

KWANSEI GAKUIN UNIVERSITY



2021-2022

**Over
view**

What is Kwansei Gakuin?

Kwansei Gakuin is a comprehensive educational institution that offers an integrated education from kindergarten to graduate school, with eight campuses across Japan. Our mission at Kwansei Gakuin, as a learning community based on the principles of Christianity, is to inspire our members to seek their life missions, and cultivate them to be creative and capable world citizens who embody our motto, “Mastery for Service,” by transforming society with compassion and integrity. Since our school was founded, Kwansei Gakuin has aspired to

become an “inclusive community” which is open to everyone, and we continue to be committed to the realization of this goal.

What is Kwansei Gakuin University?

Kwansei Gakuin University (KGU)—colloquially known as Kangaku—is a private nondenominational Christian university in the Kansai region of Japan. As one of Kansai's leading private universities, KGU offers bachelor's, master's, and doctoral degrees to around 25,000 students in over 80 different disciplines across 14 undergraduate schools and 14 graduate schools.

We will cultivate World
“Mastery





Where is Kwansei Gakuin?

As a comprehensive educational institution, Kwansei Gakuin operates a kindergarten, an elementary school, a junior high school, a high school, two international schools, a junior college, and a university in the Kansai region. Kwansei Gakuin University's main campus is located in the city of Nishinomiya in Hyogo Prefecture, which is under an hour away from the metropolitan areas of Kobe and Osaka, and under 90 minutes away from the heart of Kyoto. The university also has other campuses in the cities of Nishinomiya, Osaka, Sanda and Tokyo.

Citizens who embody for Service.”

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Kwansei Gakuin's Philosophy and Spirit

Kwansei Gakuin started in 1889 as a small school with five teachers and 19 students. The founding spirit is inherited by the school motto, school symbol, and architectural style of the school building.



Dr. Walter Russell Lambuth

The Founder of Kwansei Gakuin

Walter Russell Lambuth, born and raised in China, was an American missionary of the Methodist Episcopal Church, South. He came to Japan from China in 1886 to serve as the superintendent of the church's Japan Mission. He chose Kobe as the central base of the Mission, and founded Kwansei Gakuin in 1889. After leaving Japan in 1890, he spent his life evangelizing through education and medical work all over the world, including Africa, South America, Europe, and Asia. In the state of Mississippi, a monument built in his family's memory is inscribed with the words "World Citizen and Christian Apostle to many lands."



The School Symbol

The crescent moon, which was adopted as the symbol of the school in 1894, represents the journey of the students of Kwansei Gakuin as they grow to fullness in knowledge and wisdom. In addition, the crescent moon represents the students and graduates of Kwansei Gakuin as they spread God's blessings like a light, just as the moon reflects the brilliant rays of the sun.

The School Motto "Mastery for Service"

"We aim to be strong, to be masters—masters of knowledge, masters of opportunity, masters of ourselves, our desires, our ambitions... But having become masters, we desire not to inflate, and enrich ourselves for our own sake, but to render some useful service to humanity in order that the world may be better for our having lived in it." (Dr. Cornelius John Lighthall Bates, 1915) The motto of Kwansei Gakuin, coined by Dr. C.J.L. Bates, the fourth Chancellor of Kwansei Gakuin and the first President of Kwansei Gakuin University, reflects the ideal for all its members to master their abundant God-given gifts to serve their neighbors, society and the world.



Dr. Cornelius John Lighthall Bates



The clock tower in 1925



The clock tower today

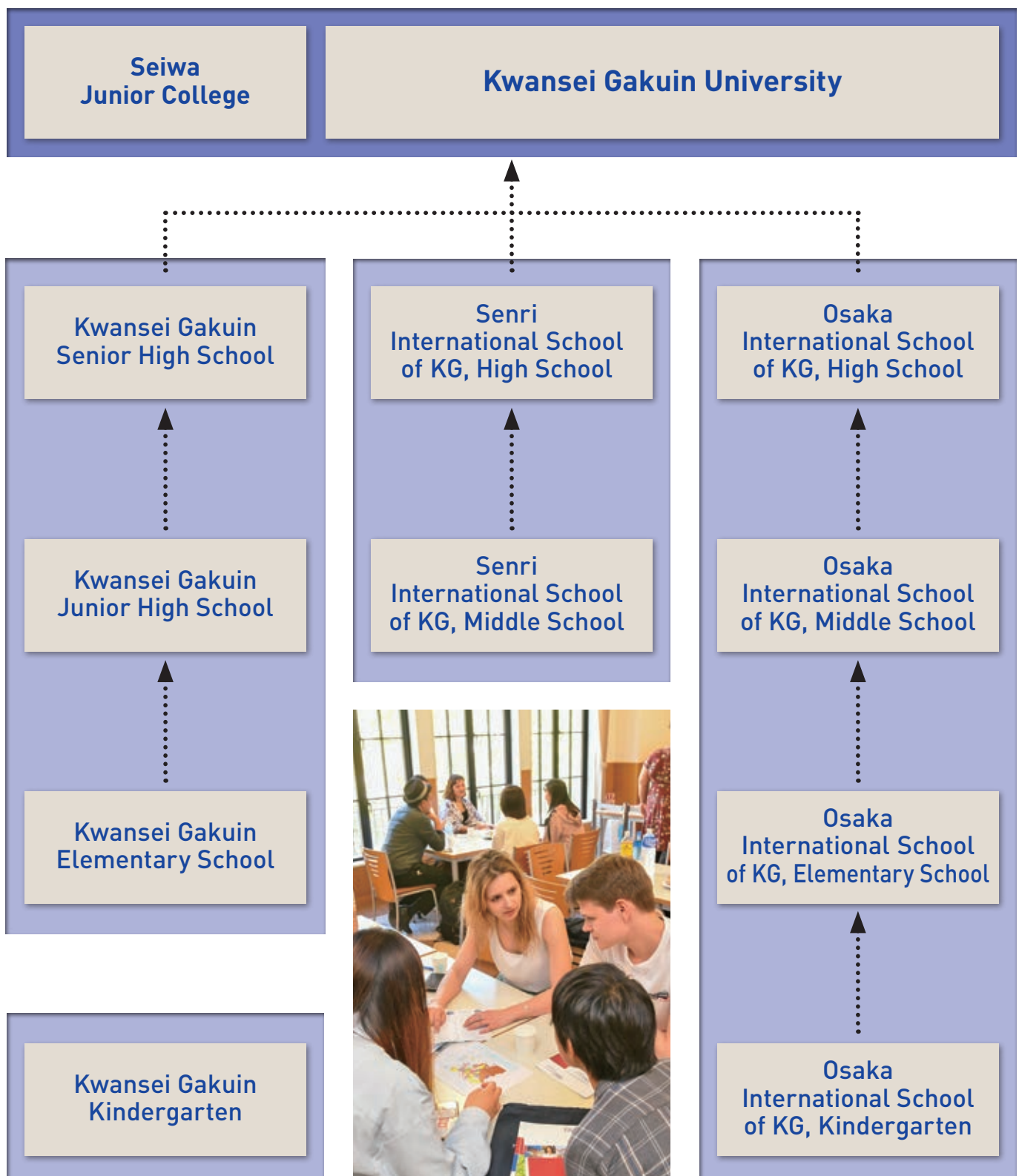
School Building Architecture

When designing the Nishinomiya Uegahara Campus, William Merrell Vories, an American missionary and architect, focused on realizing the ideals espoused by Dr. Lambuth by taking inspiration from the Spanish Mission Style, which symbolically embodies the advancement of Christian education. Featuring buildings that share the same distinct color scheme, with red tile roofs and cream-colored outer walls, the Vories architectural style has also been inherited by the new campuses.

Structure of Kwansei Gakuin

Kwansei Gakuin was founded in 1889 in Kobe, Japan by Dr. Walter Russell Lambuth (later Bishop), an American missionary of the Methodist Episcopal Church, South. It was intended to be a small private institution with two departments, a theological school and a middle school. In 1910, the Canadian Methodist Church and the Japanese Methodist Church joined its operation, and Kwansei Gakuin was able to open a

college with literary and commercial courses in 1912. Since moving to Uegahara in Nishinomiya in 1929, the school has continued to grow in size and stature. Today, the Kwansei Gakuin Educational Foundation operates a university with 14 undergraduate schools and 14 graduate schools, a junior college, junior and senior high schools, two international schools, an elementary school and a kindergarten.





A Comprehensive and Integrated Educational Institution

◆ Kwansei Gakuin Kindergarten

Educational Philosophy

The school aims to enact a childcare approach that is based on Christian values, which cherishes the uniqueness of each individual child, and provides an early childhood education in which children joyfully and actively engage with experiences they can only have in early childhood, together with their friends and teachers.

Unique Characteristics

The school building has a warm, welcoming atmosphere, and the height and placement of equipment in the school are carefully arranged for each grade according to developmental needs. The schoolyard is a natural environment, similar to a forest, where children can interact with other children of different ages and develop their physical abilities through a variety of games. Children are encouraged to play actively with their friends and to develop rich sensibilities through contact with nature.

◆ Kwansei Gakuin Elementary School

Educational Philosophy

With a philosophy based on a Biblical verse from the Gospel of Luke—"And the child grew and became strong; he was filled with wisdom, and the grace of God was on him"—the school values interpersonal relationships in all sorts of situations, and strive to nurture children who train themselves for the sake of others, and walk on a path with other people.

Unique Characteristics

Through the Bible and prayer, the school nurtures hearts which are compassionate and appreciative of others, and encourages students to learn about different values while enjoying communication by providing a focus on English education. The school also arranges for opportunities for students to experience culture, sports, art, and nature, in order to nurture their rich sensibilities, and provides an education that allows

students to feel the value of their own existence and the importance of their friends.

