Akita University Outline

2019 Edition

GENERAL INFORMATION BULLETIN

2019

AKITA UNIVERSITY

AKITA UNIVERSITY 2019

GENERAL INFORMATION BULLETIN

CONTENTS

Message from the President

The key principles of Akita University can be summarized in our vision as follows: 1) To develop far-sighted leaders for the world and the region; 2) To build for the future with our sights set on both our local community and on the wider world; 3) To construct a rich and plentiful society, co-existing with the local area; 4) To aim for a world which has its roots in the local community. The foundation of our vision is leading-edge research which contributes to the world and to the community, and the development of the talent to carry out the research that fulfills this objective. To realize this vision, the University carried out an extensive reorganization in 2014 to adopt a four-faculty structure: the Faculty of International Resource Sciences, the Faculty of Education and Human Studies, the Faculty of Medicine and the Faculty of Engineering Science. From 2016 onwards, we have also been organized into four graduate schools, The Graduate School of International Resource Sciences, The Graduate School of Education, The Graduate School of Medicine and The Graduate School of Engineering Science with a structure focused on education and research. As a result of this our organization has become stronger, a bastion fully focused on leading-edge education and research, which is a university's mission, as expected by society. Little by little the steady efforts we have been making in our educational and research activities have begun to bear fruit. This progress is evident, for example, in our appearance in the Top 50 in the "Times Higher Education World University Rankings - Japan Edition 2019"(ranked 48th).

The world changes literally every second, and as society continues to evolve at a hitherto unimaginable speed, Japan must now find a response to the needs of Society 5.0 (the "Super Smart Society"). Given the pressing requirement to foster students who are able to comfortably adapt to this new society, we have started to reform our undergraduate departments with an eye on the future over the next 10 years. As we look towards an uncertain future, we recognize that what it is most important is to educate and develop students who are fully confident in their own abilities as they set out into the world. Our fundamental principle is "The student comes first." All our faculty members are committed to their task of stimulating the intellectual curiosity of our students and providing them with a comprehensive educational environment for all their learning needs.

The four faculties of Akita University are grounded in the local area but offer a perspective on the world. This is the "History" and "Proud tradition" that we have cultivated here.

Let us look at the Faculty of Education and Human Studies. Akita has a reputation for having the brightest elementary school students in Japan. This faculty has a strong track record of training staff who will become the lynchpins of the educational system. We are developing teacher training courses focused on traditional formats for the school curriculum in addition to our detailed educational programs. The faculty aims to nurture and develop students who will be "able successors", taking on responsibility for future generations, as they are sent out into the world. These students act as the link between generations. In the Department of Regional Studies and Humanities, our aim is to provide support for all students in the face of an increasingly uncertain outlook, providing them with an education to ensure they can cope with any challenge, nurturing the notion of flexible thinking and developing their ability to solve local problems with a global perspective.

Here in Akita we are proud to have such an abundance of natural resources, something which connects us with the wider world at the current time. This is the thinking behind the name of this department, the Faculty of International Resource Sciences. Originally starting out as the Mining College, the Faculty has developed as a The Faculty of Mining and a The Faculty of Engineering and Resource Science, and has become world-renowned for its research achievements and expertise. We are laying the foundations of a framework for comprehensive education and research into resource sciences, the first of its kind in the world. When students reach the third grade, they are divided into small groups of four to five people, and are given the opportunity to participate in Resource Science Field Work Abroad. They have the opportunity to visit places where their high school classmates who have gone onto other universities would never travel during their lifetime. Here students can experience resource sciences on-site. By having the opportunity to experience the front-line of Japan's academic achievements worldwide, they can appreciate for themselves that learning and scholarship are "alive" and constantly evolving.

The Faculty of Engineering Sciences was established as a faculty of resources, and then developed from the Faculty of Engineering and Resource Science into a faculty which also incorporated elements of science. Akita University's laboratories here, continuously been producing research achievements of which we are justifiably proud. An example of this is our research on composite material molding for aircraft made from metal nanocoils. The aim of this research is to reduce the weight and cost of composite materials. The expectation is that this technology will, in due course, be applied to the fuselages of the aircraft of the future. The eyes of the world are upon us as we conduct this research. Furthermore, we are building a research framework to help take the education of science and engineering and associated areas to a new level, focusing on the technology that is central to the fourth industrial revolution, such as IoT, AI, and robots.

In the Faculty of Medicine, we can cite the results of educational research that can be shared worldwide and the contribution to regional medical care. Our annual pass rate in the National Medical Practitioners Qualifying Examinations is the highest in the country. This bears testament to the thoroughness of the education that we offer. In the School of Health Sciences, we continue to rise to the challenge of helping and supporting people. Our pass rate in the National Nursing Examination, National Physiotherapist Examinations, and the National Occupational Therapist Examinations is extremely high.

In addition, we remain fully focused on education and research activities that contribute to the community. The Center for Regional Development was established in 2016 for the purpose of further contributing to regional revitalization in Akita. It consists of two divisions, The Regional Cooperation and Disaster Prevention Division and The Regional Industrial Research Division. Three branches of the Regional Cooperation and Disaster Prevention Division have been established in the prefecture. Under its guidance, the local community, students, and faculty staff come together to farm rice or to make local iburigakko (smoked daikon pickles). These are typical of the initiatives we undertake as part of our aim to ensure the merits and virtues of Akita gain wider recognition. We are continuing our initiatives to expand our sense of pride in our hometown. These include activities aimed at helping and encouraging aspiring teachers, such as the "Mini education practice, "an initial step on the students' road to realizing their dreams and ambitions. The Regional Industrial Research Division is responsible for the development of research projects linked to important policies in Akita. We believe that by aiding the development of industries in the prefecture, we can greatly contribute to raising employment rates among university students who are themselves the intended beneficiaries of the "COC+ project".

Furthermore, in order to promote strong and effective cooperation between medical science and engineering, through three-way cooperation between the University, the Tokyo Institute of Technology and the Akita Medical Association we are looking at ways to create and promote industries in the region. An example of this is the development of equipment and drugs for medical treatment and nursing care. Akita is one of the most advanced prefectures in terms of its response to the problem of a declining birthrate and aging population. The prevention and treatment of complications caused by this phenomenon are issues which demand urgent attention. Akita University is expected to make a significant contribution to this since this is very much in our current sphere of research. In 2017, with assistance from the prefectural government, we set up the "Advanced Research Center for Geriatric Medicine" to be a research base specializing in medical care for the elderly. In addition to pursuing cutting-edge research on medical care for the elderly, the Center promotes interdisciplinary research based on our knowledge of regional sociology. In this way, Akita University is working to fulfill its role as the "center of All Akita."

We have a smooth and seamless progression from undergraduate to post-graduate education and each research center has a clearly defined mission. These can be said to be the cornerstone of Akita University's mission of "repaying society through the contribution of outstanding alumni and the delivery of excellent research." In Nikkei HR's "University Employability Rankings 2018", Akita University achieved the honor of being selected in the first place by Japanese companies for "universities we would most like to recruit from". Our graduates' "dynamism" and "interpersonal skills" were held in particular high regard. It goes without saying that such personality aspects are innate in the students themselves, but I would like to think that this offers proof of the University's ability to provide its students with an environment that brings these qualities to the fore.

With Akita University as the "alma mater", it is our heartfelt ambition to continue to send forth outstanding students into the society and thereby contribute to the growth and greater good of the Akita region.

Akita University President

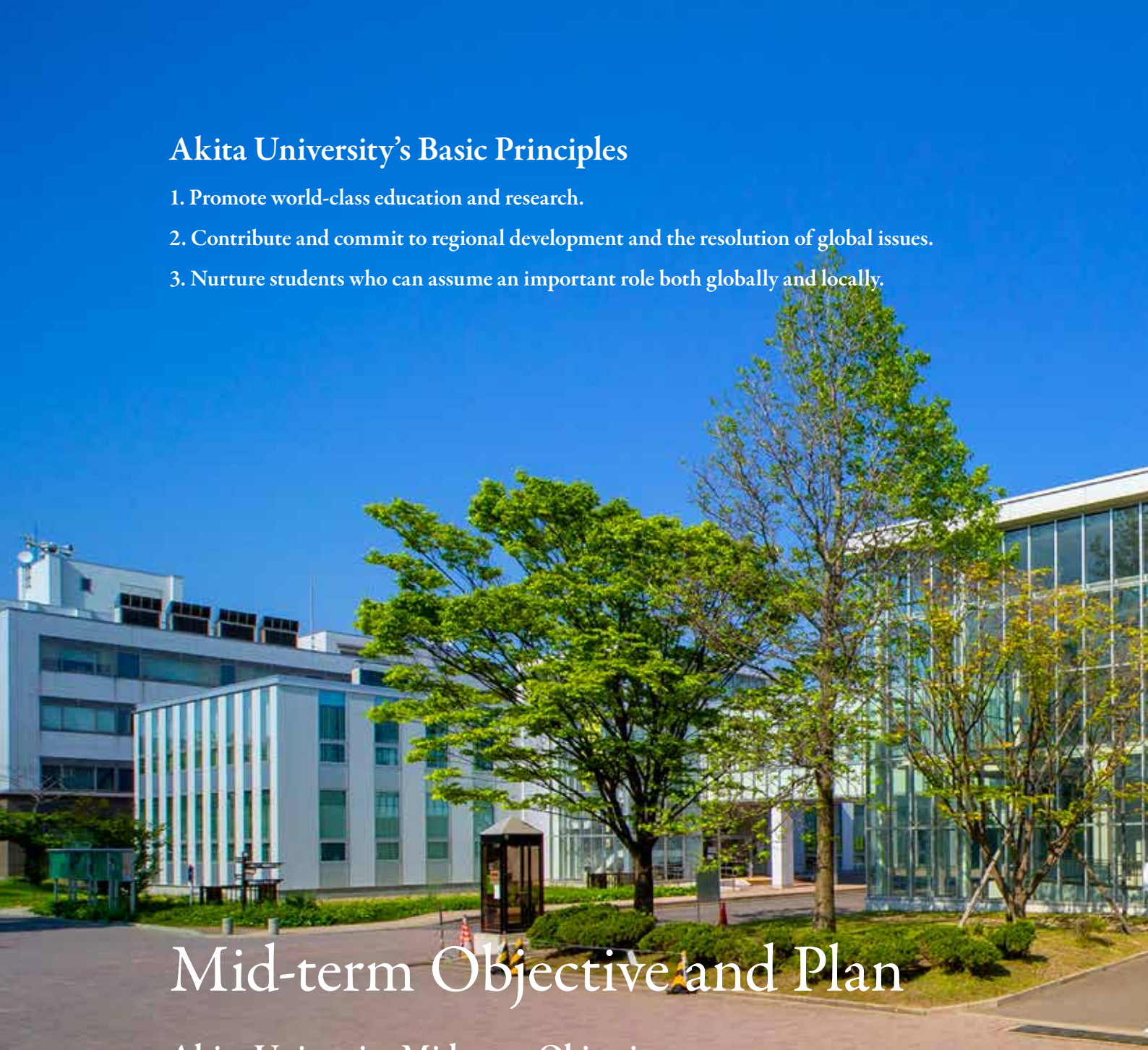
Dr. Fumio Yamamoto, M.D.

Akita University's Basic Principles

1. Promote world-class education and research.

2. Contribute and commit to regional development and the resolution of global issues.

3. Nurture students who can assume an important role both globally and locally.



Mid-term Objective and Plan

Akita University Mid-term Objective

(Preamble) The University's Basic Objective

Akita University's foundational principle is to develop with the region through the growth of knowledge, on a shared path with the community as a core university of the resource-rich northern Tohoku region. This is the mission we look to fulfill through our research and education.
We are pursuing the development of a flexible research and education organization, collaborating with regional and international institutions to cultivate outstanding talent, taking in ambitious young students, Japanese and foreign alike, and presenting their innovative achievements to the world.
In order to promote members of society who have a broad-minded view of the world, who are well-versed in today's key issues, with their feet firmly on the ground, and who are instilled with a sense of decorum, it is essential to have an education which combines the quality liberal arts with core subjects and specialist fields. Therefore, based on our resolute mission of integrating a range of studies and organizations with key areas of expertise, our four faculties of International Resource Sciences, Education and Human Studies, Medicine, and Engineering Science, nurture specialist workers to carry on a continuous role in developing the local community, as well as highly-specialized professionals who are active on the international stage, and academic researchers.
Based on these core principles, Akita University's goal is to be a student-centric university, with a dynamic campus-wide fellowship of knowledge amongst students and staff.
Based on the aforementioned principles and guidelines, the fundamental objectives of the university's activities are set out below.

1. In terms of education, to raise our quality to world-class levels, and to nurture talent which can tackle and resolve regional and world issues.
2. In terms of research, to pursue innovation and to present the results locally and globally, undertaking research which leverages our regional

traits, and which deals with global issues.

3. In terms of our collaboration with society, to give something back to the local community through the results of our research and education, to co-operate with the community in the pursuit and undertaking of measures to promote the region, and to fulfill a central role in medical treatment for the area.
4. In terms of globalization, to encourage international study and overseas placement for students and teaching staff, focusing on resource producing countries to promote academic exchanges with overseas students and researchers.
5. In terms of university management, to aim for vigorous, transparent and effective university management, under the President's guidance, instilling the culture of our organization with the mutually enhanced vitality of each one of our students and teaching staff.

Mid-term Objective

I. To enhance the quality of the university's current education program and research
II. To develop and streamline the university's management
III. To improve the university's financial standing
IV. To provide transparency regarding the results of self-evaluations as well as the universities programs' current conditions
V. A mid-term plan outlining the measures required to achieve various other business operational objectives has been established.

The university's entire "Mid-term Objective and Midterm Plan" can be viewed online (in Japanese) at the following site:
https://www.akita-u.ac.jp/honbu/info/in_target.html

Education and Research

Distinguished Education and Research

- Pursuing regional development through the COC+ project to establish the university as a center for regional learning and regeneration (Promotion of local settlement and development of young people in the area against the background of an aging society and shrinking population).
- Strategic International Collaborative Research Program
  Science and Technology Research Partnership for Sustainable Development (SATREPS)
- Future Professional Medical Training Plan for Cancer

Regional revitalization/Industry-academia collaboration

International Exchange

Distinguished Education and Research

Pursuing regional development through the COC+ project to establish the university as a center for regional learning and regeneration

(Promotion of local settlement and development of young people in the area against the background of an aging society and shrinking population)
Implementation period: 2015 (started) - 2019.

We launched the COC project following the subsidy reforms implemented by the Ministry of Education, Culture, Sports, Science and Technology, to develop the University as a core base for regional learning and reinvigoration. In collaboration with local government and business, we are creating and pioneering highly attractive employment opportunities for our students. By carrying out the necessary curriculum reforms for training human resources, we are focusing on accumulating and retaining human talent in the region, since it is people who are the principal driver of regional revitalization. With the help of Akita Prefecture and local commercial and industrial groups, our aim is to increase students' local employment rate by 10% over the next five years.

Akita Monodukuri Open College

Information exchange meeting between the University and a regional company

Strategic International Collaborative Research Program. Science and Technology Research Partnership for Sustainable Development (SATREPS)

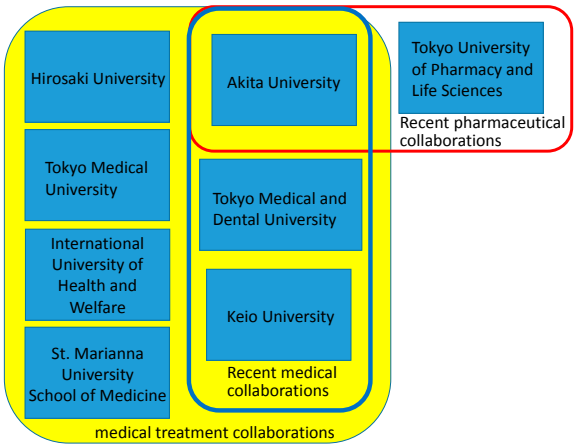
Research on the Integration System of Spatial Environment Analyses and Advanced Metal Recovery to Ensure Sustainable Resource Development
(Period of Implementation: Adopted 2014 – 2019)

This program is conducted in Serbia at a copper resource area struggling with environmental pollution. Participants in the program conduct far-reaching environmental assessment including restoration system research development. The aim of this program is to find balance between resource development and the protecting the environment, which is indispensible to sustainable resource development. Research is conducted using advanced remote sensing data and surface data to create a three dimensional environment evaluation and analysis, which is integrated with metal recovery technology.

Undergoing environmental research in Serbia.

Future Professional Medical Training Plan for Cancer (Period of implementation: 2017-2021)

In 2017 the Ministry of Education, Culture, Sports, Science and Technology (MEXT) invited applications for a ""Training Plan for Specialist Cancer Medical Care Staff (Cancer Professionals)"" as various new needs increasingly arise. Akita University has decided to participate in a training plan managed by the Tokyo Medical and Dental University, which is a continuation of its previous training plan. Keio University, the International University of Health and Welfare, St. Marianna University School of Medicine, Tokyo Medical University, Tokyo University of Pharmacy and Life Sciences and Hirosaki University will also take part in this plan. In total, eight universities are involved. The rate of population aging in Akita is the fastest in the country, and the prefecture also has the worst mortality rate for cancer. This project is an opportunity to aim for further improvement in the cancer medical care environment, especially in terms of the development of human resources. We have achieved our goal of standardization and uniformity in our ""cancer pro"" business. However, cancer therapy is continually evolving and advancing, and there is increasing demand for the practical application of individually tailored ""cancer genomics"" and ""precision medicine"" solutions. This project is positioned as a collaborative initiative with core cancer hospitals and medical organizations in the prefecture: through this so we intend to ensure that our graduates can play a leading role and make an active contribution to the prefecture. Specifically, we will establish ""oncology departments"" which will practice comprehensive cancer treatment in core cancer hospitals in the prefecture.
Akita itself does not have many examples of rare types of cancer since the population of the prefecture is relatively low. However, with the joint cooperation of all eight universities, we will set up a register of rare cancers and hold board meetings to establish a framework whereby we can collate the results of the different treatments and use these results as a reference for the future.



