Akita University Outline

2021 Edition

GENERAL INFORMATION BULLETIN

2021

AKITA UNIVERSITY

AKITA UNIVERSITY 2021

GENERAL INFORMATION BULLETIN

CONTENTS

Message from the President

More than a year has passed since the COVID-19 pandemic engulfed the world and its damaging effects continue at an unprecedented leve1. With vaccination programs underway across the world, the momentum of the pandemic appears to be slowing in certain countries. In Japan, however, the vaccination rollout is still at a relatively early stage and it will take time for normality to return. In addition, the virus is mutating and explosive growth in infections in the Kansai region is a source of concern. Last year, Akita University faced an unprecedented situation because of the pandemic, and we had no choice but to cancel the graduation and entrance ceremonies. This year as well, the new semester began in circumstances that are far from normal. In particular, because of the risk of variants, students are still being asked to refrain from going out other than for essential reasons, and teaching is based on a combination of face-to-face and remote learning. Therefore, student activities remain subject to considerable restrictions. Media coverage has highlighted how some people have been reluctant to follow the official guidance and to comply with the current restrictions. However, we take pride in the fact that the students of this University understand the purpose of these rules and are fully compliant with them. On the other hand, the impact of the pandemic in terms of economic recession, shifts in industrial structures and knock-on company bankruptcies has been well-publicized. It is also abundantly clear that our post-pandemic society and lifestyle will be vastly different compared to before. Unemployment is an urgent issue that will have a direct impact on our students. We have already begun our assessment from an academic perspective of the outlook for society post-COVID and we remain fully committed to helping our students to deal confidently with the challenges that face them.

The principles of Akita University can be summarized in the following vision: 1) To develop far-sighted leaders for the world and the region; 2) To build for the future with our sights set on both the local community and the wider world; 3) To construct a rich and plentiful society in co-existence with the local area; 4) To aim for a world which has its roots in the local community. The foundation of this vision is our leading edge research which contributes on both a local and a global basis and the development of the talent which can carry out this research. In order to fulfill the mission of our institution, as expected by society, Akita University has established a system that promotes leading-edge education and research. In recent years, as the demands of Society 5.0 on young people have increased, concerning the utilization of big data, the expansion of the IoT and the development of artificial intelligence, there has been a growing need to produce students who have adapted to this new society. Using the 70th anniversary of the founding of the University the year before last as a springboard, we have begun the process of restructuring our undergraduate departments with an eye on the next 10 years. While the outlook remains uncertain, we recognize that our priority is to educate students who are fully confident in their own abilities to embrace the challenges ahead as they set out into the world. Based on the motto, “The student comes first” our faculty members are fully engaged with the task of stimulating the intellectual curiosity of our students and providing them with a comprehensive educational environment for all their learning needs. Here at the leading edge of education and research into the COVID-19 pandemic, we are still formulating a view of the world and society that will emerge at the end of this crisis. In the next paragraph we provide an overview of the characteristics of each faculty based on the traditions of our University. For now, we still do not know whether the activities of our faculties can resume as they did before, or whether major changes in our approach are required. We remain in the early stages of considering the ramifications of our world and society post-COVID and adapting as effectively as possible to this new outlook.

The four faculties of the University are grounded in the Akita region but offer a perspective on the world as a whole. This is the History and Proud Tradition that we have cultivated here.

The Faculty of Education and Human Studies has a reputation for having the brightest high school and elementary school students in Japan. The faculty has a strong track record of training staff who will become the lynchpins of the educational system. We are developing teacher training focused on traditional formats for the school curriculum, in addition to detailed educational programs. We aim 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 from generation to generation. In the Department of Regional Studies and Humanities, our aim is to provide support for all students in the face of an 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 from a global point of view,