◆ Kwansei Gakuin Junior High School

Educational Philosophy

A statue of Masuo Shiraki, a boy who jumped into the sea to save his drowning cousin, has been placed near the main gate. His deed has been passed down as the ethos of the school, together with the scripture, "Greater love hath no man than this, that a man lay down his life for his friends."

Unique Characteristics

Based on the motto of "Gratitude, Prayer, and Discipline," the school promotes holistic education that nurtures and trains students through prayer and gratitude for the lives that God has given them. Since the school's founding, students have been working hard together with teachers and college student coaches in daily runs, marathons, athletic events, and outdoor education under the motto of "teacher and students together." The school emphasizes Christian education, reading, English, physical education, and the arts, and students are able to obtain a wealth of skills, without being restricted to studying for exams.

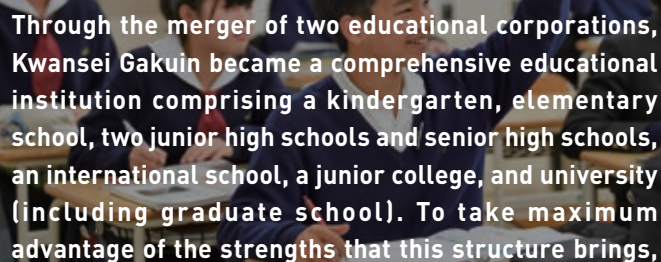
◆ Kwansei Gakuin High School

Educational Philosophy

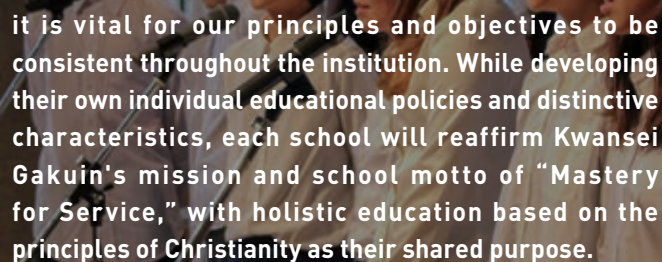
The school aims to cultivate students who have a sense of their mission to serve others and the world, as well as the skills to do so, and to develop their character so they will have rich minds and sincere attitudes. Supported by the recommendation system for Kwansei Gakuin University, students are encouraged to take on a variety of challenges and to develop well-balanced personalities.

Unique Characteristics

The school curriculum is designed to help students acquire English language skills that will enable them to communicate with people around the world. In the



Through the merger of two educational corporations, Kwansei Gakuin became a comprehensive educational institution comprising a kindergarten, elementary school, two junior high schools and senior high schools, an international school, a junior college, and university (including graduate school). To take maximum advantage of the strengths that this structure brings,



it is vital for our principles and objectives to be consistent throughout the institution. While developing their own individual educational policies and distinctive characteristics, each school will reaffirm Kwansei Gakuin's mission and school motto of "Mastery for Service," with holistic education based on the principles of Christianity as their shared purpose.

third year, the school offers university-related courses taught by university professors, as well as opportunities to attend university lectures and programs. In addition, all high school students belong to the autonomous "Gakuyuu-kai," and they can cooperate with others and improve their skills of self-government through its activities.

◆ Senri International School of Kwansei Gakuin, Middle School and High School (SIS)

◆ Osaka International School of Kwansei Gakuin (OIS)

Educational Philosophy

Through multicultural coexistence, students will grow to be inclusive and creative individuals who understand their own culture and other cultures, enjoy diverse experiences, are aware of how they are mutually related to other people in the world, and can adapt to multicultural environments.

Unique Characteristics

SIS offers international education in accordance with the official educational guidelines by the Japanese Ministry of Education, Culture, Sports, Science and Technology, while OIS is an IB (International Baccalaureate) World School and is accredited by WASC (Western Association of Schools and Colleges). There are many programs for SIS and OIS students to study together. At the Senri International Campus, where both schools are located, more than one language is spoken in every classroom and hallway, allowing students to easily immerse themselves in English in the course of their daily lives.

◆ Seiwa Junior College

Educational Philosophy

The school nurtures humane childcare professionals, based on the spirit of Christianity. The school trains

students to serve their neighbors, society, and the world, and to contribute to the happiness of the children of the world, based on the ideal of Mastery for Service.

Unique Characteristics

Many children come to play on the verdant Nishinomiya Seiwa campus. Students develop their sensitivity as educators and caregivers, and learn in greater depth, while being close to children. The practice-oriented curriculum and small-group lectures foster knowledge and skills, as well as a sense of responsibility and mission, which are necessary for educators. Thanks to its longstanding network, cultivated through the school's achievements, the school's graduates are well-represented in the career fields of early childhood education and childcare.

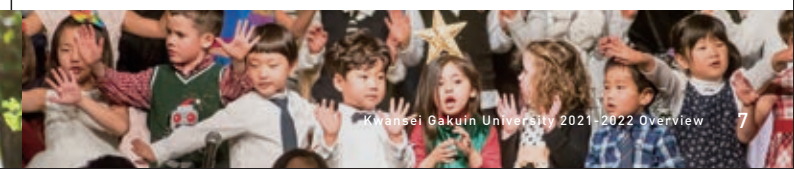
◆ Kwansei Gakuin University

Educational Philosophy

The university aims to develop human resources who can boldly confront and try to resolve the serious challenges we face today, such as war, hunger, and environmental destruction. Carrying on the will of founder Dr. Walter Russell Lambuth, the university trains people who will be able to transform society with compassion and integrity.

Unique Characteristics

Eight Schools are located on the Nishinomiya Uegahara Campus, and five Schools are located on the Kobe-Sanda Campus, with the School of Education located on the Nishinomiya Seiwa Campus. In addition to specialized undergraduate education, the university promotes global education, including language programs and various study abroad programs, and actively provides education that opens up the possibilities for students, such as the AI (Artificial Intelligence) Solution Architect Training Program, the Dual Endeavor Program for students to engage with fields other than their specialization, career education for the future, and programs to contribute to society in Japan and abroad.



The Kwansei Grand Challenge 2039, Our Resolve for the Future

In preparation for the 150th anniversary of the founding of Kwansei Gakuin in 2039, we have formulated the “Kwansei Grand Challenge 2039” (KGC2039), a vision of what Kwansei Gakuin should be, and what measures we should actively take to make it a reality. This initiative is based on our mission statement, “to nurture global citizens who embody Mastery for Service,” and outlines what knowledge, abilities and qualities students should acquire at Kwansei Gakuin, as well as what they should do to acquire them. In the future, the world's population will explode, while Japan's population will shrink due to the declining birthrate and aging population. At the same time, the development of information and communication technology, such as Artificial Intelligence (AI) and Digital Transformation (DX), is drastically changing society and our lives. In addition, while economic and cultural activities across national

borders are increasing, there are also forecasts of chaotic scenes, with protectionist movements and ethnic conflicts, environmental destruction, and growing inequality. In order to survive in these uncertain times, there is a litany of skills that graduates will need, which have been termed the “Kwansei Competencies,” in addition to a broad range of knowledge and expertise. In the KGC2039, Kwansei Gakuin has established strategies to ensure that students acquire the skills necessary to play an active role in society (acquisition of learning outcomes), and the university has established mechanisms to guarantee that students attain those skills (guarantee of student quality) and assist them in achieving the employment and career path they desire (high-quality employment). By implementing these measures, we aim to ensure that all of Kwansei Gakuin's graduates will be able to lead truly abundant lives.

Nine Categories in the KGC2039

In this future plan, we created the following nine categories, establishing 42 themes, and are moving forward with over 120 projects.

▶ Educational Ideals (Foster individuals who can approach global issues with strength and dignity)
▶ Undergraduate Education (Build the foundation for a fulfilling and meaningful life through contribution to the local community and global society)
▶ Graduate Education (Educate researchers and exceptional professionals who can devote effort to society's demands)
▶ Research (Create world-class research in a competitive environment)
▶ Comprehensive and Integrated Education (Secure Kwansei Gakuin's ideal as a comprehensive integrated educational institution through sharing the spirit of foundation)
▶ Industry-Government-Academia Collaboration (Enhance the Kwansei Gakuin brand value in top-notch education and research through strengthening links with the industry and government)
▶ Internationalization (Evolve Kwansei Gakuin's traditions of internationalization to a level of excellence)
▶ School Management (Establish a comprehensive management system through governance reform)
▶ Digital Transformation (DX) (Reform education, research and services through digital technology, and improve their quality and value)

The Kwansei Competencies

The “Kwansei Competencies,” which comprise the knowledge, skills, and quality of character that all students should acquire by the time of graduation—irrespective of their department—are positioned as the underlying bedrock of education at the institution. Every student at Kwansei Gakuin should gradually acquire these Competencies and continue to build on them.



Taking Internationalization to an Excellent Level at Each School

At Kwansei Gakuin, we promote internationalization and global education in our schools so that students will acquire the ability to live globally. At every stage of learning, students are taught to transcend the

differences between countries and regions, languages, cultures, and customs, and hone the skills and qualities that will enable them to become true World Citizens.