Regional revitalization/Industry-academia collaboration

In 2004 Akita University became an Incorporated National University. It embraced this opportunity to reaffirm that education, research, and social contributions were the focal points of university management policy. We have been promoting the "open university project" as the hub of public intellect. The root of the university's social contributions is the belief that one's education not only takes place as a student, but that it is a lifelong process. Therefore the university should make proactive efforts to provide educational resources to the whole community. This concept acts as the basis for the expansion of various educational activities. Furthermore, We offer programs for high school students and their parents and guardians, as well as for elementary and junior school pupils. We newly established the Center for Regional Development in April 2016, making our university a base for regional learning and regeneration. The Center contributes to the promotion and revitalization of local businesses and to the development of talent which serves the community, through collaborative research and aid initiatives to promote the local economy and prevent regional disasters, and research to support the growth of local industry.

Regional Cooperation; Social Contribution initiatives

■Open lectures

Every year open lectures are held on a wide variety of topics. These open lectures act as an excellent educational resource for anyone in the community at large who wishes to engage in lifelong learning.

*For the list of open lectures offered during 2019 please refer to Akita University Official Website.

■Children's Observation Day

Every year during summer vacation "Children's Observation Day" is held for elementary school students and their parents. The purpose is to raise young students' interest in the university through campus tours, watching experiments in laboratories, viewing the night sky at the campus observatory, and other fun, educational events.

■Class on prevention of throwing and pitching related injuries

This class uses methods such as ultrasound scans to educate people about the physical issues and injuries which can arise from pitching when playing sport. Its purpose is to make us aware of how important it is for us to look after our bodies. The class is aimed at anyone who is involved in baseball-type sports in the prefecture, such as scout groups or parents and guardians. Using methods such as ultrasound scans, checks are made on players' bones and muscles, the flexibility of their arms, legs and core, and their throwing action. Based on this, advice and guidance is given on stretching exercises and on throwing and pitching technique.

■"Medical Science Café Next"

As part of our university-wide social contribution initiatives, we make the University's knowledge and learning available to local residents in an easy to understand format by inviting lecturers from our different departments to come to speak, with all departments helping each other. For example, the Head of the Graduate School of Medicine has become a "Science Cafe Master", giving talks on medicine and health-related topics from a variety of perspectives.

■Support initiatives: "Voluntary student projects" addressing regional problems and issues

These support activities help spread an awareness and recognition of the features and characteristics of the area. Students work in groups as they address regional problems and issues in cooperation with others,focusing on the local area. As more students become involved in the community, our aim is to contribute to the training of human resources to resolve local issues by fostering a community-oriented mindset amongst students.

Local Disaster Prevention

1. Investigation and Research regarding how local disaster prevention should be conducted considering the characteristics of Akita Prefecture

① Conduct basic research regarding earthquakes and disaster prevention within Akita Prefecture.
② Investigate the extent of the impact of previous *tsunami* that have occurred on Akita prefectural shores, and research ways to minimize *tsunami* damage.
③ Investigate and research earthquakes and *tsunami* that may have the potential to inflict enormous damage on Akita Prefecture in the future.

2.Giving instruction on disaster prevention

We conduct disaster education for local government, neighborhood associations and educational institutions, so that, in the event of an earthquake, local residents can put disaster mitigation initiatives in place on their own.

3.Provide instruction and advice to the prefecture and the cities, towns, and villages within it regarding disaster prevention measures

We provide instruction and advice on disaster prevention and mitigation measures to prefectural municipalities, tailored to take account of Akita Prefecture's natural characteristics, so they can put in place earthquake disaster prevention measures, as well as predict earthquake damage in the area.

Regional Business Research

■ Resource development and environmental recycling research and development projects

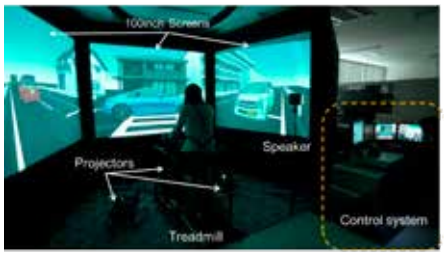
We are developing the integrated modern research and educational activities incorporating international contributions on the sustainable utilization of natural resources, including petroleum, gas, minerals and secondary resources, for the resource production and processing, purification and recycling of wasted-materials as well as environmental protection.

■ New materials; functional materials research and development projects

We undertake researches related to discovering new and advanced materials, based on the results of our core researches at Akita University. Realizing our capability as one of the leading research institutes in this area, we aim to develop new businesses and new jobs, through the collaboration works with universities, companies, public institutions in Akita.

■ Automotive / aircraft industry research and development projects

We contribute to the development of aircraft and automobiles for the transportation industry through our research and development activities. We focus on molding and CAE structural design for composite materials, as well as high efficiency power systems and infrastructure to support drivers and pedestrians with respect to next generation aircraft and automobiles.



■ New energy research and development project

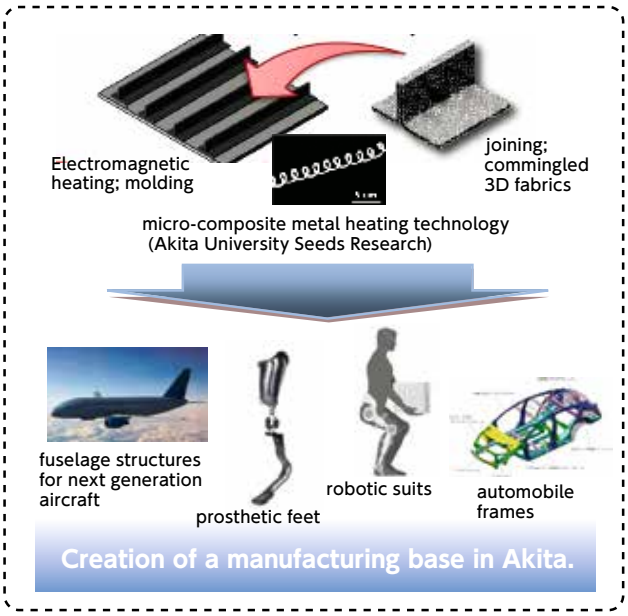
Akita has an abundant range of renewable energy resources. We are committed to supporting industry through the development of human resources, and are particularly focused on promoting the development of industries using wind power.

■ Medical science and engineering collaborative industry research and development project

In the medical and welfare fields related to the aging population, we develop and promote new equipment and devices with companies mainly in Akita Prefecture.
We are committed to the development of the medical devices industry through industry-academia-government partnerships, and have expanded our remit to include the development of equipment for general users to promote healthy living and longevity, as well as medical equipment.

■ Research and development on new manufacturing technologies and on junction and bonding inspection technologies for composite materials (Research leader: Mikio Muraoka, Professor of the Graduate School of Engineering Science)

We develop innovative, low-cost manufacturing and inspection technologies for composite materials used in aircraft fuselages. Together with local businesses, we aim to create a strong manufacturing base in Akita Prefecture, and established the Akita New Composite Production Technology Research Association in April 2017 to work on the commercial development of aircraft parts and components.
From 2018, in addition to working with domestic auto manfacturers on the test production of complex auto components using thermoplastic resin and carbon fiber base materials, we have also applied our research to the field of civil engineering and construction focused on renovation and repairs for public infrastructure.



International Exchange

A Worldwide Academic Network and Overseas Hub

Our inter-university agreements cover 60 universities in 30 countries and regions, and our inter-faculty agreements cover 24 faculties in 13 countries and regions. We will continue to promote academic and student exchanges with our partner universities as we actively develop our international exchange programs.
In addition, our Third Mid-Term Objective and Plan outlines an aim "to establish a world-class education base and to develop as a global resource science education and research center, centered on the Faculty of International Resource Sciences, utilizing the accumulated knowledge of Akita Mining College, the Faculty of Mining and the Faculty of Engineering and Resource Science, to train human resources who can play an active part for companies and governmental bodies in fields related to domestic and foreign resources and who can contribute to Japan's resource and energy strategy." With this in mind, we plan "to set up joint overseas research hubs in five or more locations by the end of 2021, developing resource science hubs in Africa and the Middle East, as well as expanding our global education and research and hub capabilities in Asia and the Pacific Rim." In 2012 we established our first overseas hub, Akita University Mongolia Office, in partnership with the Mongolian University of Science and Technology. We relocated to the New Mongol Academy in 2016, which serves as a hub for education, public relations and the exchange of researchers from Akita who are located on-site or foreign students who wish to go onto Akita University from the New Mongol Academy. In April 2013 we opened our second overseas hub, Akita University-Chulalongkorn University Joint Research Laboratory at Chulalongkorn University in Bangkok, Thailand. In 2014, we established a liaison office with Hokuto Bank, Bangkok. The joint laboratory is used for research and fieldwork by researchers from both universities. The Bangkok office is a practical hub for our activities in Southeast Asia, allowing us to co-ordinate with institutions in the region, as well as to attract exchange students. In 2015 we opened the Faculty of International Resource Sciences, Trisakti University Joint Research Laboratory at Trisakti University. The Faculty of International Resource Sciences conducts joint research, regional exploration and development on the theme of underground resources in Asia at the laboratory, for example using test samples of data on oil resources put together received from the state-owned oil company, Pertamina. In 2017, we opened the Akita University Botswana Office in the Botswana International University of Science and Technology. As well as conducting research and educational activities in the South Africa region, this is used as a base in the region for the mandatory "Resource Science Field Work Abroad" in the 3rd grade of the Faculty of International Resource Sciences.
In April 2019, we set up the Akita University-UAE University Joint Laboratory at the United Arab Emirates University and the Akita University-Padjadjaran University Joint Laboratory at the Padjadjaran University in Indonesia. The Akita University-UAE University Joint Laboratory serves as our hub in the Middle East, focusing on educational research activities in resource science fields and joint research programs, for example on geothermal heat utilization technology. The Akita University-Padjadjaran University Joint Laboratory is a hub for joint research on resource science subjects and fieldwork by researchers and students of the University, and also serves as the operational hub for the University's first double degree program (Graduate School of International Resource Sciences and the Padjadjaran University).

〈Akita University Overseas Hubs〉 2019 May 1

Country	Base name	Installation date
Mongolia	Akita University Mongolia Office	29 September 2016
Thailand	Akita University - Chulalongkorn University Joint Research Laboratory	25 April 2013
	Akita University Bangkok office	1 October 2014
Indonesia	Faculty of International Resource Sciences - Trisakti University Joint Research Laboratory	28 April 2015
	Akita University - Padjadjaran University Joint Research Laboratory	1 April 2019
Botswana	Akita University Botswana Office	28 June 2017
UAE	Akita University - UAE University Joint Research Laboratory	1 April 2019

A signing at the UAE University

From Establishing Research Bases for Resource Development to PR Activities for Student Exchange Programs

The International Center for Research and Education on Mineral and Energy Resources (ICREMER) was established in 2009 with the aim of creating an education and research center that contributes to sustainable resource development and the securing of resources in the international community. ICREMER offers educational support for resource-producing countries, including business trip lectures and technical guidance, and engages in a variety of activities, such as organizing "Short Stay Programs" (training programs) for postgraduate students in resource-producing countries, holding international symposia on resource science, developing joint research opportunities with overseas partnership universities and inviting researchers to the university on a short-term basis.

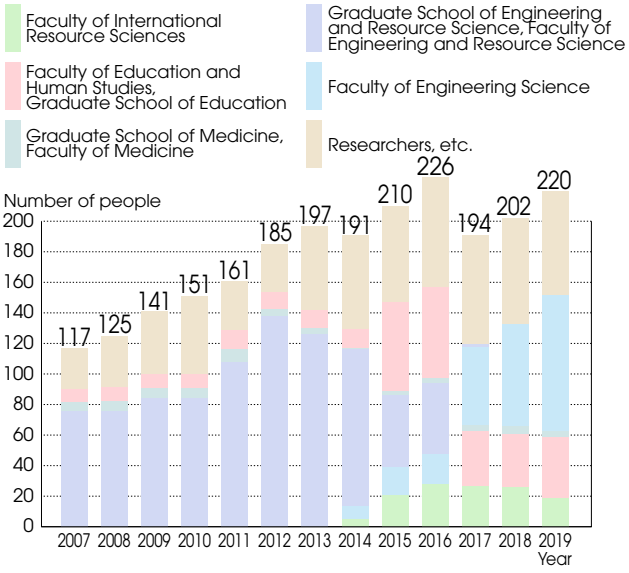
With our Short Stay Program, we have seen an increased number of students in recent years who have completed the program and returned back to the university, either as regular overseas students, or else as exchange students, The program plays a part in publicizing our activities overseas.
Akita University is planning to expand the international exchange program, in keeping with our role as a university which is open to students all over the world. To that end, given the growth in overseas study and overseas placements for students and teaching staff, as well as the increase in foreign students coming to study from abroad, we are working to establish an environment which is conducive to receiving them. In 2008, we established the International Exchange Center, an organization established to drive our international exchange strategy. In 2019, the International Exchange Center and the Center for Promotion of Educational Research and Affairs were integrated to establish the Global Center for Higher Education with the aim of improving and enhancing basic education in general, as well as specialized education and international exchanges.

Educational and Daily Life Support for International Exchange Students

Along with the increased numbers of foreign students, we are making efforts to maintain an educational support system for them.
In order to deepen students' understanding of Akita culture, various community-rooted events are planned, such as an overnight farmhouse stay, mochi (rice cake) making, overnight Skiing tour and others. By adopting a "tutoring system" Japanese students help exchange students with their Japanese language study and provide support for their daily lives.
In April 2010, the "Multicultural Lounge" was established to enable students and faculty staff to independently study a variety of different languages.

Skiing tour

<Transition in International Student Numbers>



Fostering Students and Faculty with International Perspectives

In order to train faculty members with international perspectives, we have "Akita University Researcher Overseas Visit Project" to encourage our faculty members to research in overseas universities. Since 2008, Two to three researchers per year (30 in total) conducted research abroad under this project.
Also, in an effort to provide financial support to university students studying abroad at partner universities we have set up the "Akita University 'Miraisozo Fund': Student Overseas Visit Project "and the "Akita University Overseas Student Short-term Training Fund." These can be used to pay a part of students' international outbound airfares (up to 40,000 yen within Asia, and up to 100,000 for other locations). The projects provided support to eight students in 2018.

Study Abroad Orientation

Faculty and Graduate School

[Faculty]

Faculty of International Resource Sciences

Faculty of Education and Human Studies

Faculty of Medicine

Faculty of Engineering Science

[Graduate School]

Graduate School of International Resource Sciences

Graduate School of Education

Graduate School of Medicine

Graduate School of Engineering Science

Faculty of International Resource Sciences

The Faculty of International Resource Sciences is the only faculty in Japan where students can study of natural resources with such a strong science and technology approach. The faculty's programs combine earth science and geotechnology with a focus on economic-minerals, petroleum exploration, development, and production. The Faculty also provides studies in the humanities with a focus on the politics and cultures of resource-producing nations. Students will learn from professors who are world-class researchers in their respective fields about natural resources and their importance in our daily life. Graduates will be able to apply their practical and theoretical knowledge at the international level, strengthening the ties between the faculty and other universities, companies, and research institutions both in Japan and abroad.

From the second year, the specialized courses are provided in English.In addition, all students have to participate in fieldwork abroad for about four weeks in the third year. Although students need a lot of learning time to prepare for these programs, this experience helps students to acquire an international perspective and specialized knowledge.As a result, since the Faculty of International Resource Sciences was established in 2014, many graduates have taken up positions in companies involved with the international resource business. Here at Akita University, we look forward to meeting the up and coming resource science specialists who will contribute to the future of our country.

Faculty Organization

Department of International Resource Sciences

Looking toward resolving various issues connected to natural resources on a global scale, with an emphasis on practical abilities and maintaining an international perspective.

● Resource Policy and Management (Social Science and Humanities)

Students study the cultures and circumstances of resource-producing regions and learn how to communicate with people from diverse cultural backgrounds and value systems. They deepen their knowledge of economics, policy, and law relating to resource development.

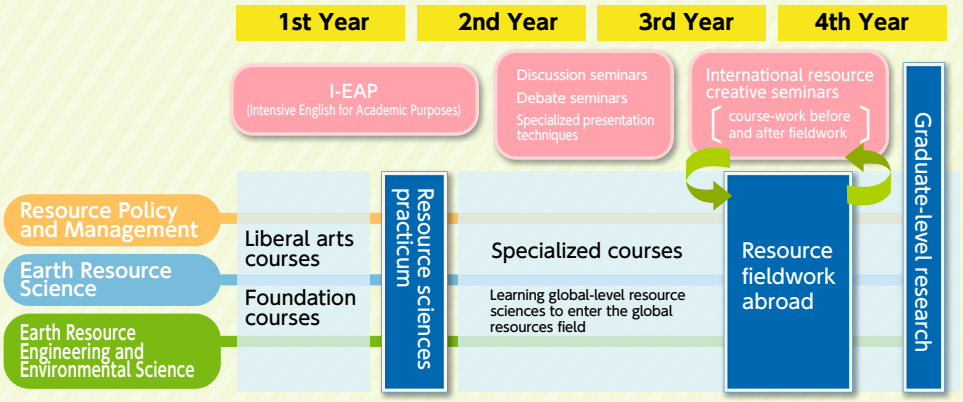
● Earth Resource Science(Science and Technology)

This field of study is focused on the dynamics of earth history. Students study and research the formation and distribution systems of underground resources in the world such as economic minerals and petroleum resources through the analysis of 4.6 billion years of Earth History.

● Earth Resource Engineering and Environmental Science (Science and Technology)

Students are given a comprehensive overview of resource development in the global environment in terms of resource exploration, development, and production methods using, refining and recycling technologies and environmental conservation.

Distinctive Curricula



Take specialized courses in English!
Specialized courses are provided in English. Intensive English for Academic Purposes (I-EAP) is a requirement for all students in their first and second years in order to build up a solid foundation in English, including listening, speaking, reading, writing, and presentation.

Participate in interdisciplinary courses integrating humanities, sciences, and technology!
Part of the specialized education component is a cross-disciplinary curriculum. Students gain a deeper grounding in the expertise and technologies needed for resource sciences. Understanding resources from the many and different perspectives provides a more enriched and nuanced view of complicated resource issues.

Learn while abroad!
In their third year, students gain exposure to applied resource sciences via resource fieldwork, such as practical training with mining companies or surveys with research institutions in resource-producing countries, usually conducted abroad. The direct experience of observing the goings on at resource sites around the world gives students a real and authentic taste of resource sciences by giving them a direct understanding of the issues and problems and leads them toward their graduate-level research.