Here in Akita we are proud to have such an abundance of natural resources, something which connects us with the world at large. This is the thinking behind the name of the department, the Faculty of International Resource Sciences. Originally starting out as the Mining College, the Faculty has developed as a faculty of mining and a faculty of engineering and resource sciences, 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 3rd grade, they are divided into small groups of four to five people and are given the opportunity to participate in field work on overseas resources. They get the chance to visit places that their high school contemporaries at other universities have never traveled to themselves. Here students can experience resource sciences on the ground. By having the opportunity to participate at the leading edge 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 that also incorporated elements of science. Akita is the University's laboratory, continuously producing research results of which we are justifiably proud. An example of this is our research on composite material molding 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 aircraft fuselages in 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 this makes to regional medical care. In particular, as a leading institution in Akita Prefecture, we have played a key role in controlling the spread of COVID-19, while contributing to local health care as a major provider of medical treatment in Akita. Our annual pass rate in the National Medical Practitioners Qualifying Examinations is amongst the highest in the country. This year it was 99.2%, placing us 5th out of all universities. This bears testament to the comprehensive nature of the education that we offer. In the School of Health Sciences, our pass rate in the National Nursing Examinations, National Physiotherapist Examinations and National Occupational Therapist Examinations is extremely high. It was 100% in the Nursing and Physiotherapist exams and 95.5% in the Occupational Therapist exams.
Furthermore, 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 consolidating our contribution to regional revitalization in Akita. It consists of two divisions, Community Cooperation and Disaster Prevention and Regional Industrial Research. Three branches of the Community Cooperation and Disaster Prevention Division have been established in the prefecture. 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 to ensure the merits and virtues of Akita are recognized more broadly. We are continuing our initiatives to expand our sense of pride in our hometowns. These include activities aimed at helping and encouraging aspiring teachers, such as the "Mini Education Practice," which is an initial step on students' road to the realization of 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 contribute meaningful solutions to regional issues. In addition, the whole university is focused on research and development of human resources to contribute to the realization of a green society. Last year, we were selected for a grant from the Cabinet Office to develop a system for the electrification of aircraft using next generation motors and to promote R&D and the development of human resources related to this. In April, we established the Joint Research Center for Electric Architecture in collaboration with Akita Prefecture and Akita Prefectural University. Moreover, we will work on other renewable energy sectors, such as offshore wind power generation and surplus electricity utilization, which are also focus areas for the prefectural government.
In order to promote collaboration between medicine, science and technology more effectively and vigorously, we have also relaunched the Medical, Science and Engineering Collaboration initiative, "Yume wo kataru kai" (Dreaming Out Loud), and are focusing on ways to create and promote local industries, for example through the development of equipment and drugs for medical treatment and nursing care, or development of health foods. Akita is one of the most advanced prefectures in Japan in responding to the issue of the declining birthrate and aging population. The prevention and treatment of complications caused by this phenomenon demand urgent attention. We believe Akita University can make a significant contribution to mitigating this situation. With the help of the prefectural government, we have set up the "Advanced Research Center for Geriatric Medicine" as a research base specializing in medical care for the elderly. In addition to pursuing cutting-edge research on geriatric medical care, and promoting interdisciplinary research based on our knowledge of regional sociology, we are also conducting research on the effects of the pandemic on mental and physical health. In April of this year, we established the Research Center for Suicide Prevention with support from Akita Prefecture to engage in a broad range of research across the University into suicide prevention in cooperation with industry, academia, and government, amid growing concern about the impact of the pandemic on physical and mental health.
In this way, Akita University is working to fulfill its role as the "center of All Akita." Last year, many of our activities were curtailed by the pandemic, but we are ready to start making a contribution again as and when the situation allows.
Our University offers a smooth and seamless progression from undergraduate to post-graduate education. Each research center has a clearly defined mission and objectives. 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 nominated in first place by Japanese companies among "universities that we would most like to recruit from". Our graduates' "dynamism" and "interpersonal skills" were particularly commended. It goes without saying that such personality aspects are innate in the students themselves, but I would like to think that this offers proof that the University provides its students with an environment that brings these qualities to the fore. As a result, this year, we were honored to achieve 46th place in the World University Rankings for Japan.
With Akita University as the "alma mater", it is our heartfelt ambition to continue to send forth outstanding students into society, and thereby contribute to the growth and greater good of the Akita region.
We remain committed to maintaining our position as a leading academic institution in the post-COVID society, staying nimble and agile in our response to the drastic and dramatic changes that are upon us.