Kwansei Gakuin Elementary School

- ▶ English education every day from the first grade
- ▶ Interacting with international students from Kwansei Gakuin University
- ▶ Homestays in Vancouver, Canada
- ▶ Taking the English Proficiency Test once a year

Kwansei Gakuin Junior High School

- ▶ Promoting English speech contest and overseas exchange activities
- ▶ 1.5 times as many English classes as public schools
- ▶ Extensive English reading, with each student reading more than 40 books a year
- ▶ Team teaching by Japanese teachers and native English-speaking teachers

Kwansei Gakuin Senior High School

Selected as a hub school for the Support Project for Building Worldwide Learning Consortium

- ▶ Many years of exchange programs with prestigious partner schools overseas
- ▶ Team teaching by Japanese teachers and native English-speaking teachers
- ▶ "Meal for Refugees" (an event that serves food from the countries of origin of refugees living in Japan), organized by high school students
- ▶ Students can participate in Kwansei Gakuin University's English Intensive Program
- ▶ Selected as a Super Global High School

Senri International School of KG, Middle School

- ▶ English language learning divided into five levels, from the ABCs to native-level
- ▶ Students and faculty of more than 35 nationalities gathered at the school
- ▶ Small-class education, with 17 classes of about 20 students each
- ▶ Shared programs that go beyond the school framework for students to learn together

Senri International School of KG, High School

Selected as a hub school for the Support Project for Building Worldwide Learning Consortium

- ▶ Daily life in a bilingual environment
- ▶ Students and faculty of more than 35 nationalities gathered at the school
- ▶ Schedules created by students themselves
- ▶ Shared programs that go beyond the school framework for students to learn together
- ▶ Selected as a Super Global High School

Osaka International School of Kwansei Gakuin

First Japanese school certified to offer the International Baccalaureate curriculum in elementary school, middle school, and high school

- ▶ Shares aspects of education and part of its campus with SIS
- ▶ One of the IB schools with the most history in Japan
- ▶ Development of students who can flourish on the global stage

Kwansei Gakuin University

Selected for the Top Global University Project for its "Establishing the Global Academic Port, an international hub for academic exchange" plan

- ▶ The number one university in Japan in terms of the number of students dispatched to study abroad at overseas partner institutions (as of AY2018)
- ▶ A robust and diverse array of international education programs in collaboration with over 280 universities and institutions in 54 countries around the world
- ▶ The first university in Asia to dispatch UN Youth Volunteers, which has served as a hub in Japan for student dispatch since 2013
- ▶ The graduate minor "UN and Foreign Affairs Course" and undergraduate minor "UN and Foreign Affairs Program," as well as the support of the KG Career Center for International Organizations, will send out leaders in the international sphere and the field of international cooperation
- ▶ Intensive programs to improve overall language proficiency, as well as opportunities to take the TOEIC/TOEFL within the university for free, provide a boost to students' English skills
- ▶ An annual intake of over 1,400 international students from countries all over the world
- ▶ Expanded opportunities to form bonds with international students via the introduction of measures such as a resident assistant system; a new international education dormitory is planned to open in fall 2021



Kwansei Gakuin University By the Numbers

No.1

in Japan in the number of students dispatched to study abroad,
with over

1,800

students participating
in international programs in 2018

★¹ 37

Selected as one of
Top Global Universities in Japan

Collaborations
with over

280

partner universities

and international
organizations in

54

countries

More than

130

years of history

Over

25,000

students

★¹

A Top Global University in the Heart of Western Japan

In 2014, Kwansei Gakuin University (KGU) was chosen as one of 37 universities to take part in the Top Global University (TGU) Project by the Ministry of Education, Culture, Sports, Science and Technology, a funding program to boost the international competitiveness of Japanese universities. KGU's TGU concept, establishing the "Global Academic Port," centers on facilitating more substantial academic exchange for students, faculty and staff, both within Japan and overseas. The following five points are the keys to this initiative.



TOP GLOBAL
UNIVERSITY JAPAN

- ▶ Implementing the Dual Endeavor Program—the centerpiece of the initiative—which encourages all students to gain experience outside of their major specialization through the International Program, Multidisciplinary Studies and the Hands-on Learning Program
- ▶ Becoming Japan's top university in terms of the number of students studying abroad under partnership agreements, with a goal of sending 2,500 students overseas annually in 2023
- ▶ Establishing a gateway to the United Nations and other international organizations through courses that equip students with the skills to become future global leaders in public affairs
- ▶ Establishing a quality assurance system which meets international standards
- ▶ Setting up a comprehensive management system through governance reform

14^{★2}
undergraduate
schools

14 graduate schools

More than 1,400 international students
from around the world

First in Asia to dispatch students
as UN Youth Volunteers, with over 100
students dispatched since 2004

Over 240,000 alumni,
with 91 alumni association chapters
in Japan and 29 chapters overseas

★2 Reorganization of the Kobe-Sanda Campus

The Kobe-Sanda Campus (KSC) underwent a reorganization in 2021 which expanded its slate of schools from two to five. The reorganization places a strong emphasis on these four campus characteristics in the realm of education and research.

- ▶ Establishing entrepreneur education programs which go beyond the university framework, for students to start businesses in the real world
- ▶ Forming multidisciplinary education systems which go beyond the borders of the sciences and humanities and cut across different fields of expertise
- ▶ Creating a major research base for sustainable energy to spark innovation on global issues

- ▶ Massively expanding international programs, including study abroad, for learning that goes beyond national borders




As the home of the science schools at KGU, as well as the School of Policy Studies, the KSC is focused on the concept of “borderless innovation,” with multidisciplinary education systems which cut across different fields of expertise, entrepreneur education programs for students to start real-world businesses, sustainable energy research initiatives, and expansive international programs in collaboration with partner universities overseas.



List of All Schools and Departments

Undergraduate Schools	Departments and Courses
School of Theology	<ul style="list-style-type: none"> ▶ Christian Missionary Work ▶ Christian Thought and Culture
School of Humanities	Culture and History Integrated Psychological Sciences Literature and Linguistics
School of Sociology	Sociology <ul style="list-style-type: none"> ▶ Contemporary Sociology ▶ Quantitative Sociology ▶ Qualitative Sociology ▶ Anthropology and Folklore ▶ Media and Communication ▶ Social Psychology
School of Law and Politics	Law Political Science <ul style="list-style-type: none"> ▶ Special Course for Legal Profession, Business Law and Public Service ▶ Judicature and Business Law ▶ Public Policy ▶ Global Law and Politics ▶ Society and History of Law and Politics
School of Economics	<ul style="list-style-type: none"> ▶ Public Finance, Money and Credit in Japanese Economy ▶ Firms and Households in Japan ▶ History, Thoughts and Culture in World Economy ▶ Global Economy, Environment and Resources ▶ Regional Policy
School of Business Administration	<ul style="list-style-type: none"> ▶ Management ▶ Accounting ▶ Marketing ▶ Finance ▶ Business Information ▶ International Business
School of Human Welfare Studies	Social Work Social Organization Development Holistic Human Sciences
School of International Studies	<ul style="list-style-type: none"> ▶ North American Studies ▶ Asian Studies
School of Education	<ul style="list-style-type: none"> ▶ Studies in Early Childhood Education ▶ Studies in Elementary Education ▶ Studies in Educational Science
School of Policy Studies	Policy Studies Applied Informatics Urban Studies International Policy Studies
School of Science	Mathematical Sciences Physics and Astronomy Chemistry
School of Engineering	Materials Science Electrical and Electronic Engineering Computer Science Artificial Intelligence and Mechanical Engineering
School of Biological and Environmental Sciences	Biosciences Biomedical Sciences Applied Chemistry for Environment
School of Architecture	Architecture

Graduate Schools	Departments and Courses
Graduate School of Theology	
Graduate School of Humanities	School Education Philosophy and Ethics Aesthetics and Art Studies Geography and Area Studies Japanese History Asian History European and American History Psychological Science Japanese, English, French, and German ▶ Literature and Linguistics
Graduate School of Sociology	
Graduate School of Law and Politics	Academic Course (Master's level) Expert Course (Master's level) Political Science (Doctoral level) Basic Studies of Law (Doctoral level) Civil and Criminal Law (Doctoral level)
Graduate School of Economics	
Graduate School of Business Administration	Specialized Academic Course (Master's level) Research Course (Doctoral level)
Graduate School of Science and Technology	Mathematical Sciences Physics Nanotechnology for Sustainable Energy Chemistry Applied Chemistry for Environment Bioscience Biomedical Chemistry Informatics Human System Interaction
Graduate School of Policy Studies	Policy Studies
Graduate School of Language, Communication, and Culture	Linguistic Science Language and Cultural Studies ▶ Regional Cultural Studies Program ▶ Interdisciplinary Multilingual and Multicultural Studies Program ▶ Media and Drama Studies Program Language Education Japanese Language Education ▶ Academic Program ▶ Professional Program ▶ Japanese Studies Double-Degree Program
Graduate School of Human Welfare Studies	
Graduate School of Education	
Graduate School of International Studies	North American Studies Asian Studies Global Studies
Law School	
Institute of Business and Accounting	Business School ▶ Corporate Management Strategy Course ▶ International Management Course Accounting School Graduate Department of Advanced Management

Undergraduate Schools	Graduate Schools	Institute of Business and Accounting
		



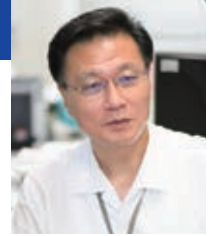
Nishinomiya Uegahara Campus

Kwansei Gakuin University's main campus, the Nishinomiya Uegahara Campus, is located about halfway between Kobe and Osaka in the city of Nishinomiya, and is home to the majority of undergraduate and graduate schools. The central clock tower on the campus, which stands as a key symbol for all of Kwansei Gakuin, stands at the center of one's view when entering through the main gate.

Renowned as one of the most beautiful university campuses in the entire country, the campus has maintained the idea behind its original design layout since 1929. The campus won a Total Design achievement award from the Architectural Institute of Japan in 2017 for successfully preserving its fundamental architecture while simultaneously modernizing and upgrading its facilities.