Faculty of Education and Human Studies

The Faculty of Education and Human Studies Department specializes in one academic course that consists of: the School Curriculum Course which trains students to become educators; and the Regional Culture Department which is the core of various regional collaboration programs. The School Curriculum Course aims to cultivate future educators with practical classroom skills, while working in close cooperation with local schools and maintaining a high level of enthusiasm for education in order to meet the demands of the country's highest standards. In the Regional Culture Department, students learn a variety of subjects including social sciences and humanities, and combined with regional collaborations and on-site fieldwork, students can develop the practical skills required to view regional issues from a local and global perspective. We want everyone to strive towards creating a sustainable society, contributing to education and to the community across a range of challenges. Practical learning which stems from learning in the field will help create a better world for the future to make our lives richer and more fulfilling.

Faculty Organization

Department of School Education

We nurture future educators who can contribute to the vitalization of education in the region.

● Course for Compulsory School Teachers

This program trains teachers with the advanced practical skills needed to support top-class academics nationwide, with an emphasis on the elementary and junior high school levels. Students will gain a deeper understanding of childhood development and growth, both mental and physical, and gain competencies for teaching in both elementary schools and junior high schools.

● Course for English Language Teachers

In addition to improving students' practical English abilities through cooperation between elementary, junior high and high schools, the program also trains teachers in cross-cultural communication skills, so they acquire not only English language skills but also linguistic knowledge and the basics of English-speaking culture.

● Course for Science and Mathematics Teachers

Students in this program expand their knowledge of science, mathematics and arithmetic and learn how to make these subjects interesting for younger students. We train teachers and enable them to learn through practical experience.

● Course for Special Needs Education Teachers

The program trains teachers to be able to support the development and growth of special needs students in an inclusive environment, as part of special-needs education at mainstream elementary and middle schools or at special-needs schools.

● Course for Child Development and Education

The program offers training for teachers and staff at kindergartens, nursery schools and elementary schools, providing a thorough understanding of child development and education at the nursery school, kindergarten, and elementary levels.

Department of Regional Studies and Humanities

Training talented students who can contribute to regional revitalization.

● Program in Regional Studies

Students study topics related to geography, environmental science, food science, building environmental science and information science, from the perspective of social sciences such as law, political science, economics, business administration, sociology and marketing. We look to give them the ability to explore and understand regional issues using the knowledge and skills they have acquired both inside and outside the classroom.

● Program in International Culture Studies

Students learn about languages and cultures in Asia (including Japan), Europe and the US, through studying humanities-related topics such as literature, history, philosophy, art and linguistics. We utilize systematic foreign language education programs (UK, Germany, France, Russia, China, Korea) and overseas training to help students understand different aspects of international society and acquire knowledge which can be applied to the revitalization of regional culture.

● Program in Psychological Studies

Students learn the required theory, practice, statistics, and interviewing skills for psychology from basic to advanced in a systematic manner. They also aim to obtain practical abilities and solve regional problems by using their skills and knowledge.

Development of special food products in collaboration with local companies (Core Curriculum, Basic Study - Local)

Lecture (Understanding of International Culture)

Sandplay therapy (Clinical psychology assessment, exercise 1)

Faculty of Medicine

We are training talented students who are able to maintain an international perspective and who can contribute to people's health and welfare. We do this by first making sure that our students have a broad educational background rooted in the humanities. Our students are flexible and adaptable allowing them to adjust accordingly to the ever advancing fields of medicine and healthcare. Over time our students develop an ability to solve problems, and a firm understanding of medical and health sciences. Other than working as a medical professional in a clinical setting, the door to continue on into graduate school to become a researcher or instructor, or any number of other advanced specialists in the medical field is opened upon graduation. We contribute to the medical treatment, health care and welfare of the future, and seek students who are willing to contribute to the development of medical and health science.

Faculty Organization

School of Medicine

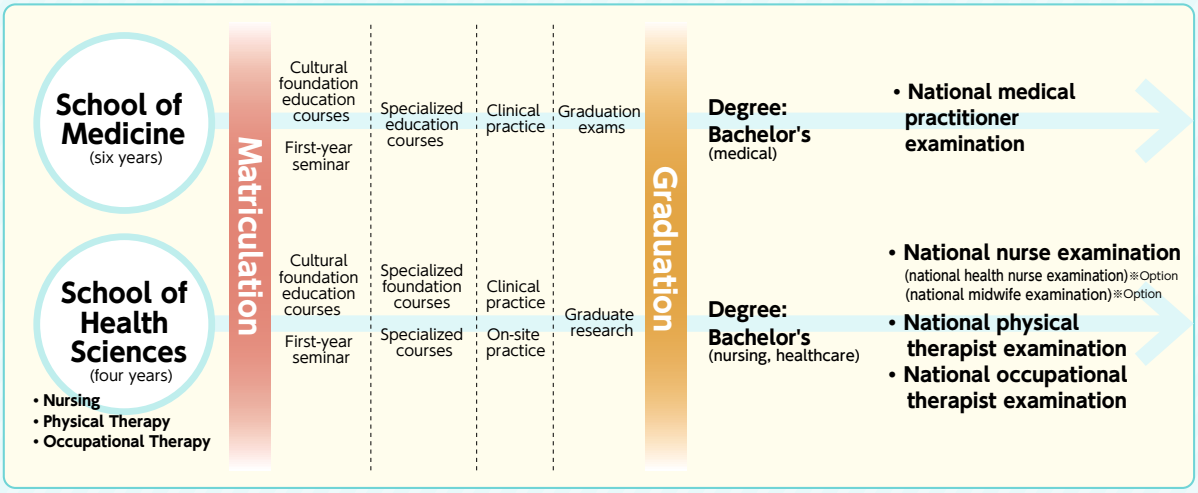
Producing future leaders of the medical field, excelling in specialist knowledge and expertise.

School of Health Sciences

The Health Sciences Department has 3 majors: nursing, physical therapy, and occupational therapy. There are also 6 courses students may choose from: nursing, public health nurses, midwives, physical therapists, and occupational therapists. These courses are offered in order to train specialists in the medical field.

School of Medicine	Students are guided by three lecturers from the Doctoral Course in Medicine Cooperative Division over a course of 39 lectures.	
School of Health Sciences	Major	Organization of Faculty Instructors
	Nursing	●Basic Nursing Course ●Clinical Nursing Course ●Maternal/Child nursing course ●Nursing for Community Living
	Physical Therapy	●Physical Therapy Course
	Occupational Therapy	●Occupational Therapy Course

Curriculum for the Faculty of Medicine



Faculty of Engineering Science

The Faculty of Engineering Science is striving to train talented students and researchers with expertise backed by "reason" and a high-level of ethics. Students in this faculty can look at a range of interdisciplinary fields, making them able to contribute not only to Japan as a whole, but also to the region with confidence. In the first and second years students receive a thorough education in engineering, and in the third and fourth years students take that knowledge and gain a fuller understanding of what it means as they apply it in while taking a more active role in their desired field. During their undergraduate education students can discover questions on their own, gain a broad perspective regarding issues in fields previously unknown to them, and gain the ability to problem solve and be flexible. In a time of intense change, our students need to develop the strength and independence to be able to live without reliance on others. Therefore, the Faculty of Engineering Science helps students to develop expertise in the latest science and technology with a willingness to think by themselves. Every year, our students step out into society at large having developed in-depth skills and expertise with an international perspective.

Faculty Organization

Department of Life Science

We train students to become researchers and engineers who challenge to solve problems in the life science fields including research area of food, medical care and the environment.

● Life Science Course

Our department provides teaching in solving the questions of life phenomena at the cellular level, individual level and organism group level.

Department of Materials Science

This department trains researchers and engineers who will deal with cutting-edge, functional materials and chemical processes.

● Applied Chemistry Course

Students will study a broad spectrum of specialized chemical fields from chemical engineering that deals with organic and inorganic materials and energy, to bioprocesses.

● Materials Science and Engineering Course

A wide range of fields are studied starting with the fundamental sciences focusing on solid-state physics, solid-state chemistry, metallic materials, science and engineering, and ceramic materials.

Department of Mathematical Science and Electrical-Electronic-Computer Engineering

These departments train talented students in multi-faceted approaches in order to become leaders in fields ranging from mathematics and physics to electrical and electronic telecommunications.

● Mathematical Science Course

Students learn a wide range of mathematical science which covers mathematics (algebra, geometry, analysis), theoretical physics (quantum mechanics), and computer science including AI.

● Electrical and Electronic Engineering Course

Electrical and Electronic Engineering Course Students choose and study topics they are interested in, from basic subjects such as electromagnetism and electric circuits, and from a wide range of specialized fields, such as electric energy, optical and electronic devices/materials, information/communications and measurement control systems.

● Human-Centered Computing Course

Students will learn applied computer science and engineering, with a focus on human-computer interaction, well-being information engineering, image analysis, and information communications and networks.

Department of Systems Design Engineering

This department trains practical engineers capable of creating new things.

● Mechanical Engineering Course

Students will study the basic aspects of mechanical engineering which apply to all industries, such as materials, thermal fluids, controls, and drawing, as well as studying specialist topics in medical bioengineering, robotics engineering, hydraulic machinery and so on.

● Creative Engineering Course

Students learn about a wide range of engineering disciplines with a focus on design engineering, production engineering, electrical and electronic, engineering, control engineering and aerospace engineering and practical research projects.

● Civil and Environmental Engineering Course

Students learn the technology to create and preserve a safe, secure and comfortable local environment with a focus on structural mechanics, construction material science, ground disaster prevention engineering, and environmental hydraulics.

Correspondence Education Program

Akita University Faculty of Engineering is the only national university that offers "public distance learning courses." Since the first class was held in 1948, over 1900 graduates have taken the course, upholding the course's educational tradition and history. In order to gain general background knowledge in scientific technology, a general scientific technology course and courses to study the basics and specifics in resources, materials or electrics and electronics are offered.

Graduate School

Graduate School of International Resource Sciences

The Graduate School of International Resource Sciences undertakes innovative research and education, with advanced learning and specializations related to Earth Resource Science and Earth Resource Engineering and Environmental Science. It is focused on bringing about "a recycling society". Earth Sciences enable us to acquire a broad range of knowledge on resource development and environmental conservation. Our aim is to nurture talent which will take on the role of world leaders in future.

Master's Degree Program
Earth Resource Science Earth Resource Engineering and Environmental Science
Doctoral Degree Program
Geosciences, Geotechnology, and Materials Engineering for Resources

Graduate School of Education

The Graduate School of Education covers a range of teaching-related topics through a combination of theory and practice. We aim to train highly capable and enthusiastic elementary and secondary school teachers in the application and development of practical learning, and highly specialized professionals who can contribute to local development through the support they give to teachers and schools. The graduate school has two majors, Teaching Practice (Teaching graduate course) and Psychological Education (Master's course).

Teaching Graduate School (Professional Degree)	
Teaching Practice	School Management course Curriculum and Teaching Development course Educational Development,Special Education course
Master's Courses	
Psychological Education	Clinical Psychology course

Graduate School of Medicine

The Graduate School of Medicine aims to train excellent researchers and highly specialized medical staff who possess an international perspective, and who can promote the most advanced research in medicine, medical, and life sciences, all of which contribute to the development of human health and welfare.

Master's Degree Program		
Medical Science		
Master's Degree Program / Doctorate Degree Program		
Health Sciences	Master's Degree Program	Nursing Science Rehabilitation Science
	Doctoral	Women and Children's Development Support Sciences Lifestyle Function and Health Support
Doctorate Degree Program		
Medicine	Bioregulatory Medicine, Oncoregulatory Medicine Organ Function-Oriented Medicine, Public Health and Environmental Medicine, Cooperative Division	

Graduate School of Engineering Science

The Graduate School of Engineering Science. The Graduate School of Engineering Science was established to further regional development in collaboration with local industry and local government. It nurtures highly specialized engineers and researchers, global talent with local roots, challengers with an international perspective who can develop local industry in their own right, and talent which undertakes future innovation for international society.

Master's Degree Program	
Life Science	Life Science course
Materials Science	Applied Chemistry course Materials Science and Engineering course
Mathematical Science and Electrical-Electronic-Computer Engineering	Mathematical Science course Electrical and Electronic Engineering course Human-Centered Computing course
Systems Design Engineering	Mechanical Engineering course Creative Engineering course Civil and Environmental Engineering course
Cooperative Major in Life Cycle Design Engineering	
Doctor's Degree Program	
Integrated Engineering Science	Field of Life Science Field of Materials Science Field of Mathematical Science and Electrical-Electronic-Computer Engineering Field of Systems Design Engineering

University Facilities

University Library

University Hospital

Mining Museum

Affiliated Schools and Facilities for Education and Research

◯Affiliated School Grounds
◯Center for Educational Profession Enhancement ◯Mining Museum
◯University Hospital ◯University Hospital Medical Simulation Center ◯Center for Aging in Place
◯Research Center of Advanced Materials for Breakthrough Technology
◯Center for Crossover Education
◯Research Center for Potential Development of Disaster Prevention

University Common Use Facilities for Education and Research

◯Research Center for Biosignal ◯Center for Information Technology and Management
◯Bioscience Education and Research Support Center ◯Radioisotope Research Center ◯Environmental Research Center
◯Cooperative Research Center ◯International Center for Research and Education on Mineral and Energy Resources
◯Center for Regional Revitalization in Research and Education ◯Advanced Research Center for Geriatric Medicine
◯Center for Regional Revitalization in Research and Education Building No. 1
◯Center for Regional Revitalization in Research and Education Building No. 2

Center for Education and Research

◯Institutional Research and Evaluation Center ◯Global Center for Higher Education
◯Student Support Center ◯Secondary Education Collaboration Center
◯Center for Teaching License Extension

Technological Organization

◯General Technical Section

Welfare Facilities

◯Health Center ◯University Hall (Clair) (Tegata Campus) ◯Hondo Hall (Medikoko) (Hondo Campus)
◯Student Dormitories ◯International House ◯International Student House

Sports Facilities

◯Athletic Track Stadium ◯Baseball field ◯Sports field ◯Handball court ◯Large gymnasium
◯Small gymnasium ◯Martial arts gymnasium ◯Archery field ◯Tennis court ◯Swimming Pool(25m)
◯Exercise ground

Tokyo Satellite Office

Yokote Branch School/Kita Akita Branch School/Oga Namahage Branch School

Information Center

University Library

Central Library (main entrance)

●The two University Libraries (the Central Library on Tegata Campus and the Medical Library on Hondo Campus), provide books, journals, audio-visual materials, electronic information, and other study materials for student use, while systematically managing and maintaining the collection.

●Number of books in the collection Central Library: 433,000 books
Medical Library: 111,000 books

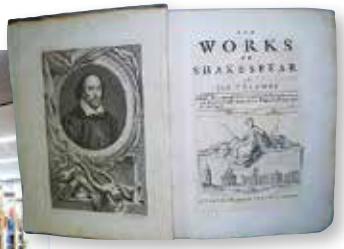
〈Opening Hours〉

Category	During each semester	During Long-term Breaks
Weekdays	8:30am – 10:00pm	8:30am – 5:00pm
Sat, Sun, Holidays	12:00pm – 6:00pm	Closed

●The University Library offers study, educational and research support to students and faculty members. The "Commons" "Group Study Room" have been newly established and are spaces where students can engage in active approaches to learning. Also, as a library open to the community, the general public can also use the library to browse and borrow materials.

〈Services〉

●Browsing
●Lending/Reserving
●Photocopying
●Reference
●Library Catalog
●Various databases
●Use of PC



Special collection. The entire works of Shakespeare published in the 18th century is housed here.

Central Library browsing floor

Central Library lounge

Central Library "Commons"

Medical Library "Commons"

●For more detailed information

〈Central Library〉
TEL.018-889-2279 E-mail: libriyo@jimu.akita-u.ac.jp
〈Medical Library〉
TEL.018-884-6052 E-mail: ibun@jimu.akita-u.ac.jp

〈University Library Homepage〉
https://www.lib.akita-u.ac.jp/top/

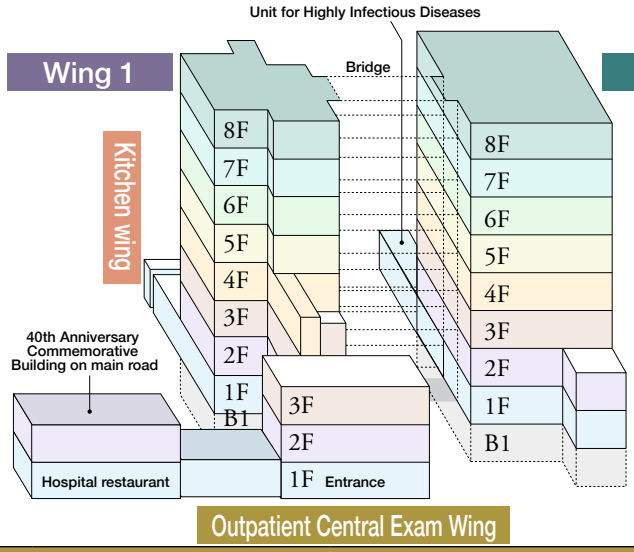
University Hospital

University Hospital (Front entrance)

The University Hospital is not only an educational and research facility, but it is also the core health care facility in the community. The hospital makes full use of its medical capabilities through an abundance of knowledge that covers each medical discipline and the most up to-date medical equipment. In 1994 it was designated as a Specific Function Hospital, and as a hospital that takes on a leadership role in the community, we shall continue to strive to further our efforts to contribute to society.

Furthermore, while we are actively trying to fulfill our role in training excellent medical staff and furthering medical research through providing adequate, high-quality, advanced medical care in an medical environment where patients can feel secure, we are also taking on a role central to community healthcare and healthcare related activities. We also strive to further our contributions globally.

