kyoto University should be a place of calm and thoughtful scholarly endeavor that gives full play to such ideas.

1. **Strategic Priority 4-1**

In order to maintain and develop Kyoto University’s distinctive character, we will pursue the University Campus Kyoto Initiative, which conceptualizes the whole of Kyoto City as a “campus” — a place of learning, and promotes involvement in the local community and wider society. The initiative also promotes internationalization through stronger ties with government, industry and with other academic institutions.

**Implementation of a credit transfer system**

1. We will promote an inter-university credit transfer system for courses in the field of Kyoto studies, in line with the Kyoto Vision 2040 initiative (proposed by the Social Gathering to Think about the Future of Kyoto) and the College Town Kyoto International Student Support Program (currently being implemented by the Kyoto City government).

**Partnerships with Kyoto Prefecture and Kyoto City**

2. We will work in partnership with Kyoto Prefecture, Kyoto City, and other municipalities, as well as with public and private facilities (such as botanical gardens, zoos, museums, and art galleries) in the prefecture and its vicinity, thereby creating an academic culture unique to Kyoto, which we will communicate to the world.

**Reuse of dormitory facilities**

3. Through the above partnerships, we will make full use of Kyoto’s historical and cultural heritage as a tourist city, and reuse dormitory facilities in order to expand and enhance the infrastructure available to international researchers and students.

**Promotion of researcher exchange**

4. We will introduce and make effective use as necessary of renewal capacity systems, cross-appointment systems, and tenure track systems, thereby increasing mobility without disadvantage to faculty members, and providing a stable environment for education and research.

**Interaction with local communities and wider society**

5. We will expand opportunities to hold performances and meetings in a variety of languages, furthering exchange between non-Japanese and local residents. These activities will be used to develop students’ communication and debating skills, and to boost their interdisciplinarity, international competence, and creativity.

6. We will organize public lectures, seminars, and symposia, public access to facilities, exhibitions, and other initiatives to promote exchange among students, researchers, local residents, and companies.

2. **Strategic Priority 4-2**

We will develop venues and opportunities for Japanese and international students to interact, as part of our infrastructure for pro-actively enrolling diverse, globally-minded students.

**Development of student interaction and welfare facilities**

1. In order to expand opportunities for interaction among Japanese and international students, we will develop and expand welfare facilities and co-educational facilities for such students.

3. **Strategic Priority 4-3**

We will employ flexible and agile university management to steadily achieve the goals of our plans and initiatives.

**A dynamic and steady approach to plans and initiatives**

1. We will employ flexible and agile management of university-wide and cross-organizational initiatives, plans, and organizational reforms through the Kyoto University Provost system, which was established to coordinate top-down and bottom-up processes, and formulate and implement strategies to dynamically and steadily achieve the goals of university initiatives.

**University management utilizing IR**

2. We will utilize the large quantities of data generated in the course of the university’s activities by employing Institutional Research (IR) methods, and pursue widespread planning and operations that give full play to innovation and innovation in education and research practices. We will pursue organizational reforms and other initiatives that support the university’s sustainable development and produce new fields of interdisciplinary scholarship.

**Comprehensive student support**

3. In order to enable students from diverse backgrounds to concentrate on their studies and research free from onerous problems and concerns, we will enhance our comprehensive support framework, including its need in areas such as counseling, career support, and support for students with specific needs. We will also increase the effectiveness of education support services through initiatives such as Integrated Student Support System (ISSS)* and the provision of accessible English-language information for international students.
Cultivating an environment in which errors and criticism become positive opportunities to incorporate new perspectives and integrate them into one's path to success. Supporting faculty in the uncharted domains of scholarship and the creation of new academic fields through diverse interdisciplinary collaboration.
“Women and the World”

Developing the university environment and support services in accordance with our Action Plan for Gender Equality. Implementing a system of flexible work options during the child-rearing period following maternity and childcare leave. Providing an environment in which students can be ambitious in the pursuit of their chosen career paths.