From the Campus to the Field

One of the First Universities in the World to Partner with the United Nations Volunteers (UNV)



Professor Takeshi Sekiya

In the United Nations Youth Volunteers (UNYV) Programme, participants carry out their assigned missions as members of the growing network of UN offices around the world. It is a formally offered program targeted at students who want to work at an

international organization or who want to try living and working in a developing country in the future, as well as students who want to test themselves in a global environment, which includes being active in the business world.

Among the wide variety of international education programs at universities in Japan, the UNYV Programme is definitely one of the most challenging. Students need to be able to maintain their mental and physical health while responding to adversity, possess fundamental knowledge related to international cooperation and development, and they should be able to demonstrate practical applied skills in various fields.

Professor Takeshi Sekiya of the School of International Studies said, "The UNYV Programme has focused on student volunteers because of the surge in assignments involving computer use, as well as public relations and other work done through the Internet, even in developing countries. When it comes to computer technology, young students possess greater aptitude."

In 2004, acknowledging the idea of the UN-Secretary General at the time, the United Nations Information Technology Service (UNITeS) was launched. Kwansei Gakuin University joined this landmark program, and was the third university in the world to do so.

Youth volunteers engage in assignments such as public relations and data analysis



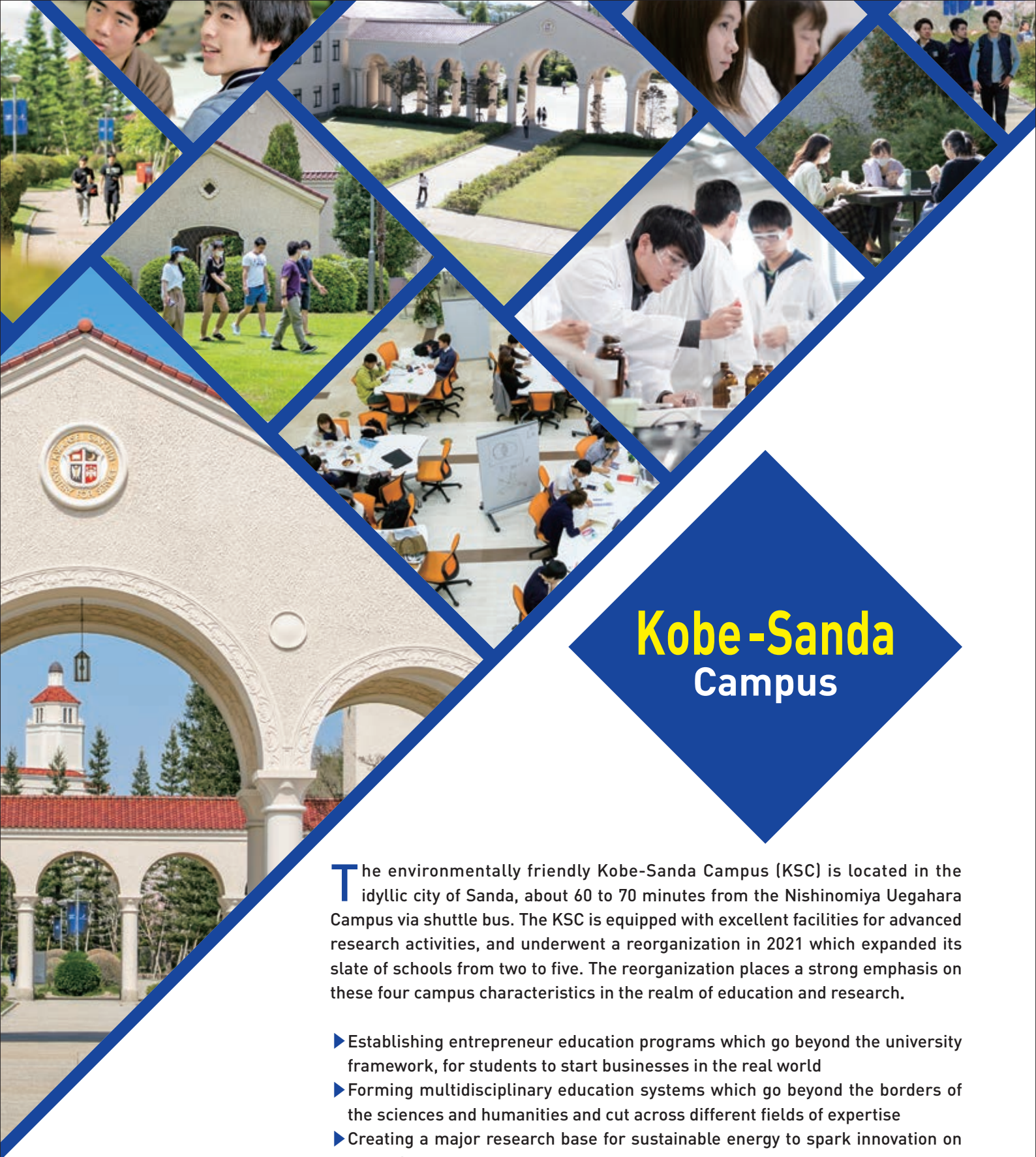
Students have been dispatched to UN-affiliated organizations all over the world



The technological skills of young students are valuable for tasks involving computers

Afterward, alone among Japanese universities, Kwansei Gakuin University (KGU) continued its efforts to send volunteers abroad through the UNYV Programme. In 2013, KGU served as the hub in Japan for dispatching UN Youth Volunteers in cooperation with the Ministry of Foreign Affairs in Japan. At present, nine universities are sending their students out into the world through

this hub. Just from KGU alone, the total of dispatched volunteers has already reached 49 students. In the fierce competition between top Japanese universities who are conducting internationalization efforts, all vying to be selected by the UN, KGU students have constantly maintained their position at the head of the pack.



Kobe-Sanda Campus

The environmentally friendly Kobe-Sanda Campus (KSC) is located in the idyllic city of Sanda, about 60 to 70 minutes from the Nishinomiya Uegahara Campus via shuttle bus. The KSC is equipped with excellent facilities for advanced research activities, and underwent a reorganization in 2021 which expanded its slate of schools from two to five. The reorganization places a strong emphasis on these four campus characteristics in the realm of education and research.

- ▶ Establishing entrepreneur education programs which go beyond the university framework, for students to start businesses in the real world
- ▶ Forming multidisciplinary education systems which go beyond the borders of the sciences and humanities and cut across different fields of expertise
- ▶ Creating a major research base for sustainable energy to spark innovation on global issues
- ▶ Massively expanding international programs, including study abroad, for learning that goes beyond national borders

As the home of the science schools at Kwansei Gakuin University, as well as the School of Policy Studies, the KSC is focused on the concept of “borderless innovation,” with multidisciplinary education systems which cut across different fields of expertise, entrepreneur education programs for students to start real-world businesses, sustainable energy research initiatives, and expansive international programs in collaboration with partner universities overseas.

From the Campus to the Field

Gazing Up at the Stars at the Kobe-Sanda Campus



Professor Naomasa Nakai

When the School of Science and Technology at Kobe-Sanda Campus was reorganized in April 2021, a new Department of Physics and Astronomy was established in the School of Science. Professor Masumichi Seta, who specializes in radio astronomy, Professor Shuji Matsuura, who specializes in infrared astronomy, and Professor Junko Hiraga, who specializes in X-ray astronomy, all of whom were appointed in 2015, were joined by Professor Naomasa

Nakai (Antarctic astronomy), who has been described as the preeminent researcher of black holes, in 2018. These specialists in astronomic observation, all of whom have experience working as researchers at the National Astronomical Observatory of Japan (NAOJ) and the Japan Aerospace Exploration Agency (JAXA), came together in advance of the new department's establishment, to begin research in anticipation of the future.

“Antarctica is crucial for the development of astronomy in Japan. We have to do this. It is overwhelmingly the best environment on Earth for astronomic observation. The atmosphere there is like nowhere else,” Professor Naomasa Nakai of the School of Science says, speaking emphatically about the Antarctic Terahertz Telescope project that he has been working on for some 15 years since his time as a Professor at the University of Tsukuba.

The aim of the project is to build a parabola antenna-like telescope with a diameter of 10m on high ground, 3,800m above sea level near “Dome Fuji,” Japan’s Antarctic research station. Temperatures there can fall to as low as -80°C . Because moisture in the air freezes and falls, there is little water vapor in the air, and there is a high percentage of fine-weather days. Very faint electromagnetic waves from outer space can be captured easily, making it possible to observe terahertz waves with a wavelength of 0.3mm, which even the high-altitude telescopes in Hawaii and Chile have difficulty observing, and submillimeter waves, which have slightly longer wavelengths.

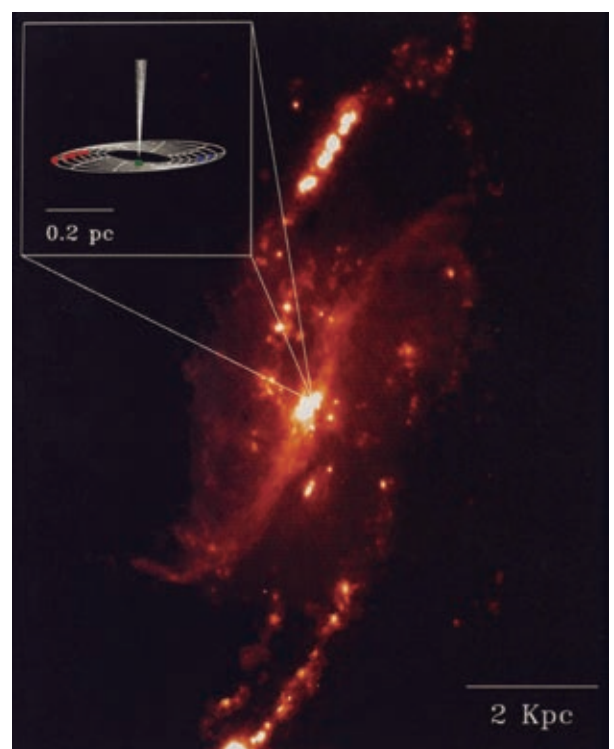
“What we want to solve with our observations from the South Pole is the mystery of faraway galaxies that cannot be seen with visible light. Newborn galaxies accumulate large quantities of gas, which generate infrared rays and electromagnetic waves. With visible light, only 10–30% of all of the galaxies that have been predicted in theory have been discovered. The only way to observe the remaining galaxies is to use terahertz waves and submillimeter waves

for observation and analysis, even if they cannot be seen with optical telescopes. That analysis helps researchers to estimate when and how a galaxy was born.”