〈Hospital Guide〉



As of April 1, 2019

	Wing 1	Outpatient Central Exam Wing	Wing 2	
8F	Orthopedics Neurology		Hematology Nephrology Rheumatology	
7F	Ophthalmology Respiratory surgery Mammary gland/Endocrinology Anesthesiology Emergency section		Respiratory medicine ENT	
6F	Gastroenterology Esophageal surgery		Gastroenterology Clinical Oncology	
5F	Pediatrics Pediatric surgery Neonatal Intensive Care Unit (NICU) Growing Care Unit (GCU)		Obstetrics Gynecology Diabetes and Endocrinology Geriatric Medicine Perinatal Maternal and Child Center	
4F	Neurosurgery Dermatology Plastic surgery Clinical Research Promotion and Support Center Himawari Classroom Keyaki Classroom		Cardiovascular Internal medicine Cardiovascular surgery	
3F	Intensive Care Unit (ICU) Central Surgery	Dermatology Plastic surgery Psychiatry Diagnostic Pathology, Department of Pathology Center for Cancer Registry and Information Services Division of Medical Security and Patient Safety Division of Nursing Admissions support center	Psychiatry	
2F	Division of Infection Control and Prevention Division of Blood Transfusion	Gastroenterological Surgery Esophageal Surgery Gastroenterology Hematology Nephrology Rheumatology Urology Otorhinolaryngology Dentistry and Oral Surgery Clinical Oncology Division of Cancer Chemotherapy Neurosurgery Anesthesiology Kampo Medicine Outpatient Department Pediatrics Pediatric Surgery Central Laboratory Division Department of Pharmacy Palliative Care Center	Urology Diabetes/Endocrinology Geriatric medicine	
1F	Diagnostic Radiology Department Radiotherapy Department Dental and Oral surgery Barber	General Clinical Division Palliative Care Center Nursing Care for Cancer Outpatients Cardiovascular Medicine Respiratory Medicine Cardiovascular Surgery Respiratory Surgery Breast and Endocrine Surgery Obstetrics Gynecology Ophthalmology Orthopedic Surgery Neurology Psychosomatic Division Diabetes and Endocrinology Geriatric Medicine Rehabilitation Medicine Diagnostic Radiology Radiation Oncology Central Radiology Center for Community Healthcare Patient Support Center for Cancer Patient Support Reception Cashier Admissions Medical Affairs Division Medical Service Office Kiosk Coffee Shop ATM Guardroom Disaster Control Center Library Hospitalrestaurant Admissions reception desk	Emergency department Emergency Outpatient Endoscopy and Ultrasound Center Food inspection room Cardiovascular rehabilitation room	Unit for Highly Infectious Diseases
B1	Medical Information Department Department of General Medical Practice and Laboratory Diagnostic Medicine Radiotherapy Center Central Materials Department SPD Center		Clinical Engineering Center	

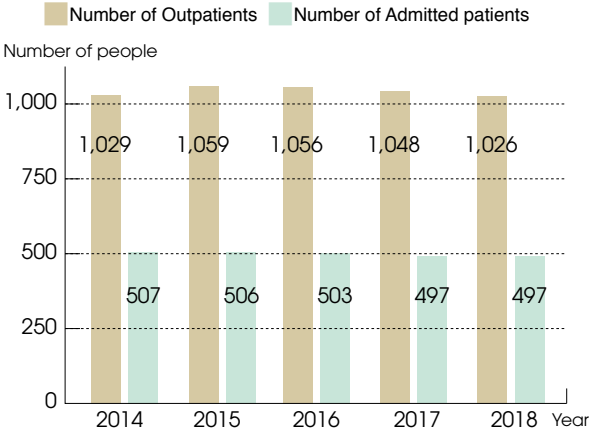
Kitchen Wing

Nutrition Management Department

〈Number of Patients (Admitted and Outpatient) by Department〉 FY2018

Department	Admitted		Outpatient	
	Total number	Average number of patients per day	Total number	Average number of patients per day
Gastroenterology	11,479	31	18,969	78
Neurology	2,437	7	5,058	21
Cardiovascular Internal medicine	9,646	26	15,963	65
Respiratory medicine	7,075	19	6,284	26
Hematology	12,115	33	5,991	25
Nephrology	1,201	3	2,318	10
Rheumatology	1,514	4	6,430	26
Diabetes and Endocrinology	3,507	10	14,513	59
Geriatrics	0	0	0	0
Gastroenterological surgery	9,005	25	4,584	19
Respiratory surgery	5,405	15	2,965	12
Esophageal surgery	6,497	18	2,239	9
Mammary gland/ Endocrinology	1,903	5	5,381	22
Cardiovascular surgery	9,386	26	1,699	7
Neurosurgery	9,598	26	8,364	34
Pediatric surgery	1,350	4	1,702	7
Pediatrics	8,295	23	8,317	34
Obstetrics	5,724	16	4,856	20
Gynecology	5,961	16	13,541	55
Psychiatry	9,488	26	18,047	74
Orthopedics	12,878	35	14,700	60
Dermatology	5,437	15	17,239	71
Plastic surgery	0	0	336	2
Urology	12,789	35	15,490	63
Ophthalmology	7,544	21	17,728	73
ENT	10,751	29	12,489	51
Diagnostic Radiology	120	0	1,093	4
Radiotherapy	2,568	7	4,895	20
Anesthesiology	0	0	1,116	5
Rehabilitation	0	0	0	0
Oncology	3,853	11	2,678	11
Emergency	645	2	2,355	10
Division of Clinical Pathology	0	0	0	0
Dental and Oral surgery	3,133	9	13,089	54
Total	181,304	497	250,429	1,026

〈Average number of patients per day by year〉



〈Central Examination Facilities〉

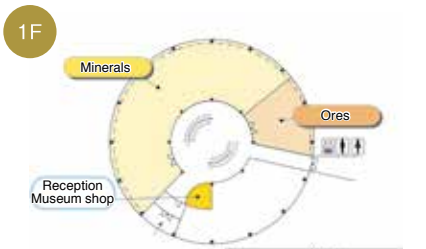
- Central Testing department
- Central Surgery department
- Central Radiology department
- Central Materials department
- Intensive Care Unit
- Emergency department
- Transfusion department
- Rehabilitation department
- Medical Information department
- Blood Purification Therapy department
- Central Medical History department
- Perinatal Maternal and Child Center
- Pathology department
- Comprehensive Exam department
- Clinical Research Promotion and Support Center
- Clinical Engineering Center
- Transplant Testing Center
- Center for Medical Education and Training
- Career Support Center for Doctors
- Endoscopy/Ultrasound Center
- Genetic Medicine department
- Oncology Information Center
- Center for Community Healthcare Patient Support, Center for Cancer Patient Support
- Chemotherapy department
- Palliative Care Center
- Psychosomatic Center
- Nutrition Management department
- Hepatic Disease Consultation Center
- Medical Doctor Support Center
- Center for Kidney Disease and Transplantation
- Stroke Comprehensive Medical Center
- Admissions support center

- Medical Safety Management department
- Infection Control unit
- Pharmaceutical department
- Nursing department

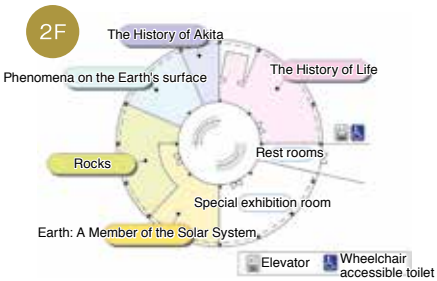
Helipad and Multistory parking lot

Mining Museum

The mining museum is a facility attached to the Graduate School of International Resource Sciences for the storage and display of materials and specimens from various fields related to the earth and its resources, that have been collected in the course of the University's research activities. Its history began in the exhibition room of Akita Mining School, which was founded in 1910 to train mining engineers. The mining museum was established when Akita University was inaugurated. A new building was constructed in 1961, and this is the Mining Museum as it stands today. In the public exhibition building, we have minerals and ores of various colors and shapes on display, as well as rare rocks and fossils. Here you can learn about the history of the earth, resource development and mining technology by observing actual machines and equipment used for mining, along with precision models. In addition, we also introduce the latest research of the University and research results from a wide range of academic fields through limited period special exhibitions, collaborative and partnership exhibitions and public lectures.



Minerals and ores are displayed on the 1st floor. The specimens exhibited here have all been collected by staff, students, alumni and others since the founding of Akita Mining School, or else are the original specimens donated by the many mines operating in Japan when the school was opened. Thanks also to the help of domestic and foreign research institutions and collectors, we have around 2,200 different specimens on display here (500 varieties). These precious specimens from Japan and from overseas are the largest collection of minerals in Japan.



The 2nd floor houses an exhibition of specimens of meteorites, rocks, strata and fossils outlining the composition and history of the Earth. You will see five exhibition areas as you enter: "The Earth: A Member of the Solar System", "Rocks", "Phenomena on the Earth's Surface", "The History of Akita" and "The History of Life". With the help of the many specimens, information panels and tools on display here, we learn what the Earth is made of, what phenomena have occurred, when life began and how it has evolved.

The 3rd floor features an exhibition on "resource development". Because resource development covers such a wide range of technologies, we classify the processing of resources into stages from the exploration for minerals through to the production of metals - "Exploration", "Mining and Extracting Oil", "Beneficiation" and "Smelting". Each stage is explained in a separate exhibition area. We have also set up displays on "Distributing Mineral Resources", "Mine Security Technology", "Natural Energy" "The Mining History of Akita." You can learn all about mining technology and how it has evolved.

<Visitor information>

- Opening hours: 9:00AM -4:00PM
- Closed: New Year's Holiday (Dec 26 - Jan 5), Sundays and public holidays from December to February.
- Admission: Adult 100 yen. Admission is free for high school students and below.
- Free museum guide: Complimentary museum tours are available, hosted by science volunteers. (Reservation required one week in advance)

You can see inside the museum using Google Street View. This shows you the interior of the exhibition building from 1st floor to 3rd floor through high definition 360 degree panoramic photos. It is accessible from your PC screen or smartphone. Search for "Mining museum" in Google Maps or use this QR code.

Affiliated School and Facilities for Education and Research

As of 2019 May 1

Category		Total Capacity	Number of Classes	Number of Actual Students						
				Grade1	Grade2	Grade3	Grade4	Grade5	Grade6	Total
Kindergarten	3-year childcare	96	4	〈3year-old〉26		〈4year-old〉29		〈5year-old〉32		87
Elementary School		585	18	96	91	91	91	92	96	557
Junior High School		448	12	147	144	145	—			436
Special Support School	Elementary School Department	18	3	4		5		6		15
	Junior High School Department	18	3	6	6	7	—			19
	High School Department	24	3	8	8	10	—			26

〈Faculty of Education and Human Studies〉

●Affiliated School Grounds

〈Faculty of Education and Human Studies〉

●Center for Educational Profession Enhancement

【Facility Purpose】Promote comprehensive research regarding practical education and teacher training in learning environments and clinical pedagogy, etc.

【Research Sections】School Education Research Section, Teacher Development Research Section, Practical Education Research Section, Clinical Education Research Section, Akita Prefecture General Education Center City Research Institute Liaison Office, Career Support Office for Teachers, Clinical Psychology Consultation Room

〈Graduate School of Medicine〉

●Center for Aging in Place

【Facility Purpose】

Akita has the highest aging population rate in Japan. This center aims to apply the University's educational and research resources and its commitment to regional social contributions to realize a comprehensive community care system (one that allows the patient to receive care in a way and place of their choosing, for as long as required).

【Center Activities】

We provide on-the-job education and training for nurses, careworkers, and care managers, and hold lecture meetings for professionals and local residents (2016). As part of the University's social contributions to the region, the center holdsvarious lectures including educating helpers for dementia sufferers, and creating a hospital in the home (since FY2015).

〈Graduate School of Engineering Science〉

●Research Center for Potential Development of Disaster Prevention

【Facility Purpose】

Promote research that will contribute to the prevention and mitigation of natural disasters and contribute to forming a safe and secure local community through supporting and researching the prevention and mitigation of local disasters

【Research Sections】

Earthquake disaster section, Tsunami disaster section, River disaster section, Landslide disaster section, Volcanic disaster section, Information and planning section

〈Graduate School of International Resource Sciences〉

●Mining Museum

【Facility Purpose】

●Conduct education, research, and investigations regarding the mining industry
●Collect, preserve, and display museum resources related to the mining industry

●Material samples: approximately 20,000
●Total samples: approximately 3,300

〈Faculty of Medicine〉

●University Hospital

【Facility Purpose】

Conduct medical education and research through providing patients with healthcare

●34 Medical departments
●615 Hospital beds

〈Graduate School of Engineering Science〉

●Center for Crossover Education

【Facility Purpose】

Contribute to improving the quality of both students and teachers through a variety of new initiatives related to practical education in science and technology.

【Center Activities】

Study abroad consultations, student-centered projects, manufacturing classes for children, science classes in English, techno career seminars etc.

〈Faculty of Medicine〉

●University Hospital Medical Simulation Center

【Facility Purpose】

Established in a joint cooperation by Akita Prefecture and Akita University to further develop the skills of the medical staff in Akita Prefecture with an emphasis on "medical simulation education," which is the new foundation for Akita Prefecture's healthcare.

●1st floor: TV Seminar Room, Medical Image Diagnostic Study Room *2nd floor: First-aid lab, Basic Clinical Techniques lab *3rd floor: Surgery Training room, Surgery Techniques lab,OB/GYN lab, Specialized Clinical Techniques lab

〈Graduate School of Engineering Science〉

●Research Center of Advanced Materials for Breakthrough Technology

【Facility Purpose】

Create new value based on research into materials which is a key strength of Akita University

【Areas of research】

Electromobility
Advanced energy utilization

University Common Use Facilities

●Research Center for Biosignal

【Purpose of Establishment】
We conduct unique research activities into biological information molecules such as lipids, proteins, nucleic acids, etc., and cooperate with similar Japanese and foreign organizations to maintain an open science and technology dialogue with the Japanese people. We are committed to sharing the results of our school's research with the local community and the rest of the world.

●Center for Information Technology and Management

【Facilities and Equipment】
- Educational PCs (total 400): PC rooms 1.2.4, PC rooms A/B, Hondo PC room, Group study corner, Scanner corner, Multilingual corner, Central Library, Medical Library
- Information services: Web mail, Large-size printer, Large-scale computing server, Virtual server hosting
- Information network : LAN cable (1-4 Gbps to the floor switch), Wireless LAN, Internet (20 Gbps)

●Cooperative Research Center

【Purpose of Establishment】
Advance joint research with external organizations to develop Akita University's education and research capabilities. Promote the sharing of intellectual property and the social implementation of intellectual property based on these research results. Promote and contribute to technological development in society.

●International Center for Research and Education on Mineral and Energy Resources

【Purpose of Establishment】
Train advanced resource development professionals with a global perspective, and contribute to the establishment of Japan's resource security and stable resource-supply system. Create an international resource network for further international exchange and global contributions.

●Advanced Research Center for Geriatric Medicine

【Purpose of Establishment】
Aim to promote interdisciplinary research on the aging society and advanced research on geriatric medicine by strengthening the system of medical care for the elderly, based on our knowledge of dementia and regional sociological studies, and thereby contribute to the improvement of regional medical care and the development of research on longevity and health.

●Bioscience Education and Research Support Center

【Facilities and Equipment】
- Animal Research Laboratory: [Animal breeding equipment] For mice, rats, guinea pigs, rabbits, cats, dogs, pigs, etc. [Special experiment equipment] Laboratory for infected animals, chemical hazard. [Analysis devices] 3D micro X-ray CT equipment Ultrasound echo imaging, in vivo luminescence imaging, fluorescence imaging, X-ray television systems, etc. [Research support work] Reproductive engineering support (cryopreservation, re-establishment of mouse strains), creation of genetically engineered animals, guidance on animal experiment techniques.
- Radioisotope Research Laboratory: [Equipment] Survey meter, liquid scintillation counter, image analysis scanner, etc. [Authorized nuclides] 15 types, including 3H, 14C, 32P and 125I. [Experiment support] Departmental staff available to carry out RI-related duties (Negotiable).
- Confocal laser scanning microscope, Transmission Electron Microscope, Flow cytometer, Next-generation sequencer, LC/MS equipment (Liquid Chromatography-Mass spectrometry), All-in-one fluorescence microscope, centrifuges, spectrophotometer [Contract] Tissue sample preparation, gene analysis, Electron microscope sample preparation
- Department of Education and Research Liaison

●Radioisotope Research Center

【Facilities and Equipment】
- Unsealed source experiment area: -10°C and 4°C experiment laboratories: 3 fume hoods and 1 biosafety cabinet, liquid scintillation counter, tritium gas measuring and experiment equipment, various scalers, survey meters and plate analyzers
- Sealed source experiment area: Multi-channel ray spectrometer, high-performance liquid chromatograph mass spectroscope, image analyzer, horizontal x-ray diffractometer

16 types of unsealed sources and 5 types of sealed sources are available for use.

●Environmental Research Center

【Facilities and Equipment】
- Waste Treatment Building: inorganic waste – ferritization processing, organic waste/ hazardous solid waste – spray combustion/ incineration, mercury, cyanide waste – oxidative decomposition and adsorption processing, fluorine-phosphoric acid-based waste – calcification processing, COD waste – Fenton treatment
- Experiment and Analysis Building: Gas chromatograph/ mass spectrometer, gas chromatograph, atomic absorption spectrophotometer, liquid chromatograph, X-ray analysis equipment, other necessary equipment

for Education and Research

Center for Regional Revitalization in Research and Education Building No. 1

【Facilities and equipment】
Microwave reactor, ultra-high resolution field emission scanning electron microscope, CHNSO elemental analyzer, flame/furnace atomic absorption spectrometer, CHO/CHS elemental analyzer, nuclear magnetic resonance spectrometer (600 MHz), X-ray photoelectron spectrometer, micro-focus X-ray computed tomography system, mercury porosimeter, ultra-high-performance liquid chromatography, light scattering gel permeation chromatography with light scattering detector, terahertz spectrometer, bipolar power supply, sludge treatment system, spray dryer, specific surface area/pore size distribution measurement system, catalyst analyzer, thermal cycler for real-time PCR, multi-label plate reader, rotational viscometer, quadrupole time-of-flight mass spectrometer, gas adsorption measurement system, matrix-assisted laser desorption/ionization time-of-flight mass spectrometer, water purification system, fume hoods, bio-clean bench.

Center for Regional Revitalization in Research and Education

【Purpose of Establishment】
As a university which serves as a base for learning in the region, we contribute to the promotion and revitalization of local businesses, developing talent which serves the community, through collaborative research and support initiatives to promote the local economy and prevent disasters in the region, and research which supports local businesses.