"W" stands for Women and the World. To date, the Japanese government has promoted many initiatives to work towards the ideal of a gender-equal society. The proportion of females in Kyoto University’s student body now exceeds 20%, while the proportion of female administrative and technical staff is close to 50%. Female faculty members, however, remain at around 10% of the total. I am sure that this proportion will continue to increase gradually. But first and foremost, we need to create an environment which enables female employees to pursue fruitful careers and female academics to devote themselves to and excel in their scholarly activities. We will enable both men and women to take maternity and childcare leave easily. And find ways to ensure that such leave does not impede the continuation of work and study. We will also endeavor to develop more women-friendly facilities and systems. In addition to an improved environment and support system to undergo a gender-equal workplace, we will develop a system that provides flexible work options in the child-rearing period, after returning from maternity and childcare leave. To this end, we have drawn up our Action Plan for the Promotion of Gender Equality, and will continue to implement it. Furthermore, Kyoto University should function as a “window” to society and the world at large for all of our students, endow them with confidence in their abilities, and provide them with opportunities to venture forth and realize their full potential.
Glossary

Campus Master Plan: A basic plan for the campus environment as a whole, based on a medium-term perspective.

Common and interdisciplinary programs: A range of courses launched in 2016 to enhance the general education provided to graduate school students. The courses are categorized as "Common Learning" (courses in social intelligence and skills and knowledge, information technology sciences, and communication sciences fields) and "Interdisciplinary Learning" (a group of objective courses provided by different graduate schools and interactive courses held by multiple graduate schools and research institutions).

Course numbering: The classification of curricular courses by approximately assigning systematized numbers to each course, thereby specifying the different stages and sequences of study and clarifying curricular structure.

Cross-appointment system: A system whereby a researcher enters into contractual employment arrangements with two or more different universities, public research institutions, private companies, or other organizations, enabling the researcher to pursue different working roles with each employer.

Designated National University Corporation: A designation awarded by Japan’s Ministry of Education, Culture, Sports, Science and Technology to selected national universities deemed to have the highest levels of research capability, social engagement, and international collaboration. The designated universities are articulated to lead national university reform and to implement initiatives that will contribute to the development of new industries and the economy in line with the standards of leading universities in the competitive international academic environment. Kyoto University was granted Designated National University Corporation status in June 2017.

Double degree: A system whereby two or more partner universities, in the same or different countries, simultaneously award their own degrees to students who complete, within a prescribed timeframe, a set of study programs predetermined in accordance with a partnership agreement that includes provisions for mutual credit recognition.

eLearning: Systems that use information and communications technology to store and manage educational records.

Experience-based Learning Course for Advanced Science (ELCAS): An education program run in cooperation with high schools for high school students who want to participate in study using the university’s education and research resources. The program is based on the university’s philosophy of "self-learning, centered around dialogues." The program contains 100 full- and second-year high school students on the program, as well as 100 corresponding staying students. The program involves lectures, seminars, and laboratory courses. The program is delivered on the university once or twice per month, and engages in research activities using the university’s facilities and equipment. The delivery of faculty members, graduate or undergraduate students.

Grade point average (GPA) system: According to Japan’s Standards for University Establishment, universities are required to assess that students meet assessment criteria to students in advance, and follow those criteria throughout the assessment process to ensure objectivity and accuracy.

The GPA system is a standard grading method used for objective and measurable student assessment. The most common GPA mechanism ranks student achievement for each credit in the following levels: A, B, C, D, and E. Each letter is given a corresponding point range from 0 to 1. A student’s GPA is calculated from the average of their total scores and may be used as part of a student’s course examination requirements.

Institutional research (IR): Survey research implemented within an institution of higher education. The centralized collection and analysis of institutional information enables the institution to achieve smoother planning, policy formulation, and decision-making. It also enables institutional information to be furnished as required, both internally and externally.

Integrated Student Support System (ISSS): An integrated system providing continuous support for students throughout their time at the university, and after graduation.

Intellectual property portfolio management: Appropriate management and effective utilization of intellectual properties in accordance with management strategies.

Joint degree: A system whereby two or more partner universities jointly design and implement an educational curriculum through which students are awarded a single degree issued jointly by all of the partner universities. By drawing on the individual strengths of the partner institutions, the system enables the provision of unique and diverse education and research activities. In Japan, the joint degree system was formally established on March 1, 2000 by means of a revision to Japan’s Standards for the Establishment of Universities.