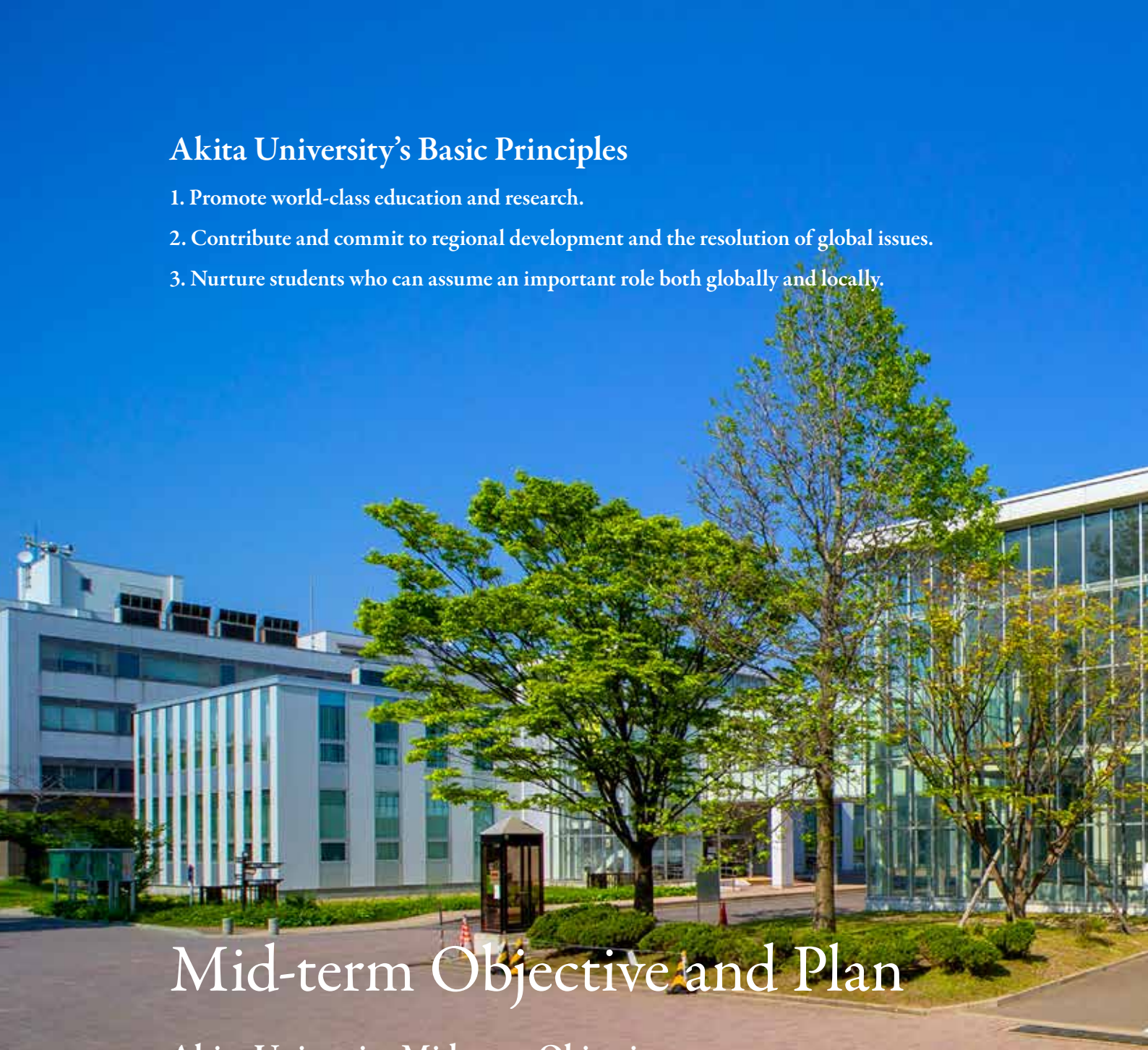
Akita University President
Dr. Fumio Yamamoto, M.D.