Center for Regional Revitalization in Research and Education Building No. 2

【Facilities and Equipment】
- Novel recycling technology and evaluation system: Nanoparticle analyzer, Ion chromatography, Shape measuring microscope, Scanning probe microscope, Inductively coupled plasma - optical emission spectrometer (ICP-OES), Thermogravimetry - differential thermal analysis (TG-DTA), Vibration mill, Roll type magnetic separator, Nonferrous metal separator (eddy current separator), Vacuum arc melting furnace, X-ray fluorescence spectrometer (XRF), Metal dispersion analyzer, Air table separator, Wet high intensity magnetic separator (WHIMS), etc.
- High-function material fabricating and measurement systems: Field emission scanning electron microscope, Alloy film fabrication system, Scanning electron microscope, High vacuum scanning probe microscope, High sensitivity magnetization measurement system, High vacuum heat treatment system, X-ray diffractomerter for thin films, X-ray diffractomerter for powder, Magnetic storage material analysis and evaluation system, Nanoparticle size analysis / zeta potential measurement system, Liquid nitrogen production equipment, surface roughness measurement system, etc.

Center for Education and Research

	Purpose of Establishment
Institutional Research and Evaluation Center	● To support self-evaluation, assessment activities, effort to improve the management at Akita University. ● To research and develop student/faculty evaluation systems ● Utilization and analysis of information inside and outside the university
Global Center for Higher Education	● To promote the structure and educational activities of an education system centered on a fundamental core curriculum education ● To improve and enhance fundamental core curriculum education and specialized education through investigation, research, and development ● Planning and public relations activities related to international exchange ● To promote international academic exchange ● To promote international educational exchange
Student Support Center	● To provide support for students through various types of consultation, and financial aid through tuition waivers and scholarship recommendations ● To provide support for extracurricular activities such as the university festival, and to promote the maintenance and improvement of extracurricular activity facilities ● Employment guidance, provision of employment information, support in searching for a career, such as employment consultations
Secondary Education Collaboration Center	● Connection between high school and university studies ● Research and development of selection methods for university admissions based on admissions policies ● Planning and drafting PR material for aspiring university applicants
Center for Teaching License Extension	● To plan and execute training for educators who need to extend their teaching license ● Liaise with Akita boards of education, prefectural universities and education organizations

Technological Organization

	Purpose of Establishment
General Technical Section	● To provide campus-wide technological support for educational research activities ● To maintain and develop the expertise of the engineering faculty as a common asset of the university, and to improve those capabilities and qualities and to ensure excellent tech support.

Welfare Facilities

Facility	Major information
Health Center	Student consultation room, relaxation room, examination room, treatment room, x-ray room, Waiting hall, auditory testing room, ECG room, counseling room, testing lab, Director's office, Associate Professors' office, office, storeroom, multi-purpose W.C.
University Hall (Clair) (Tegata Campus)	●1st floor/Management office, cafeteria, kitchen, food and "bento" corner, amenities corner, Career station, Vending machine corner, events hall ●2nd floor/Training rooms (1,2,3), Japanese style rooms (Ajisai, Rindo), meeting room, school store and travel corner
Hondo Hall (Medikoko) (Hondo Campus)	●1st floor/Cafeteria, kitchen, kiosk,office, storage ●2nd floor/Training room, consultation room, large meeting room, small meeting room, Japanese style room, supply closet
Student Dormitories	See table below
International House	● Rooms/Individual rooms (28 rooms for international students, 5 rooms for international researchers), family rooms (2 rooms for international researchers), couples' rooms (3 rooms for international researchers) ● Management related/Management office, maintenance room, storage ● Common rooms/ All-purpose hall, meeting room, laundry room
International Student House	● Rooms/Individual rooms (27 rooms), couple rooms' (3 rooms) ● Management related/Office, machine room, storage ● Common rooms/Meeting room, Japanese style room, laundry room

Category	Tegata Dorm (women only) (excluding international students)	Hondo Dorm (women only) (excluding international students)	Nishiyachi Dorm (men only) (including international students)
Total Building Area	746㎡	1,076㎡	3,171㎡
Number of Rooms	40	31	130
Maximum Capacity	40	31	130


University Hall (Clair) (Tegata Campus)

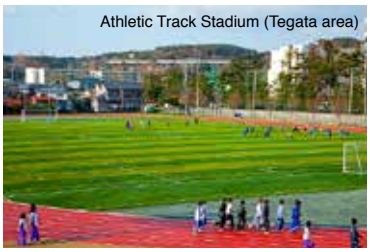

Nishiyachi Dorm


International House


International Student House

Sports Facilities

Facility	Area(㎡) Tegata area	Hondo area	Hodono area	Comments
Athletic Track Stadium	24,637	20,909	—	400m／6 courses, main/8 courses
Baseball field	20,378		—	—
Sports field	Used jointly with the Athletic Track	Used jointly with the Athletic Track	—	soccer, rugby (Hondo area has soccer, rugby, archery, soft baseball)
Handball court		—	—	—
Large gymnasium	2,591	1,079	3,588	basketball, handball, volleyball, badminton, judo, kendo, etc. (Hondo area has volleyball, badminton, basketball, table tennis, futsal)
Small gymnasium	750	—	—	gymnastics, table tennis, karate, etc.
Martial arts gymnasium	—	—	373	judo, kendo
Archery field	149	—	—	—
Tennis courts	(5courts)3,238	(5courts)3,614	—	—
Swimming Pool(25m)	800	—	—	7courses
Exercise ground	—	—	14,923	—


Athletic Track Stadium (Tegata area)


Gymnasium (Tegata area)

Tokyo Satellite Office

The “Akita University Tokyo Satellite”campus acts as a base to: 1. provide information to prospective students; 2. promote cooperation among industry, academia, and the government and to conduct activities related to strengthening the cooperation; 3. to act social contribution in the Greater Tokyo area.

〈Responsibilities〉

1. Provide information to prospective students

- Offer the entrance exam orientations, entrance exam information to high schools, visit area schools

2. Support cooperative activities among industry leaders, academia, and government

- Act as the consultation window for joint research and science and technology
- Provide academic information, seeds of technology
- Hold academic meetings such as symposiums, conferences and research groups
- Introduce researchers and their research results

3. Support social contribution activities

- Hold lectures and seminars

4. Support Career Search Activities

- Accept applications for job offers from companies
- Provide students with job information

5. Support alumni activities

- Provide alumni with university related information

- **Location** 108-0023 3-3-6 Shibaura, Minato-ku, Tokyo-to
- **Telephone / FAX** 03-5440-9104
- **Homepage** https://www.akita-u.ac.jp/honbu/satellite/

Campus Innovation Center

Yokote Branch School, Kita Akita Branch School, Oga Namahage Branch School

The Yokote city, Kita Akita city and Oga Namahage city branch schools have been established in an effort to disseminate information from Akita University throughout the prefecture and have a closer cooperative relationship with local communities.

Yokote Branch School
〈Opened August 5, 2009〉

- Programs are implemented in an effort to encourage student participation in community activities (for example, making *iburigakko*, a smoked pickle famous in Akita), and to resolve community issues.
- Promotion of cooperative programs with elementary, junior high and high schools, such as the “Mini Education Practice" or "English Adventure" for students intending to become teachers.

- **Contact**
  013-0036 1-21Ekimae-cho, Yokote-shi
  Yokote City Exchange Center Y2 (Y･Y) Plaza
- **TEL** 0182-38-8304
- **FAX** 0182-32-4056

Kita Akita Branch School
〈Opened November 17, 2010〉

- We practice traditional farming methods, using an integrated process from planting through to harvest, without the use of pesticides or chemical fertilizers (Akita University original "Hotaruhime" rice project).
- Offers science classes for elementary and junior high school students.

- **Contact**: 018-3392 19-1 Hanazono-cho, Kita Akita-shi Kita Akita City Hall, General Affairs Department,General Affairs Section, General Affairs Group
- **TEL** 0186-62-1111
- **FAX** 0186-63-2586

Oga Namahage Branch School
〈Opened September 30, 2013〉

- Making efforts to raise the level of local education through projects that utilize students’will for self-study and self-learning for children, and organized visits to the Faculty of Medicine.
- We are aim to extend the healthy life span of elderly citizens in Oga City, by encouraging them to maintain and improve their motor function.

- **Contact**
  010-0595 66-1 Izumidai, Funagawa, Funagawaminato, Oga-shi
  Oga city General Affairs Planning Department Strategic Planning Section
- **TEL** 0185-24-9126
- **FAX** 0185-23-2424

Information Center

Here we have our current research and education projects on display, including regular exhibitions on the work of our prominent graduates (for example Tamezo Narita and Keishi Nagi). Also, various events and concerts are organized by students and faculty members.

〈Admission Information〉

- Opening Hours/10:30 a.m. – 5:00 p.m.
- Opening Days/Weekdays only (Entrance is free)

Information Center Exterior

Students in the Open Space

〈Main Items on Permanent Display〉

- Introduction of Graduates

Tamezo Narita

A graduate of the Akita Prefecture Normal School (predecessor to the Faculty of Education and Human Studies). He left more than 300 outstanding songs to the world such as “Song of the Beach” and the “Akita Prefectural Song.” Surviving records show that he began seriously studying composition while attending the Akita Prefecture Normal School.

Keishi Nagi

A member of the second graduating class of the Akita University Faculty of Medicine. He continues to work as a doctor at the Saku General Hospital in Nagano prefecture as well authors books. His works include *Medical Student*, whose stage is set at the newly established Akita University Faculty of Medicine, and portrays the worries and conflicts of its main characters, 4 young medical students, and *Diamond Dust*, which was the winner of the 100th Akutagawa award.

Tokiko Matsuda

Educated at Akita Women's Teacher Training Institute (now Department of Education and Human Studies), Tokiko Matsuda is a well published author and her 1966 novel "Orin Kuden", a series based on the life of her mother and the people of Arakawa mine, received the 8th Tamura Toshiko Award in 1968.

Masatatsu Abe

A graduate of the Graduate School of Engineering and Resource Science Department, Masatatsu Abe, is a true adventurer, always heading wherever his dreams may lead. He is planning a one-man unsupported and unassisted walk to the South Pole following the same route as the Antarctic explorer, Shirase Nobu, from Akita prefecture this fall.

〈Major Projects〉

Lectures from former graduates

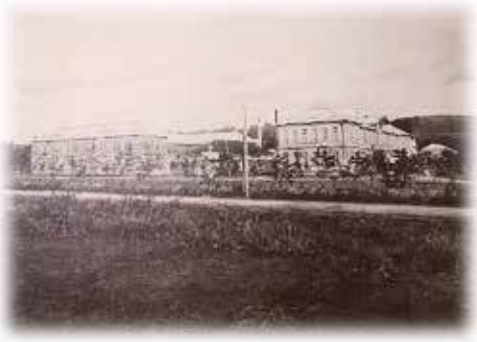
Student exhibition

University Clubs' Exhibitions

Information

- ○ Historical Sketch
- ○ Academic Organization
- ○ Student Quota, Current Student Data
- ○ New Student Application and Entrant Data
- ○ Undergraduate and Graduate School Graduate Data
- ○ Degree Conferral Data
- ○ International Student Data
- ○ International Researcher Data
- ○ Overseas Partner Universities
- ○ Administrator Data/ Instructor Data
- ○ Budget for FY2019
- ○ Accepted External Funding Status
- ○ Telephone Numbers and Addresses
- ○ Tegata Campus Map
- ○ Hondo Campus Map/Hodono Campus Map
- ○ Access

Historical Sketch



1910 March
Akita Mining College
(National)

1873 September
Akita Denshu School

1874 May
Akita Taihei School

1878 April
Akita Prefecture Normal School

1878 December
Akita Normal School

1880 May
Akita Women's
Normal School

1886 August
Akita Prefecture Jinjyo Normal School

1898 April
Akita Prefecture Normal School

1909 April
Akita Prefecture Women's
Normal School

1943 April
Akita Normal School (National)

1924 March
Akita Prefectural Technical
Continuation School
Teacher Training School

1935 April
Akita Prefectural Youth
School Teacher Training
School

1944 April
Akita Youth Normal
School (National)

Centennial Hall (Constructed 2012 October)

Built to commemorate the 100th anniversary of the founding of the Faculty of Engineering Resources
Its exterior inherits the Akita Mining College building, the predecessor to Akita University

1945 1965 1975 1985 1989 1990 1991 1992 1994 1996 1998 1999 2000 2002 2004 2006 2007 2008 2009 2010 2011 2012 2013 2014 2016 2018 2019

1949 May
Akita University established

1999
50th anniversary

2004 April
National University Corporation

2009
60th anniversary

2019
70th anniversary

Graduate Schools

1965 April
Graduate School of Mining and Engineering (Master's Degree Program)

1976 April
Graduate School of Medical Sciences

1989 April
Graduate School of Education (Master's Degree Program)

1994 April
Graduate School of Mining (Doctor's Degree Program)

2002 April
Restructured: Graduate School of Engineering and Resource Science

2007 April
Graduate School of Medicine

Graduate School of Education

Graduate School of Medicine

Graduate School of Engineering and Resource Science

2016 April 1
Newly established: Graduate School of International Resource Sciences
Restructured: Graduate School of Education and Graduate School of Engineering Science

Faculty of Teaching Arts

1949 May
Elementary School Teacher Training Program
Junior High School Teacher Training Program

1967 June
Renamed: Faculty of Education

1968 April
Special Education School Teacher Training Program

1973 April
Kindergarten Teacher Training Program

1991 April
Information Science Program

1951 April
Kindergarten
Elementary School
Junior High School

1972 April
Special Education School

1977 April
Center for Educational Engineering

1992 April
Restructured: Center for Education Practice and Research Guidance

1998 April
Restructured: Faculty of Education and Human Studies

Department of School Education
Program in Regional Studies
Program in International Language and Culture Studies
Program in Human Environment Studies

Kindergarten
Elementary School
Junior High School
Special Education School

Center for Education Practice and Research Guidance

2000 April
Restructured: Educational Research and Practice Center

2007 April
Renamed: School for Special Needs Education

2010 April
Renamed: Center for Educational Research and Practice

Faculty of Education and Human Studies

Department of School Education
Program in Regional Studies
Program in International Language and Culture Studies
Program in Human Environment Studies

Kindergarten
Elementary School
Junior High School
School for Special Needs Education

2014 April 1
Newly established: Faculty of International Resource Sciences
Restructured: Faculty of Education and Human Studies, Faculty of Engineering Science

Faculty of International Resource Sciences

Department of International Resource Sciences

Mining Museum

Faculty of Education and Human Studies

Department of School Education
Department of Regional Studies and Humanities

2018 April
Reorganization: Department of Regional Studies and Humanities

Kindergarten
Elementary School
Junior High School
Special Support School
Center for Educational Research and Practice

2019 April
Reorganization: Center for Educational Profession Enhancement

Faculty of Medicine

1970 April
School of Medicine

1971 April
University Hospital

1972 April
Nursing School

Abolished 1992 March

1981 April
Animal Research Laboratory

Abolished 2004 March

1982 April
Center for Experimental Testing Machinery

Abolished 2004 March

2002 October
Newly established: School of Health Sciences

Faculty of Medicine

School of Medicine
School of Health Sciences

University Hospital

Faculty of Medicine

School of Medicine
School of Health Sciences

University Hospital
Akita University Hospital Medical Simulation Center
Center for Aging in Place

Faculty of Mining

1949 May
Department of Mining

1960 April
Department of Mining
Department of Mining Geology

1955 April
Department of Metallurgy
Department of Fuel Chemistry

Department of Metallurgy and Fuel Chemistry

1967 April
Department of Metallic Engineering for Materials

1981 April
Department of Chemical Engineering for Resources

1990 April
Restructured
Department of Geoscience, Mining Engineering and Materials Engineering
Department of Materials Engineering and Applied Chemistry
Department of Computer Science and Engineering

Department of Electrical Engineering

1959 April
Department of Mining Machinery

Department of Mining Electricity

1964 April
Department of Mechanical Engineering
Department of Electrical Engineering

1966 April
Department of Mining Civil Engineering

1970 April
Department of Civil Engineering

1973 April
Department of Electronic Engineering

1977 April
Department of Mechanical Engineering for Production

1991 April
Restructured
Department of Mechanical Engineering
Department of Electrical and Electronic Engineering
Department of Civil and Environmental Engineering

1998 April
Restructured: Faculty of Engineering and Resource Science

Department of Earth Science and Technology
Department of Environmental Materials Engineering
Department of Materials Science and Engineering
Department of Computer Science and Engineering
Department of Mechanical Engineering
Department of Electrical and Electronic Engineering
Department of Civil and Environmental Engineering

2008 April
Department of Engineering in Applied Chemistry

Department of Life Science

Faculty of Engineering and Resource Science

Department of Earth Science and Technology
Department of Engineering in Applied Chemistry
Department of Life Science
Department of Materials Science and Engineering
Department of Computer Science and Engineering
Department of Mechanical Engineering
Department of Electrical and Electronic Engineering
Department of Civil and Environmental Engineering

Faculty of Engineering Science

Department of Life Science
Department of Materials Science
Department of Mathematical Science and Electronic-Computer Engineering
Department of Systems Design Engineering

2018 April
Restructured: Research Center of Advanced Materials for Breakthrough Technology

Research Center for Engineering Science
Innovation Center for Engineering Design and Manufacturing

2019 April
Reorganization: Center for Crossover Education

Research Center for Potential Development of Disaster Prevention
Correspondence Education Program

1965 April
Mining Museum

1950 April
Research Institute of Underground Resources

1967 April
Underground Resources Research Facility

1986 April
Restructured: Resource and Earth Science Research Facility

1996 May
Restructured: Material Resource System Research Facility

1949
Correspondence Education Program

Mining Museum

Material Resource System Research Facility

2004 July
Innovation Center for Engineering Design and Manufacturing

2006 January
Research Center for Potential Development of Disaster Prevention

2006 April
Restructured: Center for Geo-Environmental Science

Correspondence Education Program

Mining Museum

Center for Geo-Environmental Science

Innovation Center for Engineering Design and Manufacturing

Research Center for Potential Development of Disaster Prevention

Correspondence Education Program

College of Allied Medical Science

(1989 April – 2007 March)

- Department of Physical Therapy, Department of Occupational Therapy (separated and expanded 1990 April)
  【Department of Nursing (1989 October)】

Non-degree Post-graduate Courses

- Advanced Course of Mining (1954 April – 1965 March)
- Advanced Course of Education (1965 April – 1989 March)
- Special Advanced Course of Special Education (1980 April – 2008 March)