Kyoto University Future Forum: Aims to enhance the university’s collaboration and linkage with society. Comprises lectures, discussion sessions, and other activities. The forum raises the participation of university alumni who are active in different areas of society, such as private companies, government agencies, international organizations, non-governmental organizations, universities, research institutions, the mass media, culture, and the arts.

Kyoto University International Undergraduate Program (Kyoto IUP): A program to facilitate the increased enrollment of talented and motivated international undergraduate students. The program was designed in response to the important issue of maintaining a high standard of university education in the face of a declining number of 18-year-olds and to cultivate the next generation of leading researchers who will actively contribute to society and the world. Through the program, the university aims to foster the highest quality international human resources needed by Japanese industry and to encourage such individuals to settle in Japan, and thereby contribute to the internationalization of Japanese society and industry.

Kyoto University Japan Gateway Project: A program which aims to mobilize Kyoto University’s many worldwide research networks to partner with universities overseas on the mutual promotion of high-quality curricula and internationally recognized degree programs. Through such efforts, the university aims to strengthen the education and research capabilities and international competitiveness of both Kyoto University and its partners. The project is supported by the MEXT Top Global Universities Project.

Kyoto University Research Development Program (Kubric): An international grant to support early- and mid-career researchers in further advancing their research.

Leaving Coordinator Initiative (courses coordinated and taught by graduate school staff): A program in which graduate school staff work with high school students to provide them with university courses, whereby Kyoto University graduate school students create engaging and easily-understood educational materials about their field of expertise (e.g., an introduction to physics). The program provides high school students with information about university courses as well as information about university life. The program is intended to help high school students enhance their knowledge of diverse subjects, and encourage individual study habits.

Massive open online courses (MOOCs): Large-scale open lectures made freely available to anyone online.

Otome Challenge: An international program launched in 2016 to enable students to travel abroad to pursue unique projects planned by the students themselves. Applicants are required to submit a project plan and statement of purpose, and the successful applicants are provided with a scholarship. The program is financially supported by the Kanazawa Institute of Technology, a global university in the Kanazawa area.

Open Core Courses (GCC): Free-to-access lectures and related information officially made available online by a university or other educational institution.

Program for Leading Graduate Schools: An initiative to develop graduate schools of the highest caliber through innovative reform of graduate education and the provision of degree programs of the highest global standards. The program aims to foster excellence in students who are highly creative and internationally attuned, and who will play leading roles in the global academic, industrial, and governmental sectors. The program brings together top-ranking faculty and students from both in and outside Japan, and utilizes the expertise of the academic, governmental, and private sectors for the purpose of planning and execution. The program provides continuity of master’s and doctoral level education and curricula that spans multiple fields of specialization.

Small Projects Online Courses (SPOCs): Using a similar online environment to MOOCs, SPOCs are online lectures and learning resources provided by universities to their students.

Student Projects for Enhancing Creativity (SPEC): Launched in 2016 to provide students with opportunities to challenge new academic terrain and encourage creative thinking. Selected student projects are crowdsourced via the Kyoto University Foundation.

Superior Graduate Program (tentative name): A doctoral program to foster human resources (high-level "knowledge professionals") who can spearhead the development and utilization of new know-how, create new knowledge for the next generation, address social issues, and advance innovation for the benefit of society.

Sustainable campus: An environmentally-friendly university campus that can serve as a model for the development of a sustainable society.

Tertiary track: A system designed to enhance an institution’s activities by providing young researchers with a specified period of supervision in independent research, conducting a stringent screening of their achievements, and then placing them employment for an unspecified term if they are proven to possess the capabilities and qualities of the institution’s faculty members and researchers.

The Mung Program: A university-wide program that seeks to positively foster the next generation of global human resources by nurturing young faculty students, and staff abroad to gain international experience. There are three types of program for: researchers, students, and administrative staff members. Each type is tailored to help participants with experiences that will develop their international understanding, and their abilities to excel in international work or study environments.