However, these observations will require the researchers to live in Antarctica in frigid conditions for several months. They will also need food, supplies, generators, and fuel for the generators. There are also technical challenges, such as transporting the precision telescope on a snowmobile and building the telescope, which weighs 100 tons, on a soft snowfield. The construction will cost more than two billion yen. In recent years, instead of waiting for research funding to be granted, the researchers have been thinking about how to attract funding, including donations.

They have been placing considerable efforts into increasing understanding of the construction. This has included traveling around the country, holding lectures for the general public to collect signatures, and using crowdfunding to source funds to put toward part of their research costs. In reality, they are preparing for their observations by taking 30cm diameter terahertz telescope, which is already oper-

ational, to the Antarctic. Professor Nakai says that they will be able to discover the mechanisms of evolution, the distance to the galaxy, and even the existence of black holes and when they were born.



Closing in on the mysteries of how galaxies are born



Other Campuses

Nishinomiya Seiwa Campus

The Nishinomiya Seiwa Campus houses the School of Education, Seiwa Junior College, and the Kwansei Gakuin Kindergarten. The air at this campus is constantly filled with the laughter of children, as students train to become childcare professionals, kindergarten teachers, school teachers, and graduate students in pedagogy.

Nishinomiya-Kitaguchi Campus

The Nishinomiya-Kitaguchi Campus, which opened in April 2019, is home to the Kwansei Gakuin University Law School. Conveniently located directly to Hankyu Nishinomiya-Kitaguchi Station, the campus also houses the Crescent School, a facility that provides after-school learning support for elementary school students.

Osaka Umeda Campus

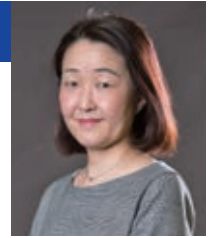
The Osaka Umeda Campus is on the 10th and 14th floors of the Applause Tower, a short walk from the central stations of Osaka City, such as Hankyu Osaka-Umeda Station, the Osaka Metro Umeda subway station, and JR Osaka Station. In addition to holding Institute of Business and Accounting courses, as well as numerous graduate school classes for working people, the Osaka Umeda Campus offers support services for lifelong learning and job placement.

Tokyo Marunouchi Campus

The Tokyo Marunouchi Campus is on the 10th floor of the Sapia Tower, located directly beside Tokyo Station, and serves as a base for job placement support services in the Tokyo metropolitan area. The Tokyo Marunouchi Campus also provides various opportunities for learning and growth that utilize the intellectual resources of the university, and is used as a venue for a wide array of activities, including academic conferences and research group functions.

From the Campus to the Field

Training the Next Generation of Japanese Teachers



Professor Kyoko Fujii

Education in Japan is said to be entering an era of great transformation, with the advent of new technology and increased globalization making it necessary for students to acquire new skills and competencies. Amid calls for “revitalization” and “reform” in line with the changes in the times, how should we be raising children? On one hand, people and goods are now able to freely traverse across national borders, and it is easier than ever to

connect with people all over the world in real time. On the other hand, there are those who point out that as poverty has increased, there has been a growing disparity in education. Against the backdrop of such a social climate, the School of Education has continued to teach future educators not to brood about issues by themselves, but to acquire many different viewpoints through discussions with others and to develop healthy critical thinking skills.

What kind of learning is needed to develop people who can nurture others?

Today's students are very serious about their studies and they are very diligent about attending classes to obtain their credits. They also want paths and skills that will help them arrive at the correct answers quickly. “In the education field, not all topics have one right answer. For example, when children ask questions that come from inside them, and that are simple, yet profound, such as ‘Why is the water in the ocean blue, but the water in a cup is not?’ and ‘Why does the moon follow me when I’m in the car?’ simply giving them the scientific facts is not the right answer. We need to lean into the child’s own imagination and curiosity and draw out the answer together with the child, in a way that best suits the child’s stage of development,” says Professor Kyoko Fujii. Education is a matter of not learning by oneself, but developing and exploring the answers together with others.

“Part of the philosophy of the School of Education is that our students do not simply learn about theory, but they alternate between theory and practice as they grow into educators. We want our students to take their time and face up squarely to those questions that have no right answers,” Professor Fujii says. “It is important that we consider that our strengths are that can only come from being part of a general university.” The hope is that the effects of alternating between theoretical and practical learning—students shaping what they have learned into something tangible, inspiring each other, and sending projects they have developed



Teachers must draw out answers together with students, not just provide facts

out into the world, while also incorporating various people and information from outside the university—will reverberate and become widespread, ‘rippling out’ into greater society.

In 2002, the United Nations advocated the concept of “Education for Sustainable Development” (ESD). It calls for people to respect each other’s human dignity and diversity, establish nonexclusivity, and acknowledge each other’s diverse values. It also incorporates a spirit of healthy criticism. Professor Fujii expressed her concerns about the direction the world is moving in. “We had been moving in the direction of acknowledging each other’s diversity and living in harmony, but in the 2000s, there has been a swing back toward

nationalism and single values. Students tend to think that criticizing is a bad thing, and that expressing an opinion or questioning someone else’s research in class would be rude or would offend that person. I want to teach them that healthy criticism rooted in mutual respect is an acknowledgment of mutual diversity and becomes the driving force for creating the next thing, but this global-level trend is also happening in universities. Students tend to fear stepping on other people’s toes even if they notice someone else’s mistakes, so they let it go, or they think that it’s enough for them to get course credit.” Professor Fujii has been involved in training teachers for close to twenty years, including in her previous position at Aichi University of Education. “I tell the students in my seminar group, ‘You are the educators of the future, and wherever you go, the children of the next generation are waiting for you. That is why you need to learn how to see things in diverse ways and to acquire the skills for healthy criticism. I want you to talk about things not from images or impressions, but from evidence, and to demonstrate leadership.’”

Professor Fujii believes that educators will continue to be a necessary human resource even in the coming AI age. “Humans can’t compete with AI in terms of knowledge. That’s precisely why I want my students to develop awareness of qualities like curiosity, consideration for others, and the wisdom needed to coexist with others, which will always remain quintessentially human.”

Relevant Education in an Era of Drastic

International Management Course at the Institute of Business and Accounting



Established at Kwansei Gakuin University in 2005, the International Management Course (IMC) at the Institute of Business and Accounting is an MBA program that measures up to global standards. The IMC emphasizes both individual and professional growth, and takes a balanced approach toward theory and practice. Small class sizes allow for close student-teacher interactions and personalized approaches that cater to each student's educational needs, as well as opportunities for students to build strong networks. The student body is also exceptionally diverse, with a

7:1 ratio of international students to Japanese students, and nurtures active young people to become world citizens and leaders.

The IMC offers four specialized programs

► Management

Students will explore how leaders should make critical decisions when generating new opportunities and building the organizational capabilities required for sustaining competitive advantage through case studies, simulations and interactive discussions.

► Marketing

Students will gain a deep understanding of how to administer the marketing management process and the PDCA cycle associated with customer-oriented marketing strategies and tactics.

► Finance

Students will discuss how financial managers confront critical decisions such as which assets their firm should invest in, how to raise capital for them, and how much money they should pay out as dividends to shareholders.

► Global Public Management

In this program, which is the only one of its kind in Japan, students will earn sound theoretical bases and practical skills that are critical for successful professional careers in leadership roles at public organizations around the world, such as the UN, diplomatic institutions, and international NGOs.

International Masters Program at the Graduate School of Science and Technology



The Graduate School of Science and Technology has a master's degree program which offers six courses: Physics, Nanotechnology for Sustainable Energy, Chemistry, Applied Chemistry for Environment, Bioscience, and Biomedical Chemistry. The program is designed to foster students who can conceive of innovative ideas by synthesizing knowledge across different disciplines, as well as the skills for devising research plans for implementing those ideas. Students who complete their research work and basic course modules, have their master's thesis accepted, and pass the final examination, will be granted an International Master of Science and Technology degree. An extended program for doctoral degrees is also offered.

Change

English-Based Degree Program at the School of International Studies

The School of International Studies (SIS) offers a full range of specialized courses in English. Students admitted to the SIS via English-based International Admission will be enrolled in the English-Based Degree Program, and can meet the graduation requirements by taking only courses offered in English (with the exception of mandatory language courses). The general objective of the SIS is to equip students with the ability to understand and analyze issues relating to international affairs. The specific objectives for students are to provide perceptual skills in looking at the world through an interdisciplinary approach, and to encourage students to examine Japan and the world with historical



and contemporary insights, using the following three approaches: cultures/languages, societies/politics, and economics/management. The SIS seeks to provide an environment that fosters an international attitude and a deep understanding of the world, while training students to become world citizens with an international spirit, broad perspective, and flexibility.

AI Solution Architect Training Program

Modern society requires people who can take advantage of AI and AI-related technology, irrespective of whether they studied the sciences of the humanities. Launched in AY 2019 in partnership with IBM Japan, this program aims to train “AI solution architects,” defined as people who possess AI and data science-related knowledge, and can apply that knowledge to resolve societal and business issues in the real world. The program offers courses on application design, data science, and practical AI solutions, among other topics, and presents opportunities for students to work on practical exercises relating to challenges that can be found in the business world, as well as face-to-face Project-Based Learning (PBL) sessions to propose



solutions to actual problems at companies and other organizations.