University Common Use Facilities for Education and Research

- Cooperative Research Center (2007 November)
  【Intellectual Property Headquarters (2004 April) + Regional Cooperative Research Center (1989 January)】
- General Information Processing Center (2015 April)【Information Processing Center (1989 January)】
- Bioscience Education and Research Support Center (2016 April) [Bioscience Education and Research Center (2004 April)]
- Radioisotope Research Center (1974 June)
- Environmental Research Center (2004 April)
- International Center for Research and Education on Mineral and Energy Resources (2009 October)
- Center for Regional Revitalization in Research and Education (2016 April) [Center for Regional Revitalization in Research and Education (2011 April); Venture Business Laboratory (2001 May); Venture Incubation Center (2012 October)]
- Research Center for Biosignal (2012 April)
- Advanced Research Center for Geriatric Medicine (2012 January)

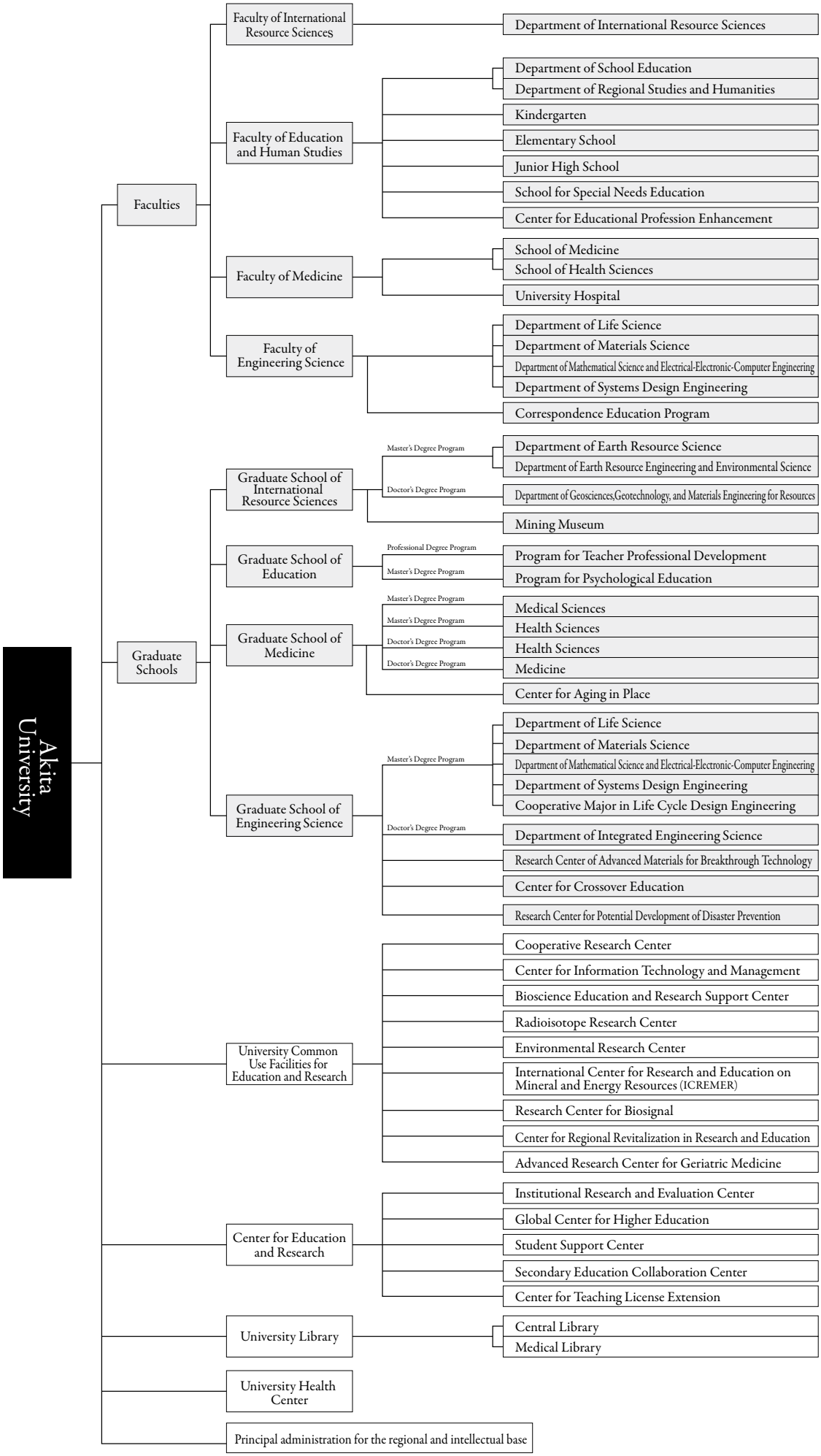
Centers for Education and Research

- Institutional Research and Evaluation Center (2017 April) [Center for Evaluation (2004 April)]
- Global Center for Higher Education (2019 April)
- Student Support Center (2004 April)
- Secondary Education Collaboration Center (2017 April)
- Center for Teaching License Extension (2009 April)
  【Organization for the Promotion of International Exchange (2004 April)】

*Organization for the Promotion of Social Contribution(2004 April – 2009 March)

- University Library(1949 May)
- University Health Center(1974 April)
- Center of Community (Promotion division of Community) (2016 April)

Academic Organization



Student Quota, Current Student Data

〈Faculties〉

As of 2019 May 1

Faculty	Department/Program	Max. Enrollment Capacity	Max. Student Capacity	Current Students Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Faculty of International Resource Sciences	Department of International Resource Sciences	120	480	138	133	109	126			506
	Total	120	480	138	133	109	126			506
Faculty of Education and Human Studies *1: Not accepting new students from 2014 school year	Department of School Education	110	440	111	116	118	131			476
	Department of Regional Studies and Humanities	100	400	104	104	108	110			426
	Program in Regional Studies	※1					1			1
	Program in International Language and Culture Studies						0			0
	Program in Environmental and Mathematical Sciences						1			1
	Total	210	840	215	220	226	243			904
Faculty of Medicine	School of Medicine	〈5〉124	767	131	128	139	123	129	119	769
	School of Health Sciences	(14)106	452	110	112	124	116			462
	Total	〈5〉(14)230	1,219	241	240	263	239	129	119	1,231
Faculty of Engineering Science	Department of Life Science	45	180	52	46	47	41			186
	Department of Materials Science	110	440	118	129	126	103			476
	Department of Mathematical Science and Electrical-Electronic-Computer Engineering	120	480	128	142	133	135			538
	Department of Systems Design Engineering	120	480	134	150	144	124			552
	Common Subjects	12	24							
	Total	(12)395	1,604	432	467	450	403			1,752
Faculty of Engineering and Resource Science *1: Not accepting new students from 2008 school year *2: Not accepting new students from 2014 school year	Department of Earth Science and Technology	※2					1			1
	Department of Materials-process Engineering and Applied Chemistry for Environments	※1								
	Department of Applied Chemistry	※2					2			2
	Department of Life Science									
	Department of Materials Science and Engineering									
	Department of Computer Science and Engineering					1	0			1
	Department of Mechanical Engineering						2			2
	Department of Electrical and Electronic Engineering						1			1
	Department of Civil and Environmental Engineering									
	Common Subjects									
	Total					1	6			7
Total		〈5〉(26)955	4,143	1,026	1,060	1,049	1,017	129	119	4,400

*Numbers in ( ) represent third-year transfer students and are not included in the tally. *Numbers in < > represent second-year transfer students and are not included in the tally.

〈Graduate Schools〉

As of 2019 May 1

School	Department	Max. Enrollment Capacity	Max. Student Capacity	Current Students Master's Degree Program Year 1	Year 2	Total
Graduate School of International Resource Sciences	Department of Earth Resource Science	17	34	15	21	36
	Department of Earth Resource Engineering and Environmental Science	23	46	19	35	54
	Total	40	80	34	56	90
	Department	**Max. Enrollment Capacity**	**Max. Student Capacity**	**Doctor's Degree Program Year 1**	**Year 2**	**Year 3**	**Total**
	Department of Geosciences,Geotechnology, and Materials Engineering for Resources	10	30	13	10	9	32
Total		50	110				122

School	Department	Max. Enrollment Capacity	Max. Student Capacity	Current Students Professional Degree Program Year 1	Year 2	Total
Graduate School of Education	Program for Professional Development of Teachers	20	40	15	18	33
	Department	**Max. Enrollment Capacity**	**Max. Student Capacity**	**Current Students Master's Degree Program Year 1**	**Year 2**	**Total**
	Program for Psychological Education	6	12	6	5	11
Total		26	52			44

School	Department	Max. Enrollment Capacity	Max. Student Capacity	Current Students Master's Degree Program Year 1	Year 2	Total
Graduate School of Medicine	Medical Sciences	5	10	0	2	2
	Department	**Max. Enrollment Capacity**	**Max. Student Capacity**	**Master's Degree Program Year 1**	**Year 2**	**Total**
	Health Sciences	12	24	13	15	28
	Department	**Max. Enrollment Capacity**	**Max. Student Capacity**	**Doctor's Degree Program Year 1**	**Year 2**	**Year 3**	**Total**
	Health Sciences	3	9	4	4	4	12
	Department	**Max. Enrollment Capacity**	**Max. Student Capacity**	**Doctor's Degree Program Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
	Medicine	30	120	33	24	26	67	150
Total		50	163					192

School	Department	Max. Enrollment Capacity	Max. Student Capacity	Current Students			Total
				Master's Degree Program			
				Year 1	Year 2		
Graduate School of Engineering Science	Department of Life Science	15	30	19	16		35
	Department of Materials Science	42	84	44	39		83
	Department of Mathematical Science and Electrical-Electronic-Computer Engineering	45	90	60	48		108
	Department of Systems Design Engineering	36	72	36	33		69
	Cooperative Major in Life Cycle Design Engineering	12	24	16	7		23
	Total	150	300	175	143		318
	Department	Max. Enrollment Capacity	Max. Student Capacity	Doctor's Degree Program			Total
				Year 1	Year 2	Year 3	
	Department of Integrated Engineering Science	10	30	9	7	18	34
Total		160	330				352

School	Department	Max. Enrollment Capacity	Max. Student Capacity	Current Students			Total
				Master's Degree Program			
				Year 1	Year 2		
Graduate School of Engineering and Resource Science *1: Not accepting new students as of the 2012 school year *2: Not accepting new students as of the 2016 school year	Department of Earth Science and Technology	※2					
	Department of Materials-process Engineering and Applied Chemistry for Environments	※1					
	Department of Applied Chemistry	※2					
	Department of Life Science						
	Department of Materials Science and Engineering						
	Department of Computer Science and Engineering						
	Department of Mechanical Engineering						
	Department of Electrical and Electronic Engineering						
	Department of Civil and Environmental Engineering						
	Cooperative Major in Life Cycle Design Engineering						
	Total						
	Department	Max. Enrollment Capacity	Max. Student Capacity	Doctor's Degree Program			Total
				Year 1	Year 2	Year 3	
	Department of Geosciences, Geotechnology, and Materials Engineering for Resources	※2				1	1
	Department of Life Science						
	Department of Advanced Materials Engineering					1	1
	Department of Production and Civil Engineering					1	1
	Department of Electrical, Electronic and Computer Systems Engineering					2	2
	Total					5	5
Total							5

Grand Total	286	655		715

New Student Application and Entrant Data

〈Faculties〉

2019 school year

Section	Max. Enrollment Capacity	Applicants			Entrants			Ratio
		Male	Female	Total	Male	Female	Total	
Faculty of International Resource Sciences	120	344	121	465	92	34	126	3.88
Faculty of Education and Human Studies	210	470	594	1064	79	135	214	5.07
Faculty of Medicine	230	602	619	1221	100	132	232	5.31
Faculty of Engineering Science	395	1506	305	1811	339	73	412	4.58

*Does not include international exchange students (except for the Faculty of International Resource Sciences). Also does not include transfer students.

〈Graduate Schools〉

2019 school year

Section			Max. Enrollment Capacity	Applicants			Entrants			Ratio
				Male	Female	Total	Male	Female	Total	
Graduate School of International Resource Sciences (Master's Degree Program)			40	32	9	41	29	5	34	1.03
Graduate School of International Resource Sciences (Doctor's Degree Program)			10	5	4	9	5	4	9	0.90
Graduate School of Education (Professional Degree Program)			20	16	4	20	14	1	15	1.00
Graduate School of Education (Master's Degree Program)			6	2	12	14	0	6	6	2.33
Graduate School of Medicine	Master's Degree Program	Medical Sciences	5	0	0	0	0	0	0	0.00
	Master's Degree Program	Health Sciences	12	8	6	14	8	5	13	1.17
	Doctor's Degree Program	Health Sciences	3	3	1	4	3	1	4	1.33
	Doctor's Degree Program	Medicine	30	21	12	33	21	12	33	1.10
Graduate School of Engineering Science (Master's Degree Program)			150	176	23	199	150	18	168	1.33
Graduate School of Engineering Science (Doctor's Degree Program)			10	7	0	7	7	0	7	0.70

*Does not include Japanese government scholarship foreign exchange students or specially selected foreign exchange students.
(However, includes Japanese government scholarship foreign exchange students and specially selected foreign exchange students at the Graduate School of International Resource Sciences.)

Undergraduate and Graduate School Graduate Data

〈Faculties, Graduate Schools, and Post-graduate Non-degree Courses〉

Faculties			Graduate Schools			Post-graduate Non-degree Courses	
Section	2019 School Year	Total	Section	2019 School Year	Total	Section	Total
Faculty of International Resource Sciences	99	206	Graduate School of International Resource Sciences (Master's Degree Program)	34	58		
Faculty of Education and Human Studies	218	5,184	Graduate School of Education (Master's Degree Program)	4	895	Advanced Course of Education	78
Faculty of Education		14,519	Graduate School of Education (Professional Degree Program)	20	48	Special Advanced Course of Special Education	212
Faculty of Medicine	231	5,791	Graduate School of Medicine (Master's Degree Program)	1	64		
			Graduate School of Medicine (Master's Degree Program)	12	103		
			Graduate School of Medicine (Doctor's Degree Program)	4	29		
			Graduate School of Medicine (Doctor's Degree Program)	28	215		
			Graduate School of Medicine		791		
Faculty of Engineering Science	381	754	Graduate School of Engineering Science (Master's Degree Program)	137	259		
			Graduate School of Engineering Science (Doctor's Degree Program)	1	2		
Faculty of Engineering and Resource Science	10	7,471	Graduate School of Engineering and Resource Science (Master's Degree Program)	1	2,022		
			Graduate School of Engineering and Resource Science (Doctor's Degree Program)	11	149	Advanced Course of Mining	58
Faculty of Mining		14,522	Graduate School of Mining (Master's Degree Program)		1,270		
			Graduate School of Mining (Master's Degree Program)		1,012		
			Graduate School of Mining (Doctor's Degree Program)		123		
Total	939	48,447	Total	256	7,043	計	348

*Advanced Course of Mining abolished March 1965 *Advanced Course of Education abolished March 1989 *Graduate School of Mining (Master's Degree Program) abolished March 1997 *Faculty of Education restructured/renamed to Faculty of Education and Human Studies in April 1998 *Faculty of Mining restructured/renamed to Faculty of Engineering and Resource Science in April 1998 *Graduate School of Mining restructured/renamed to Graduate School of Engineering and Resource Science in April 2002 *Special Advanced Course of Special Education abolished March 2008 *Graduate School of Medicinal Science restructured/renamed Graduate School of Medicine in April 2007 *Faculty of Engineering and Resource Science reorganized and renamed as the Faculty of Engineering Sciences in April 2014 Faculty of Engineering Sciences *Graduate school of Engineering and Resource Science reorganized and renamed as the Graduate School of Engineering Sciences

〈College of Allied Medical Science〉

Section	Department of Nursing	Department of Physical Therapy	Department of Occupational Therapy
Total	1,015	246	254

*College of Allied Medical Science abolished March 2007

Degree Conferral Data

As of 2019 May 1

Section		2014	2015	2016	2017	2018	Total
Graduate School of International Resource Sciences	Master's Degree (Resource Sciences)				4	8	12
	Master's Degree (Science)				8	12	20
	Master's Degree (Engineering)				12	14	26
	Doctor's Degree (Engineering)					3	3
	Total				24	37	61
Graduate School of Education	Master's Degree (Education)	24	31	28	7	4	895
	Master of Education			4	24	20	48
	Total	24	31	32	31	24	943
Graduate School of Medicine	Master's Degree (Medical Science)	0	3	1	2	1	27
	Master's Degree (Nursing)	6	4	7	4	7	69
	Master's Degree (Rehabilitation Science)	8	7	4	7	5	71
	Doctor's Degree (Health Sciences) (Course)	4	3	5	3	4	29
	Doctor's Degree (Medicine) (Course)	25	23	27	35	28	217
	Doctor's Degree (Medicine) (Thesis)	3	4	0	2	4	33
	Total	46	44	44	53	49	446
Graduate School of Medicinal Science	Doctor's Degree (Medicine) (Course)						806
	Doctor's Degree (Medicine) (Thesis)						574
	Total						1,380
Graduate School of Engineering Science	Master's Degree (Science)			1	9	20	30
	Master's Degree (Engineering Science)				26	29	55
	Master's Degree (Engineering)				86	88	174
	Doctor's Degree (Science)				1	0	1
	Doctor's Degree (Engineering)					1	1
	Total			1	122	138	261
Graduate School of Engineering and Resource Science	Master's Degree (Engineering)	101	145	136	6	1	1,927
	Master's Degree (Resource Science)	6	6	14	1	0	48
	Master's Degree (Science)	13	11	15			47
	Doctor's Degree (Engineering) (Course)	8	7	9	9	8	137
	Doctor's Degree (Resource Science) (Course)	1	0	2	1	3	9
	Doctor's Degree (Science) (Course)		1	2			3
	Doctor's Degree (Engineering) (Thesis)	0	1	0	1	0	12
	Doctor's Degree (Resource Science) (Thesis)	0	0	0	0	0	1
	Doctor's Degree (Science) (Thesis)		0	0	0	0	0
	Total	129	171	178	18	12	2,184
Graduate School of Mining	Master's Degree (Engineering)						2,252
	Master's Degree (Resource Science)						30
	Doctor's Degree (Engineering) (Course)						117
	Doctor's Degree (Resource Science) (Course)						6
	Doctor's Degree (Engineering) (Thesis)						31
	Total						2,436
Grand Total		199	246	255	248	260	7,711

International Student Data

As of 2019 May 1

Country	Faculty																						Graduate School																					Total
	Undergraduate Total	Faculty of International Resource Sciences						Faculty of Education and Human Studies				Faculty of Medicine				Faculty of Engineering Science				Subtotal				Undergraduate Total	Graduate School of International Resource Sciences				Graduate School of Education				Graduate School of Medicine				Graduate School of Engineering Science				Subtotal									
		Regular				Non-Regular				Regular				Non-Regular				Regular				Non-Regular					Regular				Regular				Regular				Regular				Regular				Non-Regular				
		Gov't Sponsored	Private	Gov't Sponsored	Private	Gov't Sponsored	Private	Gov't Sponsored	Private	Gov't Sponsored	Private	Gov't Sponsored	Private	Gov't Sponsored	Private	Gov't Sponsored	Private	Gov't Sponsored	Private	Gov't Sponsored	Private	Gov't Sponsored	Private		Gov't Sponsored	Private	Gov't Sponsored	Private	Gov't Sponsored	Private	Gov't Sponsored	Private	Gov't Sponsored	Private	Gov't Sponsored	Private	Gov't Sponsored	Private	Gov't Sponsored	Private	Gov't Sponsored	Private	Gov't Sponsored	Private	Gov't Sponsored	Private	Regular Total	Gov't Sponsored	Private	Non-Regular Total	
China	64		1				4 (1)		22 (17)		2				33 (1)		2		40 (2)		24 (17)	17		1											16 (1)				17 (1)				57 (3)	57		24 (17)	24	81
Malaysia	33		8 (5)				1 (1)		1 (1)						23 (9)				32 (15)		1 (1)																						32 (15)	32		1 (1)	1	33
Vietnam	27		1								1 (1)				18 (9)		7 (3)		20 (10)		7 (3)	1		1																		21 (10)	21		7 (3)	7	28
South Korea	11							1	7 (3)						2 (1)		1		2 (1)	1	8 (3)	3	1	2															1	2			1	4 (1)	5	1	8 (3)	9	14
Mongolia	5		4 (2)												1 (1)				5 (3)			4	1	3 (3)															1	3 (3)			1	8 (6)	9				9
UAE	2		2																2																									2	2				2
Zambia																						2		1											1				1	1			1	1	2				2
Indonesia																						9	5	4 (1)															5	4 (1)			5	4 (1)	9				9
Botswana																						7	6 (4)	1															6 (4)	1			6 (4)	1	7				7
Afghanistan																						2		2																2				2	2				2
Zimbabwe																						1								1											1			1		1	1
Kenya																						2		1													1 (1)			1 (1)		1	1		1 (1)	1	2
Myanmar	1		1																1																								1	1				1
Thailand	1													1				1				2	1												1				1	1			2	1	3				3
Philippines																						6	5 (3)	1															5 (3)	1			5 (3)	1	6				6
Papua New Guinea																						3	1	1	1														1	1	1		1	1	2	1		1	3
Taiwan	3								3 (1)												3 (1)	1													1					1			1	1		3 (1)	3	4
Serbia																						1	1 (1)																1 (1)				1 (1)		1				1
Mozambique																						4		4 (2)																4 (2)				4	4				4
Laos																						1		1																1				1	1				1
Chile																						1				1																				1	1		1
Peru																						1		1																1				1	1				1
U.S.A.	1										1								1																									1	1				1
Germany	1				1																1																									1	1		1
Finland	1																1				1																									1	1		1
Italy																						1	1																1				1						1
Romania	1							1 (1)											1 (1)		1 (1)																								1 (1)		1	1
Total	151		17 (7)		1		5 (2)	2 (1)	33 (22)		4 (1)			1	77 (21)		11 (3)	1	103 (31)	2 (1)	45 (25)	69	22 (8)	24 (6)	1	1			1					1	18 (1)		1 (1)	23 (8)	42 (7)	2	2 (1)	24 (8)	145 (38)	169	4 (1)	47 (26)	51	220

*Numbers in ( ) represent female student numbers. *"Gov't Sponsored" refers to Japanese government (Monbukagakusho) scholarships, and includes university recommendations, embassy recommendations, and domestic selections.
*"Non-regular" refers to Japanese studies students, educational research students, international exchange students, credited auditors, and researchers.
*"Private" includes foreign government scholarship students (UAE and Malaysia).

International Researcher Data

〈Foreign Researchers〉 Actual 2018 school year admissions

Section Name	Country/Region	Number
Graduate School of Engineering Science	China	1
	India	1

〈Part-Time Researchers〉 Actual 2018 school year admissions

Section Name	Country/Region	Number
Graduate School of Engineering Science	India	1
Center for Regional Revitalization in Research and Education	China	1
	India	4
	Mongolia	1
	Liberia	1

〈Foreign Visiting Researchers〉

Actual 2018 school year admissions

Section Name	Country/Region	Number
Graduate School of International Resource Sciences	Mongolia	2
Graduate School of Medicine	Belarus	2
Graduate School of Engineering Science	Mongolia	1

Overseas Partner Universities

[Inter-University Agreements]

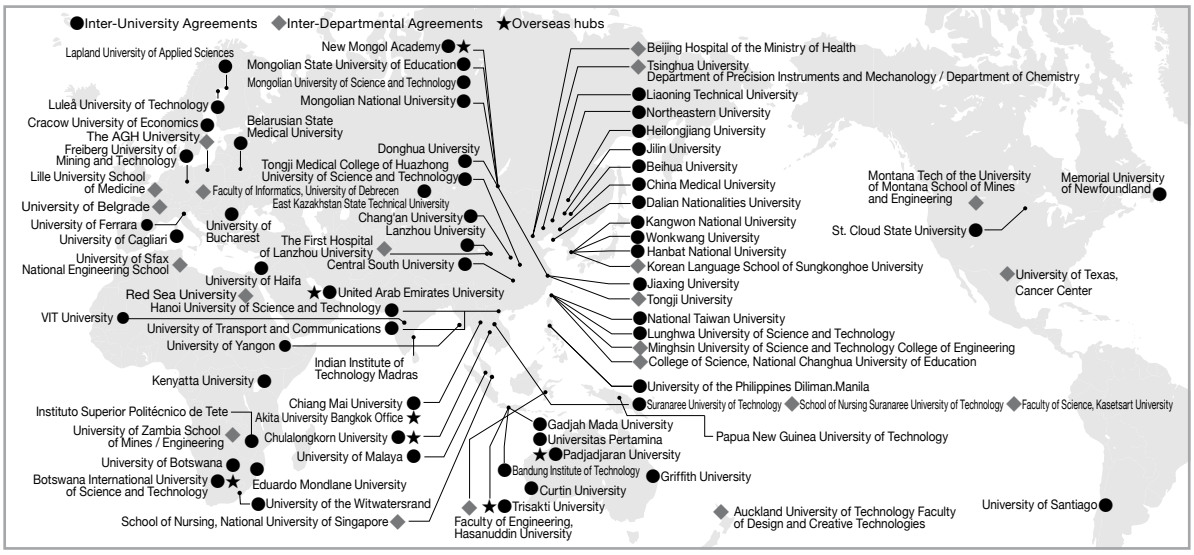
(60 universities in 30 countries/regions) As of 2019 June 1

Country/Region		University	Affiliate Since
Asia	India	Indian Institute of Technology Madras	2014 March 2
		VIT University	2015 June 12
	Indonesia	Technology, Institut Teknologi Bandung	2012 July 12
		Trisakti University	2014 June 10
		Gadjah Mada University	2015 June 8
		Universitas Pertamina	2018 August 16
		Padjadjaran University	2019 March 26
	South Korea	Hanbat National University	2001 June 8
		Wonkwang University	2007 October 12
		Kangwon National University	2008 March 24
	Thailand	Chulalongkorn University	2012 November 28
		Suranaree University of Technology	2015 August 17
		Chiang Mai University	2015 December 10
	Taiwan	Lunghwa University of Science and Technology	2005 July 15
		National Taiwan University	2019 March 7
	China	Heilongjiang University	1988 October 19
		China Medical University	1989 October 6
		Central South University	2004 August 24
		Liaoning Technical University	2005 April 20
		Dalian Nationalities University	2005 June 27
		Lanzhou University	2005 August 1
		Jilin University	2007 February 6
		Northeastern University	2007 August 9
		Donghua University	2009 December 3
		Tongji Medical College Huazhong University of Science and Technology	2010 March 24
		Chang'an University	2010 November 18
		Beihua University	2012 November 20
		Jiaxing University	2014 November 12
	Philippines	University of the Philippines Diliman	2012 September 24
		University of the Philippines Manila	2013 February 4
	Vietnam	Hanoi University of Science and Technology	2008 December 2
		University of Transport and Communications	2008 December 3
	Malaysia	University of Malaya	2013 November 20
	Myanmar	University of Yangon	2014 September 19
	Mongolia	Mongolian University of Science and Technology	2009 October 22
		Mongolian State University of Education	2010 July 23
		New Mongol Academy	2016 January 25
Africa	Kenya	Kenyatta University	2010 March 2
	Botswana	Botswana International University of Science and Technology	2009 October 23
		University of Botswana	2011 March 31
	Mozambique	Eduardo Mondlane University	2014 January 12
		Instituto Superior Politécnico de Tete	2017 March 23
	South Africa	University of the Witwatersrand	2014 September 1
Oceania	Australia	Griffith University	1994 June 29
		Curtin University	2013 August 1
	Papua New Guinea	Papua New Guinea University of Technology	2016 August 3
North America	U.S.A.	St. Cloud State University	1996 July 24
	Canada	Memorial University of Newfoundland	2013 June 17
Central/South America	Chile	University of Santiago	2013 November 21
Middle East	Israel	University of Haifa	2010 September 24
	UAE	United Arab Emirates University	2018 November 6
Europe (including NIS countries)	Sweden	Luleå University of Technology	2013 May 9
	Italy	University of Cagliari	2009 December 9
		University of Ferrara	2014 June 30
	Kazakhstan	East Kazakhstan State Technical University	2011 June 8
	Germany	Freiberg University of Mining and Technology	2012 July 4
	Finland	Lapland University of Applied Sciences	2009 October 23
	Belarus	Belarusian State Medical University	2004 July 26
	Poland	Cracow University of Economics	2018 September 12
	Romania	University of Bucharest	2010 September 28

[Inter-Departmental Agreements]

(28 Faculties, etc. in 16 countries/regions) As of 2019 June 1

Akita University Department	Country/Region		University/Department	Affiliate Since
Graduate School of International Resource Sciences	Asia	Indonesia	Faculty of Engineering, Hasanuddin University	2014 April 23
			Faculty of Geological Engineering, Universitas Padjadjaran	2018 October 1
		Thailand	Faculty of Science, Kasetsart University	2019 May 29
	Middle East	Sudan	Red Sea University Faculty of Earth Sciences and Faculty of Marine Sciences	2016 December 10
	Europe	Serbia	Technical Faculty in Bor, University of Belgrade	2016 May 3
		Poland	The AGH University of Science and Technology	2018 September 19
Faculty of Education and Human Studies	Asia	Korea	Korean Language School of Sungkonghoe University	2019 January 28
Graduate School of Medicine	Asia	China	Beijing Hospital of the Ministry of Health	1995 November 14
		Singapore	School of Nursing, National University of Singapore	2016 March 7
		Thailand	School of Nursing Suranaree University of Technology	2019 May 10
	Europe	France	Lille University School of Medicine	2011 April 13
	North America	U.S.A.	John A. Burns School of Medicine, University of Hawaii	2016 August 4
			M.D. Anderson Cancer Center, University of Texas	2017 July 31
Akita University Hospital	Asia	China	The First Hospital of Lanzhou University	2014 June 12
Graduate School of Engineering Science	Asia	Taiwan	Minghsin University of Science and Technology College of Engineering	2010 April 12
			College of Science, National Changhua University of Education	2017 December 21
		China	Tsinghua University Department of Precision Instruments and Mechanology	2007 March 1
			Tsinghua University Department of Chemistry	2008 January 17
			Tongji University School of Materials Science and Engineering	2010 May 24
			Tongji University Shanghai Key Laboratory of Metal Function Materials Research and Application	2010 May 24
		India	The CSIR-Indian Institute of Chemical Technology	2016 August 5
	Africa	Zambia	University of Zambia School of Mines	2003 January 20
			University of Zambia School of Engineering	2003 March 12
		Tunisia	University of Sfax National Engineering School	2003 December 18
	Oceania	New Zealand	Auckland University of Technology Faculty of Design and Creative Technologies	2012 November 27
	North America	U.S.A.	Montana Tech of the University of Montana School of Mines and Engineering	1982 June 24
	Europe	Hungary	Faculty of Informatics, University of Debrecen	2019 May 30
Center for Regional Development	Asia	China	Shanghai Key Lab of D&A for Metal Functional Materials,Tongji University	2011 September 2



Administrator Data

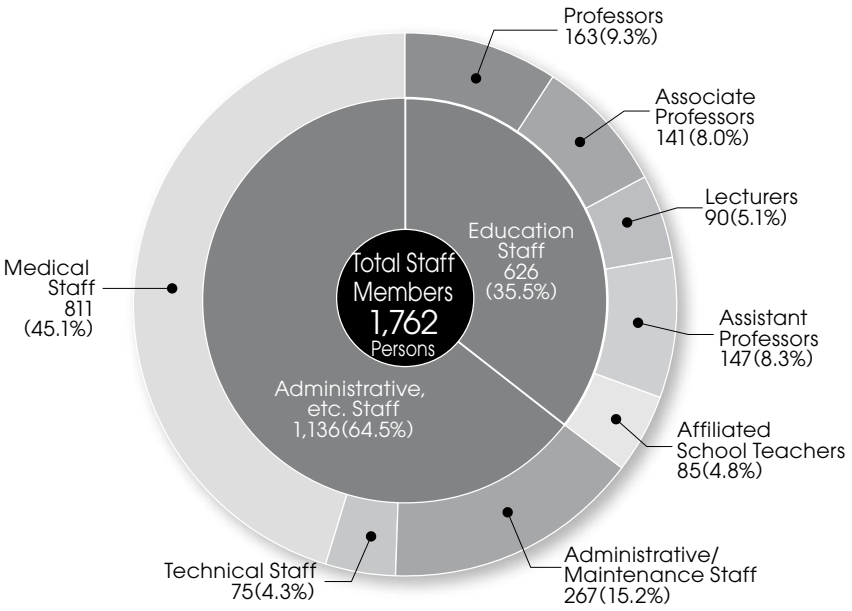
As of 2019 May 1

Category	University President	Director	Temporary	Total
University President	1			1
Director		5 (1)		5 (1)
Auditors			2 (1)	2 (1)
Total	1	5 (1)	2 (1)	8 (2)

*Numbers in ( ) represent part-time administrators as a portion of the total number.

Instructor Data

As of 2019 May 1



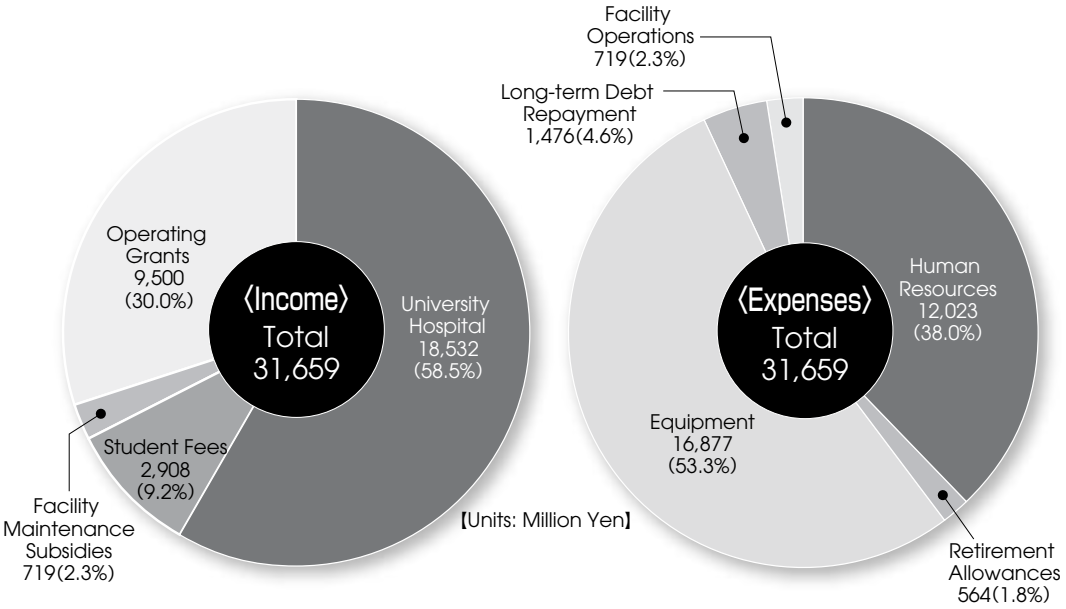
*Teaching staff includes specially appointed teachers, excludes charitable lecturers

All Staff by Position and Gender

As of 2019 May 1

Sex	Professors		Associate Professors		Lecturers		Assistant Professors		Affiliated School Teachers		Administrative/ Maintenance Staff		Technical Staff		Medical Staff	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male	146	89.6	124	87.9	69	76.7	104	70.7	43	50.6	163	61.0	57	76.0	160	20.2
Female	17	10.4	17	12.1	21	23.3	43	29.3	42	49.4	104	39.0	18	24.0	634	79.8
Total	163		141		90		147		85		267		75		794	

Budget for FY2019



*The values in the graph are projected amounts for FY2019, and Income and Expenses totals do not include joint industry-university research fees and donation-related costs.

Accepted External Funding Status

Units: JPY 1000

Category	FY2014		FY2015		FY2016		FY2017		FY2018	
	Donations	Amount	Donations	Amount	Donations	Amount	Donations	Amount	Donations	Amount
Collaborative Research with Private Sector, etc.	73	73,014	78	84,678	83	97,547	84	90,666	82	87,869
Contracted Research	92	381,405	113	530,846	119	496,638	118	395,905	134	337,451
Scholarship Donations	702	433,377	739	422,973	753	464,698	729	421,921	749	433,794
Charitable Lectures/ Departments	4	162,000	4	156,000	4	156,000	3	151,000	3	148,000
Total	871	1,049,796	934	1,194,496	959	1,214,883	913	1,048,520	968	1,007,114

*Contracted Research does not include investigational drug trials, pathological exams, or contracted trials. Scholarship donations do not include Akita University Education Research Support Fund or Future Development Fund.