IB Teacher Education Program

In April 2019, Kwansei Gakuin University launched the IB Teacher Education Program (DP), a first in the Kansai region. Offered by the Research Center for Teacher Development, the program runs concurrently with the teacher training course for certification as an educator in Japanese schools, and allows students to acquire International Baccalaureate Educator Certificates (IBEC). The program will develop educators who measure up to global standards and who are in high demand in Japan today. The intention is for it to be a launching pad for IB educators who will be doing groundbreaking work on the front lines of education.



Mastery for Service in a Global Context

The History of Collaboration Between the United Nations and Kwansei Gakuin University

In 1997, Kwansei Gakuin University launched the UN Seminar. In 2004, KGU began dispatching student volunteers to various student agencies in developing countries under its partnership agreement with the United Nations Volunteers, and introduced Japan's first admission scheme for refugees based on an agreement with UNHCR (Office of the United Nations High Commissioner for Refugees) in Japan in 2007. KGU later established the UN Youth Volunteer Japan Training Center in 2013, in order to dispatch students around the world as the hub university of the UN Youth Volunteer Programme consortium, and signed a partnership agreement in 2016 with the United Nations Development Program (UNDP) and the United Nations Population Fund (UNFPA), before going on to launch the Graduate

Course in United Nations and Foreign Affairs Studies in 2017.

Offered as a graduate minor program at Kwansei Gakuin University, the United Nations and Foreign Affairs Course is designed to help students to acquire the United Nations competencies while they cultivate their skills and knowledge of expertise in their major. All courses are conducted in English by faculty members with experience working in leadership roles at the UN and in the field of foreign affairs. The students enrolled in the program come from all over the world, with various backgrounds and fields of expertise. Students are required to complete at least a month-long internship at a UN agency, international organization, NGO, the Ministry of Foreign Affairs or another governmental/public agency.



Cross-Cultural College (CCC)

Kwansei Gakuin University (Japan), King's University College at Western University (Canada), Mount Allison University (Canada), Queen's University (Canada), and the University of Toronto (Canada) have jointly been running the Cross-Cultural College (CCC) since 2011. The CCC, which is built around a core of practically oriented courses in which Canadian and Japanese students work and live together to understand and solve pressing problems, aims to educate students to become world citizens and leaders who can contribute to the growth and sustainability of a globalizing

world. Along with the benefits of acquiring various skills, the program features two core courses for students to participate in internships, and problem-solving activities related to business. An emphasis on student mobility and teamwork provides opportunities to develop international networks, and nurtures active young people to become world citizens and leaders. In order to allow students to continue their studies regardless of the pandemic, we have converted one of the core courses so to allow virtual participation by students in Canada and Japan.



Incoming Programs for International Students

In the wake of the COVID-19 pandemic, KGU has decided to open its doors to virtual learning. The Contemporary Japan Program and the Intensive Japanese Language

and Culture Study Program are provided online to give students a safe and effective alternative, and the opportunity to further their international education.

Contemporary Japan Program (CJP)

The Contemporary Japan Program (CJP) is specially designed for incoming exchange students. Exchange students are offered a choice between two study tracks which will define the main focus of their time at KGU: the Japanese Language Track and the Modern Japan Track. They can also select elective courses to learn more about various aspects of contemporary Japan, such as language, culture, society, the economy and politics.

Exchange students enrolled in the Japanese Language Track will primarily study the Japanese language in an intensive environment. Apart from the mandatory Japanese language courses which focus on developing the student's

four basic Japanese skills, exchange students may also select from a range of English-taught elective courses on topics such as Japanese business and culture, as well as elective Japanese language course to polish a specific skill if they so desire.

In the Modern Japan Track, exchange students will primarily focus on study and understanding Japan through courses taught in English. In addition to the mandatory Modern Japan Seminar course, which is an active-seminar style class leading participants to deep-dive into modern Japan, exchange students are free to sign up for a wide variety of elective courses, including language courses, if they so desire.

Summer School

The KGU Summer School is a joint program run by Kwansei Gakuin University (KGU) and our select partner institutions.

This five-week program offers two study tracks—the “Japanese Language Study” track and “East Asian Study” track. Both tracks offer flexible learning options—students can select courses that suit their interests, allowing them to study a variety of topics related to Japan and East Asia along with KGU students.

The Japanese Language Study track offers an interactive approach through lessons with KGU students who will support you in classes. In addition to language study, students will take additional courses taught in English such as Japanese Culture and Japanese Society. Courses in the East Asian Study track are taught by KGU faculty members and visiting lecturers from our partner institutions, covering a wide range of topics such as politics, international relations, business and economics to explore many different aspects of East Asia.

Intensive Japanese Language and Culture Study Program

The Intensive Japanese Language and Culture Study Program is available every summer and winter. This is a three-week program designed for those who wish to improve their communication

skills in Japanese language while increasing their understanding of Japanese culture through a variety of activities.



For more information about programs available for our partner institutions' students, refer to the Center for International Education and Cooperation website.

EUROPE

► Austria

Fachhochschule Kufstein
Tirol-University of Applied Sciences
University of Innsbruck

► Belgium

Catholic University of Louvain
Ghent University

► Croatia

University of Split

► Czech Republic

Masaryk University
University of Ostrava
University of Pardubice

► Denmark

Aarhus University
University of Southern Denmark
VIA University College, Department
of Social Education

► Finland

Metropolia University of Applied Sciences
University of Vaasa

► France

Burgundy School of Business
ECE Paris, Graduate School of Engineering
Lumière University of Lyon 2
Normandy Business School
Sciences Po Lyon
The Institute of Political Science
Saint-Germain-en-Laye
University Paris-Est Creteil
University of Franche-Comte
University of Lille
University of Montpellier
University of Orleans
University of Paris
University of Paris-Est

► Germany

European University Viadrina
Friedrich Schiller University Jena
Friedrich-Alexander University of Erlangen-Nurnberg
Heinrich Heine University Düsseldorf
Hochschule für Technik und Wirtschaft in Berlin
University of Applied Sciences (HTW Berlin)
Johannes Gutenberg University Mainz
Julius-Maximilians-Universität Würzburg
Ruhr University Bochum
University of Augsburg
University of Bremen
University of Regensburg
Witten / Herdecke University

► Iceland

University of Iceland

► Ireland

Dublin City University

► Italy

Ca' Foscari University of Venice
Marche Polytechnic University
Sapienza University of Rome
University of Bergamo
University of Bologna
University of Naples Federico II
University of Parma

► Latvia

University of Latvia

► Lithuania

Vytautas Magnus University

► Netherlands

Avans University of Applied Sciences
Hanze University of Applied Sciences Groningen
Niod, Institute for War, Holocaust and
Genocide Studies
Radboud University Nijmegen
The Hague University of Applied Sciences

► Norway

Norwegian University of Science and Technology
University of Oslo

► Poland

Cracow University of Economics
University of Lodz
Wroclaw University

► Romania

Transilvania University of Brasov

► Russia

National Research University,
Higher School of Economics

► Spain

Autonomous University of Barcelona
Autonomous University of Madrid
Pompeu Fabra University
University of Alicante
University of Zaragoza

► Sweden

Linköping University
Linnaeus University

► Switzerland

Eastern Switzerland University of
Applied Sciences
University of Bern

► U.K.

Aberdeen Business School,
Robert Gordon University
Bristol University
Cardiff University
De Montfort University
Homerton College, University of Cambridge
Keele University
Magdalene College, University of Cambridge
Oxford University
The University of Birmingham
The University of Manchester
The University of Northampton
University of Edinburgh
University of Hertfordshire
University of Leicester
University of London
School of Oriental and African Studies (SOAS)
University of Stirling
York St John University

MIDDLE/NEAR EAST

► Iran

University of Kurdistan

► Turkey

Kocaeli University

AFRICA

► Zimbabwe

Africa University

Partner Institutions



ASIA

► Bangladesh

University of Chittagong

► Cambodia

Royal University of Phnom Penh

► China

Beijing International Studies University
East China Normal University
Fudan University
Hunan University
Jilin University
Nanjing University
Renmin University of China
Shanghai Jiao Tong University
Shanghai University
Sichuan University
Soochow University
Sun Yat-Sen University
The Chinese University of Hong Kong, Shenzhen
Xi'an International Studies University

► China/Hong Kong

The Chinese University of Hong Kong
Hong Kong Baptist University

► China/Macau

University of Macau

► India

Amity University
Jawaharlal Nehru University

► Indonesia

Diponegoro University, Faculty of
Fisheries and Marine Science
Ma Chung University
Padjadjaran University
Petra Christian University
Satya Wacana Christian University
Universitas PGRI Semarang
University of Udayana

► Japan

International Medical Volunteers Japan Heart

► Korea

Catholic University of Korea
Chonbuk National University
Chung-Ang University
Dong-a University
Dongguk University
Ewha Womans University
Hannam University

Around the World

as of May 2021



OCEANIA

Australia

Curtin University
James Cook University
La Trobe University
Macquarie University
Murdoch University
Southern Cross University
The University of Adelaide
The University of Melbourne
The University of New South Wales
The University of Queensland
The University of Sydney
The University of Western Australia
University of South Australia
University of Wollongong

New Zealand

The University of Waikato
University of Canterbury
University of Otago Language Centre (UOLC)

Korea

Hanyang University
Kangwon National University
Konkuk University
Korea Institute for Industrial Economics and Trade
Kyung Hee University
Methodist Theological University
Pusan National University
Sogang University
University of Seoul
Yonsei University