Telephone Numbers and Addresses

〈Tegata Campus〉

Name	Telephone Number	Address
General Affairs Front Desk(General Information)	018-889-2207	1-1 Tegata Gakuen-machi, Akita City 010-8502 Japan
Institutional Research and Evaluation Center	018-889-2937	
University Library - Central Library	018-889-2273	
University Heath Center	018-889-2286	
Cooperative Research Center	018-889-2712	
Center for Information Technology and Management	018-889-2499	
Center for Regional Revitalization in Research and Education	018-889-3007	
Center for Regional Revitalization in Research and Education Building No. 1	018-889-2608	
Center for Regional Revitalization in Research and Education Building No. 2	018-889-3040	
International Center for Research and Education on Mineral and Energy Resources	018-889-2810	
Radioisotope Research Center	018-889-3006	
Global Center for Higher Education	018-889-3191	
Secondary Education Collaboration Center; High School-University Connection Education Department	018-889-3045	
Secondary Education Collaboration Center Admissions Department; PR Department	018-889-2269	
Center for Teaching License Extension	018-889-3205	
Student Support Center	018-889-2265	
Office for the Promotion of Gender Equality	018-889-2260	
Information Center	018-889-2931	
Faculty of International Resource Sciences - Front Desk	018-889-2214	
Faculty of International Resource Sciences - Mining Museum	018-889-2461	28-2 Osawa Tegata, Akita City 010-8502 Japan
Faculty of Education and Human Studies - Front Desk	018-889-2509	1-1 Tegata Gakuen-machi, Akita City 010-8502 Japan
Faculty of Education and Human Studies - Center for Educational Profession Enhancement	018-889-2700	
Faculty of Engineering Science - Front Desk	018-889-2305	
Faculty of Engineering Science - Research Center of Advanced Materials for Breakthrough Technology	018-889-2460	
Faculty of Engineering Science - Center for Crossover Education	018-889-2806	
Faculty of Engineering Science - Research Center for Potential Development of Disaster Prevention (PDDP)	018-889-2305	

Tegata Campus

〈Hondo Campus〉

Name	Telephone Number	Address
Faculty of Medicine (General Information)	018-833-1166	1-1-1 Hondo, Akita City 010-8543 Japan
Faculty of Medicine - University Hospital (General Information)	018-834-1111	
Faculty of Medicine - University Hospital Medical Simulation Center	018-884-6427	
Bioscience Education and Research Support Center Molecular Medicine Laboratory	018-884-6191	
Bioscience Education and Research Support Center Animal Research Laboratory	018-884-6193	
Bioscience Education and Research Support Center Radioisotope Research Laboratory	018-884-6196	
Research Center for Biosignal	018-884-6467	
Environmental Research Center	018-884-6192	
Advanced Research Center for Geriatric Medicine	018-801-7061	
University Library - Medical Library	018-884-6052	

Hondo Campus

〈Hodono Campus〉

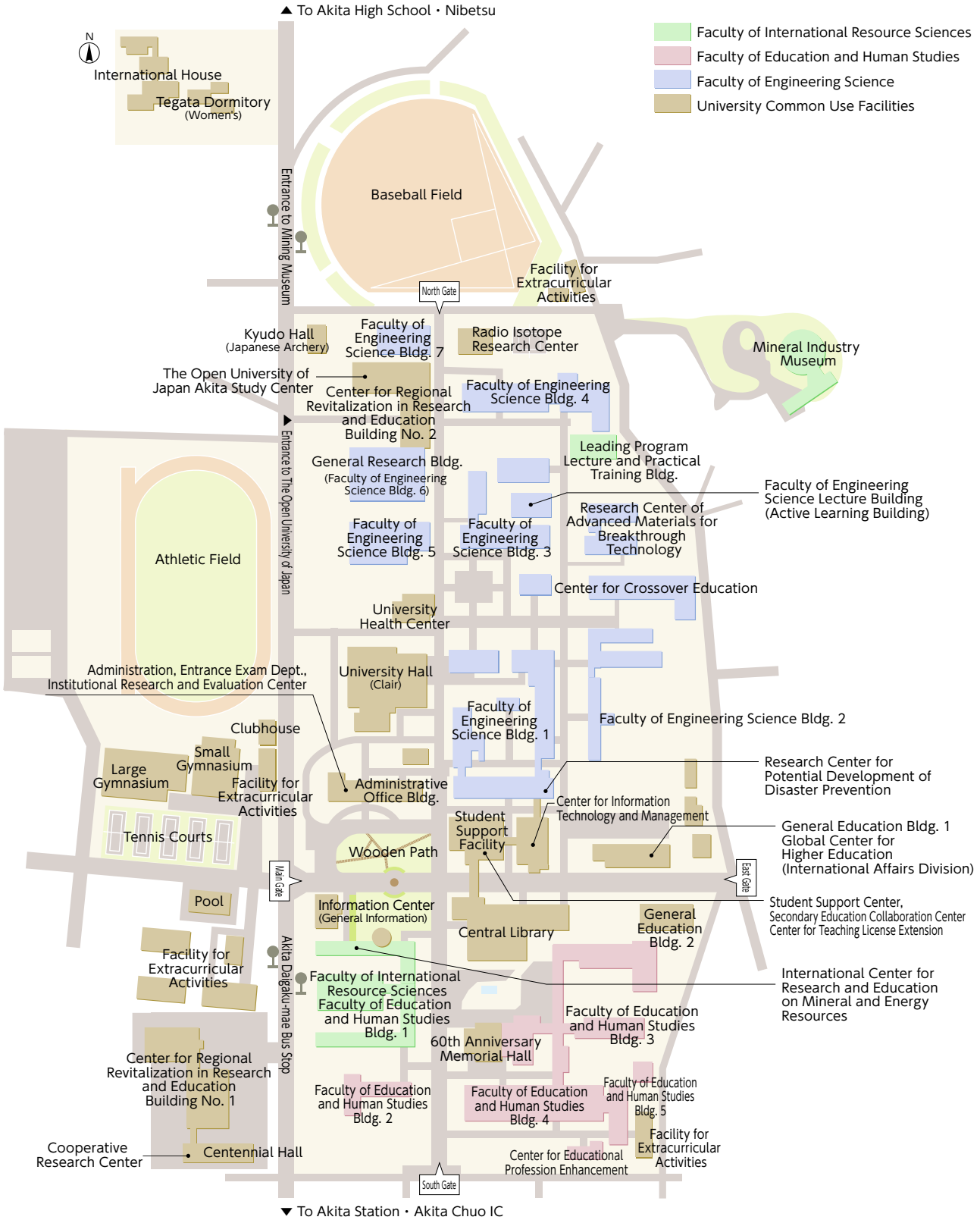
Name	Telephone Number	Address
Faculty of Education and Human Studies Kindergarten	018-862-2343	14-32 Hodonoharano-machi, Akita City 010-0904 Japan
Faculty of Education and Human Studies Elementary School	018-862-2593	13-1 Hodonoharano-machi, Akita City 010-0904 Japan
Faculty of Education and Human Studies Junior High School	018-862-3350	7-75 Hodonoharano-machi, Akita City 010-0904 Japan
Faculty of Education and Human Studies School for Special Needs Education	018-862-8583	

Hodono Campus

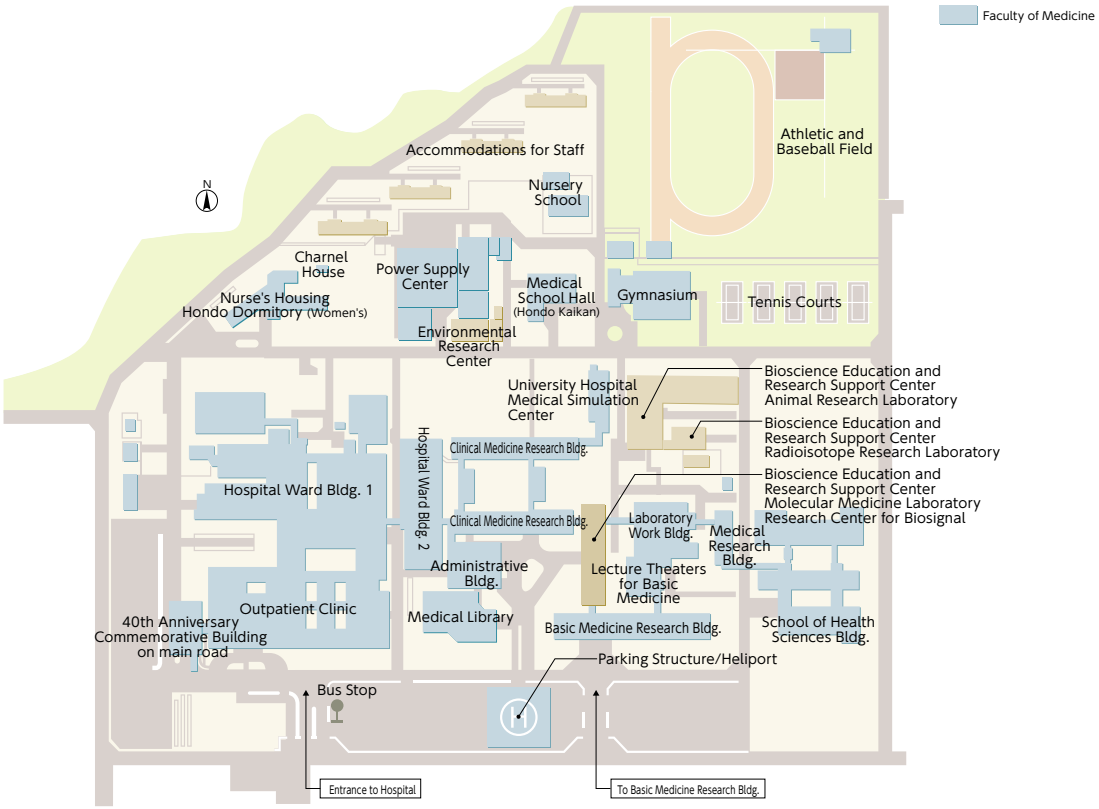
〈Other Facilities〉

Name	Telephone Number	Address
Nishiyachi Dormitory (Men's)	–	5-1 Tegata Nishiyachi, Akita City 010-0851 Japan
Tegata Dormitory (Women's)	–	5-50 Tegata Tanaka, Akita City 010-0862 Japan
Hondo Dormitory (Women's)	–	100-3 Nukazuka Yanagida, Akita City 010-0825 Japan
International House	–	5-50 Tegata Tanaka, Akita City 010-0862 Japan
International Student House	–	4 Takada Hiroomote, Akita City 010-0041 Japan
Yokote Branch School	0182-38-8304	1-21 Ekimae-cho, Yokote City 013-0036 Japan
Kitaakita Branch School	0186-62-1111	19-1 Hanazono-cho, Kitaakita City 018-3392 Japan
Oga Namahage Branch School	0185-24-9126	66-1 Izumidai Funagawaminato Funagawa, Oga City 010-0595 Japan
Tokyo Satellite Campus	03-5440-9104	3-3-6 Shibaura, Minato-ku, Tokyo 108-0023 Japan Tokyo Institute of Technology Campus Innovation Center Rm. 606
The Open University of Japan Akita Study Center	018-831-1997	1-1 Tegata Gakuen-machi, Akita City 010-8502 Japan

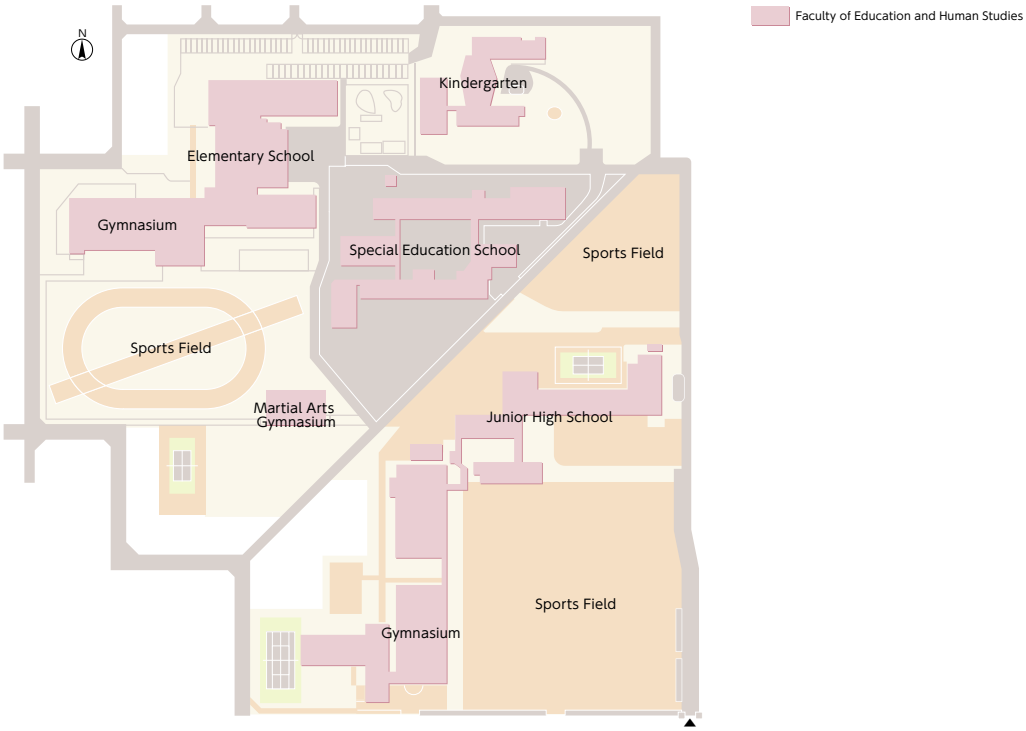
Tegata Campus Map



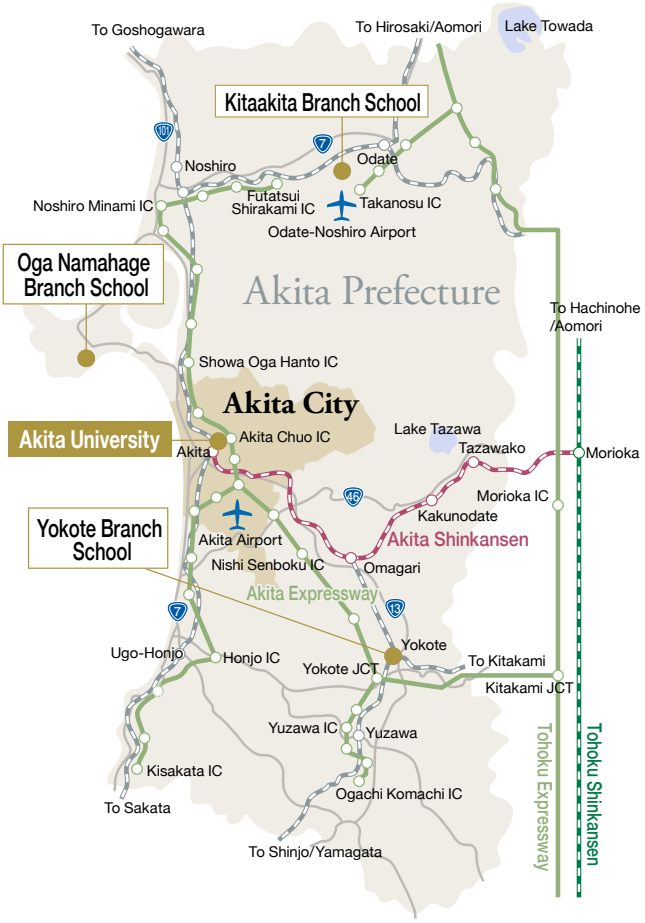
Hondo Campus Map



Hodono Campus Map



Access



〈To Akita〉

As of 2019 June

From Tokyo	Haneda Airport to Akita Airport (1 hr. 5 min.)
	Haneda Airport to Akita Airport (1 hr. 5 min.)
From Nagoya	Chubu International Airport to Akita Airport (Approx. 1 hr. 20 min.)
From Osaka	Osaka International Airport (Itami) to Akita Airport (Approx. 1 hr. 30 min.)
From Sapporo	New Chitose Airport to Akita Airport (Approx. 1 hr.)

Airport Bus from Akita Airport to Akita Station	Akita Airport to Akita Station West Gate (Approx 40 min.)
	Akita Airport to Akita Station East Gate (Approx 30 min.) *Runs only once/day

〈From Akita Station to Akita University〉

As of 2019 April

Destination	Bus Route (Akita Chuoukoutsu)	Akita Station Platform Location	Final Bus Stop (Travel Time)
Tegata Campus	Daigaku Byoin Line via Tegatayama	West Gate ⑫	Akita Daigaku-mae (Approx. 5-28 min.)
	Akita Onsen Line ＊Weekdays only	West Gate ⑫	
	Narayama Omawari Line ＊Weekdays only	West Gate ⑨	
	● Approx. 15 min. on foot from the East Gate of Akita Station		
Hondo Campus	Taihei Line	West Gate ⑪	Daigaku Byoin-mae (Approx. 10-22 min.)
	Akanuma Line		
	Matsuzaki Danchi Line		
	Daigaku Byoin Line via Tegatayama	West Gate ⑫	
	Akanuma Line	East Gate ②	
Hodono Campus	Kanda Asahino Line	West Gate ⑧	Haranomachi (Approx. 5-21 min.)
	Soegawa Line		
	Kanda Tsuchizaki Line ＊Weekdays only		
	Izumi Yabase Kanjo Line ＊Weekdays only		
	Narayama Omawari Line ＊Weekdays only	West Gate ⑨	

University Calendar

●Academic Year
First Semester
… April 1 - September 30
Second Semester
… October 1 - March 31

●Ceremonies
Entrance Ceremony…… April 4
Graduation Ceremony… March 24

●School Breaks (2019-2020)
Summer Break
… August 10 - September 29
Winter Break
… December 27 - January 5
Spring Break
… February 15 - April 2

emblem

Akita University's emblem is the winning design chosen by a panel in a prize contest held to mark the Akita University's establishment on September 16, 1949. It features three Akita butterbur leaves with the characters for "university" on top and is the creation of Jo Nakamura, a faculty member at the Mining College. It subsequently came to be used then a symbolic mark of Akita University, and was granted recognition as the university's emblem on April 1, 2004, at the same time as the official style of the university flag was determined.

Akita University Outline 2019 Edition

[Editing and Publication]
Akita University Public Relations Office
1-1 Tegata Gakuen-machi, Akita City 010-8502 Japan
TEL: 018-889-3019　FAX: 018-889-3242
E-mail: kouhou@jima.akita-u.ac.jp
http://www.akita-u.ac.jp