Kyrgyz

Kyrgyz Republic Japan Center
Kyrgyz National University

Malaysia

Taylor's University
University Tunku Abdul Rahman
University of Malaya

Mongolia

Mongolia-Japan Center for
Human Resources Development
Mongolian University of Science and Technology
National Academy of Governance,
Mongolia, Department of Economics and Finance

Myanmar

Yangon University of Education

Nepal

Tribhuvan University

Philippines

Ateneo de Manila University
Cebu Doctors' University
Nueva Vizcaya State University
Silliman University

Singapore

Nanyang Technological University
National University of Singapore
Singapore Management University

Taiwan

Chang Jung Christian University
National Kaohsiung First University of
Science and Technology, College of Foreign
Languages, Department of Japanese
Fu Jen Catholic University
National Cheng Kung University
National Chengchi University
National Yang Ming Chiao Tung University
National Taipei University
National Taipei University of Education

Taiwan

National Taiwan Normal University
National Taiwan Ocean University
National Taiwan University
Soochow University
Tamkang University
Tungshai University

Thailand

Assumption University
Chiang Mai University
Chulalongkorn University,
Faculty of Economics
Kasetsart University
Mahidol University International College
Payap University
Rangsit University

Timor Leste

National University of Timor Leste

Vietnam

Foreign Trade University
Ho Chi Minh University of Economics and Finance
Thuongmai University
VNU Vietnam Japan University
Vietnam National University,
University of Engineering and Technology
Vietnam National University, University of Science

CONSORTIUMS

Association of Christian Universities and
Colleges in Asia (ACUCA)
The United Board for Christian
Higher Education in Asia (UBCHEA)
University Mobility in Asia
and the Pacific (UMAP)
Canada-Japan Strategic Student Exchange
Program (JACAC)
University Studies Abroad Consortium (USAC)

UN ORGANIZATIONS

United Nations Children's Fund (UNICEF)
United Nations Development Programme (UNDP)
United Nations Economic and Social Commission
for Asia and the Pacific (ESCAP)
United Nations High Commissioner for Refugees
(UNHCR)
United Nations Population Fund (UNPF)
United Nations Volunteers (UNV)

NORTH AMERICA

Canada

Huron University College at Western University
King's University College at Western University
McGill University
Memorial University of Newfoundland
Mount Allison University
Queen's University
Simon Fraser University
Trent University
University of British Columbia
University of Calgary
University of Guelph
University of Toronto / Victoria University
University of Victoria,
Peter B. Gustavson School of Business
University of Waterloo

U.S.A.

Adelphi University
American University Law School
Bethel University, St. Paul Intercultural Institute
Boston University Law School
California State University, Long Beach
Creighton University
Drake University
Emory University
Florida State University
Georgetown University Law School
Goucher College
Hamline University
Hendrix College
Hofstra University Law School
Nazareth College
Nebraska Wesleyan University
North Carolina State University
Ohio Northern University
Pitzer College
Presbyterian College
San Diego State University
San Francisco State University
San Jose State University
Sonoma State University
Southern Methodist University
Stetson University
Suffolk University Law School
Texas A&M University
The University at Albany,
State University of New York
The Washington Center
Trinity University
University of California, Davis
University of California, Irvine
University of California, Riverside
University of Georgia
University of Hawaii at Manoa
University of Illinois at Chicago
University of Massachusetts Amherst
University of Missouri, Columbia
University of Nebraska at Kearney
University of Nebraska at Omaha
University of Nevada, Reno
University of New Mexico
University of North Carolina at Chapel Hill
University of Pennsylvania
English Language Programs
University of San Francisco
University of Washington Continuum College
University of the Pacific
Washington and Jefferson College
Whitworth University

CENTRAL AND SOUTH AMERICA

Brazil

University of Sao Paulo
Rio de Janeiro State University
Londrina State University

Colombia

University of Antioquia
EAFIT University

Costa Rica

The University for Peace

Mexico

National Autonomous University of Mexico
University of Monterrey

The Kansai Region

The Kansai region lies in the southern-central stretch of Japan's main island Honshu, and includes the prefectures of Mie, Nara, Wakayama, Kyoto, Osaka, Hyogo and Shiga. Hyogo Prefecture is where Kwansei Gakuin University's main campuses are

located. As part of one of the world's most productive economic areas, Hyogo is home to many thriving industries, as well as a UNESCO World Heritage Site (Himeji Castle). It also offers beautiful natural vistas, with three national parks and coastlines on two seas.



KOBE Port of Kobe



KOBE Weathercock House



TAKARAZUKA Takarazuka Revue



KYOTO Fushimi Inari Shrine



HIMEJI Himeji Castle



OSAKA Takoyaki



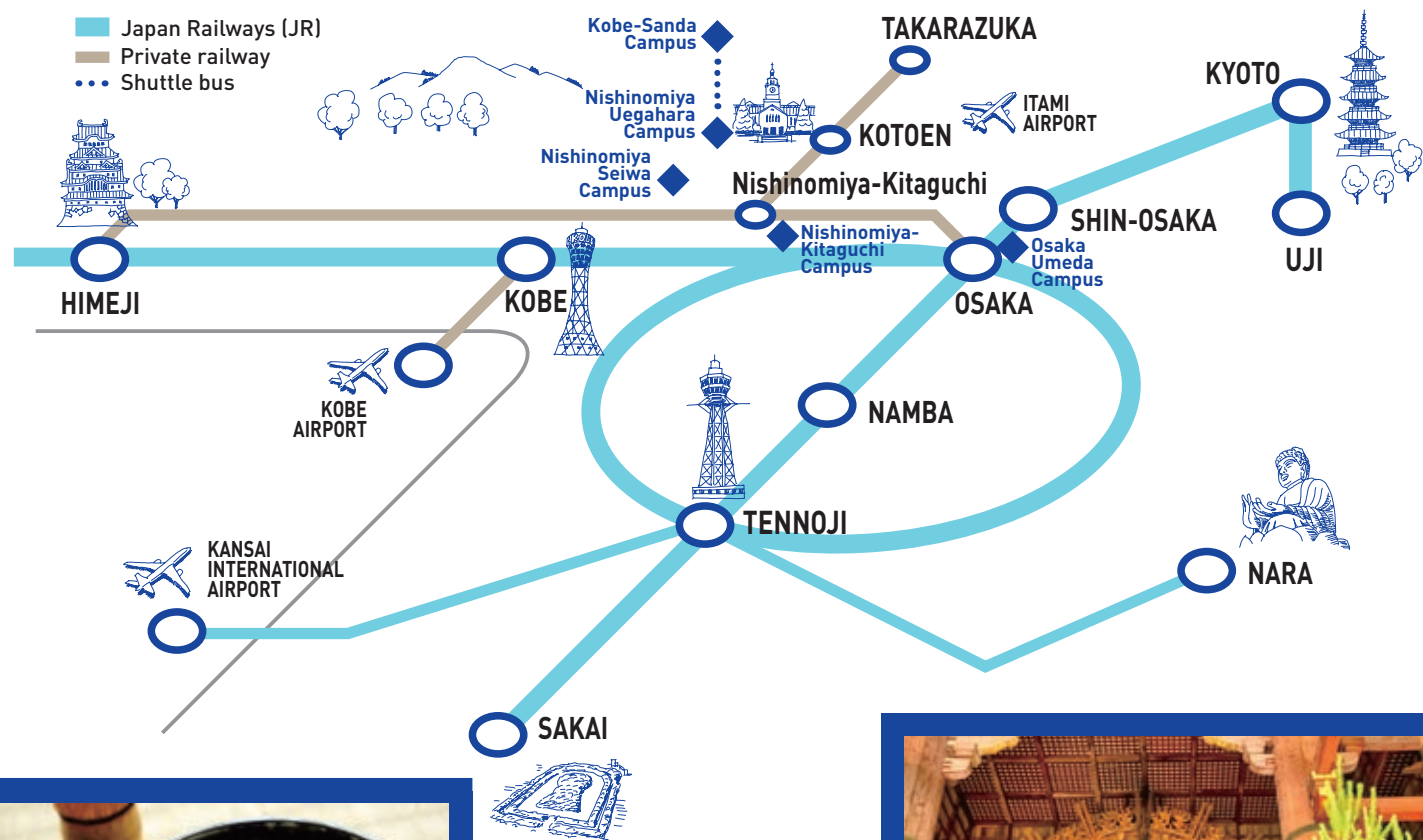
NAMBA Dotonbori



OSAKA Osaka Castle



TENNOJI
Tsutenkaku Tower



Fact Sheet

Number of Undergraduate Students (as of May 2021)

	1st year	2nd year	3rd year	4th year	Total
School of Theology	29	28	25	41	123
School of Humanities	811	801	767	884	3,263
School of Sociology	640	644	641	753	2,678
School of Law and Politics	683	668	659	790	2,800
School of Economics	717	700	611	770	2,798
School of Business Administration	650	676	622	728	2,676
School of Science and Technology	–	675	651	802	2,128
School of Policy Studies	498	567	577	709	2,351
School of Human Welfare Studies	299	314	284	339	1,236
School of Education	364	363	354	380	1,461
School of International Studies	304	319	282	337	1,242
School of Science	186	–	–	–	186
School of Engineering	274	–	–	–	274
School of Biological and Environmental Sciences	228	–	–	–	228
School of Architecture	127	–	–	–	127
Total	5,810	5,755	5,473	6,533	23,571

Number of Graduate Students (as of May 2021)

	Master's Programs	Doctoral Programs	Professional Degree Programs
Graduate School of Theology	11	2	–
Graduate School of Humanities	66	29	–
Graduate School of Sociology	26	16	–
Graduate School of Law and Politics	21	5	–
Graduate School of Economics	10	1	–
Graduate School of Business and Administration	17	6	–
Graduate School of Science and Technology	529	29	–
Graduate School of Policy Studies	34	2	–
Graduate School of Language, Communication and Culture	32	11	–
Graduate School of Human Welfare Studies	17	9	–
Graduate School of Education	12	4	–
Graduate School of International Studies	5	1	–
Law School	–	–	70
Institute of Business and Accounting	–	25	313
Total	780	140	383

Faculty and Staff (as of May 2021)

Faculty Members	
Professors	486
Associate Professors	99
Assistant Professors	22
Total	607

Staff Members	
Administrative Staff	452
Educational Technical Staff	12
Medical Staff	6
Technical Staff	1
Total	471

External Support for Research Expenses (as of May 2020)

	Number	Amount (yen)
Sponsored research (including ongoing projects)	27	228,602,511
Collaborative research (including ongoing projects)	73	165,417,000
Donation research (including grants)	41	64,286,000
Grants-in-Aid for Scientific Research	283	603,247,468
Total	424	1,061,552,979

International Students by Home Country (as of May 2019)

	Undergraduate	Graduate	Short-Term	Total
Australia	0	0	7	7
Benin	1	0	0	1
Brazil	0	0	2	2
Cameroon	0	2	0	2
Canada	1	0	10	11
China	369	91	24	484
Cote d'Ivoire	0	1	0	1
Denmark	0	0	4	4
Finland	1	0	2	3
France	0	0	13	13
Gambia	0	1	0	1
Germany	1	1	12	14
Guinea-Bissau	0	1	0	1
Iceland	0	0	1	1
India	0	2	0	2
Indonesia	3	16	3	22
Italy	1	0	4	5
Kenya	1	0	0	1
Kiribati	0	2	0	2
Korea	193	5	10	208
Latvia	0	0	2	2
Malawi	1	0	0	1
Malaysia	5	1	1	7
Mexico	0	1	2	3
Mongolia	0	1	0	1
Mozambique	0	1	0	1
Myanmar	7	1	0	8
Nepal	1	1	0	2
Netherlands	0	0	1	1
New Zealand	0	0	1	1
Norway	0	0	5	5
Pakistan	0	1	0	1
Poland	0	0	1	1
Romania	0	0	1	1
Saudi Arabia	0	2	0	2
Senegal	0	3	0	3
Singapore	0	0	5	5
Somalia	1	0	0	1
South Africa	1	0	0	1
Sweden	2	0	0	2
Syria	0	4	0	4
Taiwan	15	2	17	34
Thailand	0	1	1	2
Uganda	2	0	0	2
UK	0	0	6	6
USA	3	0	48	51
Vietnam	4	5	2	11
Total	613	146	185	944

Income and Expenditures for Fiscal Year 2020 (Unit: Millions of yen)*

Income			
Category	Budget	Actual	Difference
Student fees	33,989	33,572	416
Processing fees	1,330	1,247	83
Donations	499	1,659	△ 1,159
Subsidies	4,254	4,938	△ 684
Income from asset management	583	539	44
Gain/loss on sale of assets	0	0	0
Income from businesses operations	1,287	842	446
Other income	710	683	26
Total income attributable to the year	42,653	43,480	△ 828
Transfers to capital fund	△ 3,333	△ 4,034	701
Total consumption Income	39,320	39,446	△ 127

Expenditures			
Category	Budget	Actual	Difference
Personnel	22,927	22,468	458
Education and research expenditures	16,442	15,492	949
Administrative fees	1,394	1,394	0
Interest on loans	20	20	0
Other expenditures	1,014	210	804
Total expenditures attributable to the year	41,796	39,584	2,212
Excess of consumption Income	△ 2,477	△ 138	
Excess of consumption income carried forward from the previous year	△ 11,374	△ 10,346	
Excess of consumption income carried forward to the next year	△ 13,851	△ 10,484	

Balance Sheet (as of March 2021) (Unit: Millions of yen)*

Assets			
Category	Current Year	Previous Year	Fluctuation
Tangible fixed assets	101,435	100,727	709
Other fixed assets	67,218	64,118	3,100
Current assets	21,774	22,956	△ 1,182
Total assets	190,428	187,801	2,627

Liabilities, Capital Fund, and Excess of Consumption Expenditure			
Category	Current Year	Previous Year	Fluctuation
Fixed liabilities	9,981	10,757	△ 777
Current liabilities	11,131	11,624	△ 493
Total liabilities	21,112	22,381	△ 1,269
Capital fund (Category I)	164,148	160,015	4,133
Capital fund (Category II)	4,058	5,028	△ 970
Capital fund (Category III)	8,891	8,020	870
Capital fund (Category IV)	2,703	2,703	0
Total capital fund	179,800	175,766	4,034
Excess of consumption expenditure	△ 10,484	△ 10,346	△ 138
Total liabilities, capital fund and excess of consumption expenditure	190,428	187,801	2,627

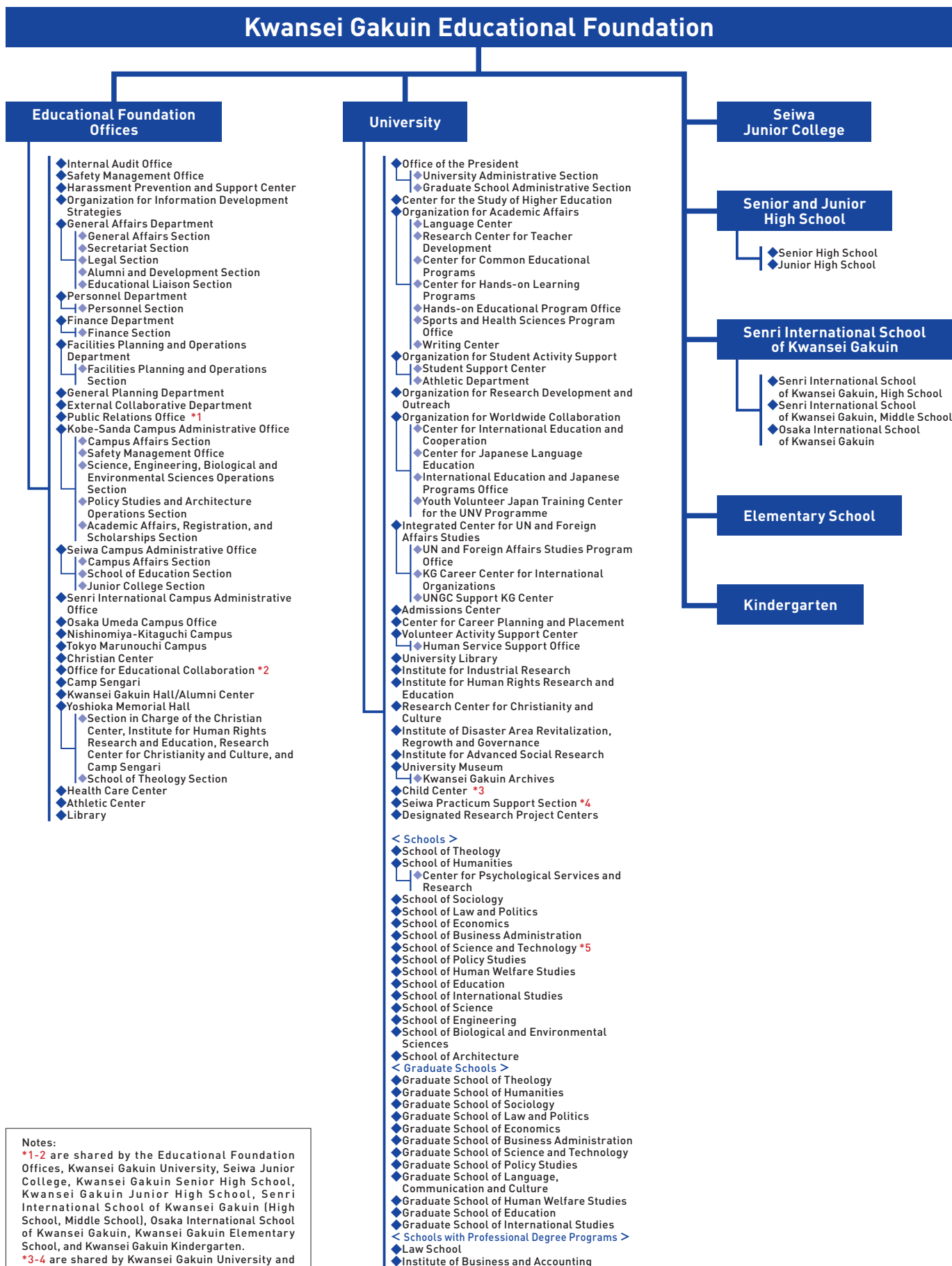
*Due to rounding, sum totals do not much.

Land Area

Nishinomiya and Takarazuka	398,480.01m ²
Sanda area	1,336,925.44m ²
Other areas	144,909.83m ²
Total land area	1,880,315.28m ²

Organization Chart

as of April 2021



Notes:

*1-2 are shared by the Educational Foundation Offices, Kwansei Gakuin University, Seiya Junior College, Kwansei Gakuin Senior High School, Kwansei Gakuin Junior High School, Senri International School of Kwansei Gakuin (High School, Middle School), Osaka International School of Kwansei Gakuin, Kwansei Gakuin Elementary School, and Kwansei Gakuin Kindergarten.

*3-4 are shared by Kwansei Gakuin University and Seiya Junior College, but this has been omitted from the organization chart.

*5 is no longer admitting new students due to the Kobe-Sanda Campus reorganization in 2021.

For more information:
<https://global.kwansei.ac.jp/>



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**KWANSEI
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2021-2022 Overview