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 well-grounded members of society who have a broad-minded view of the world, who are well-versed in today's key issues, and who are instilled with a sense of decorum, it is essential to have an education which combines 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 out 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

◯Research into development and practical application of compact, lightweight electric motorization systems
◯Future Professional Medical Training Plan for Cancer
◯Ministry of Education, Culture, Sports, Science and Technology (MEXT) Project for the establishment of university fellowships for the creation of innovation in science and technology
◯Inter-University Exchange Project - Supporting the development of inter-university exchanges with African countries -
◯Core to Core Program
◯Research into development and practical application of compact, lightweight electric motorization systems

Regional revitalization/Industry-academia collaboration

International Exchange

Distinguished Education and Research

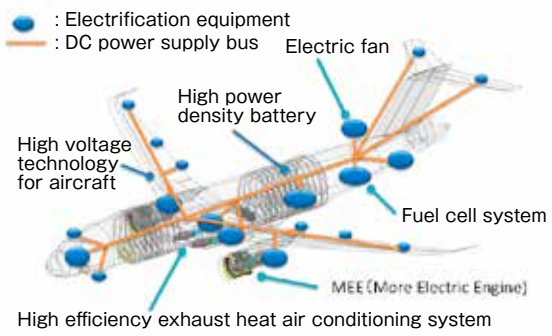
Research into development and practical application of compact, lightweight electric motorization systems

(Project duration: 2020 to 2023)

Today's aircraft are typically controlled by a combination of electricity, air pressure and oil pressure. These mechanisms are complex and require continuous maintenance. It therefore makes sense to look for ways to utilize electrification throughout the whole engineering process. This topic is a key focus for Akita University. We are actively engaged in promoting R&D in this field through the Akita Research Initiative, involving volunteer researchers from both Akita University and Akita Prefectural University. Both universities are also collaborating with local industries in the development of industry and human resources in the region, for example in the "Industrial creation initiative based on R&D for compact and lightweight electrification systems" which can be applied to automated vehicles in general, including aircraft.

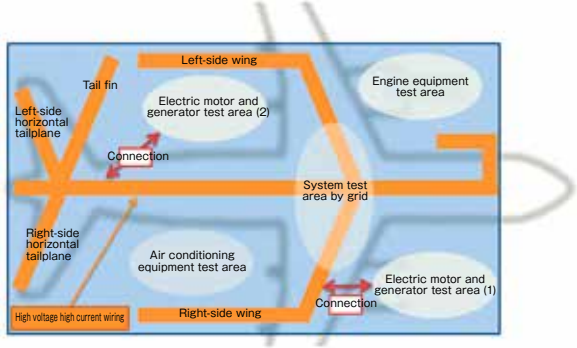
In April 2021, the Joint Research Center for Electric Architecture was established to undertake research and development for this project. A test facility with a full-size simulation aircraft grid (electric powered) will be constructed during 2021.

(Example of electrification system for 2030)



Source: IHI Corporation website

(Full-size aircraft frame test facility)

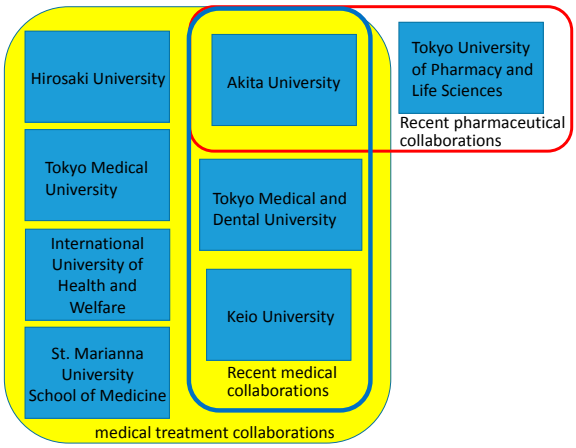


Source: Akita University website
https://www.akita-u.ac.jp/honbu/event/item.cgi?pro3&875

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 program, we strive 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.



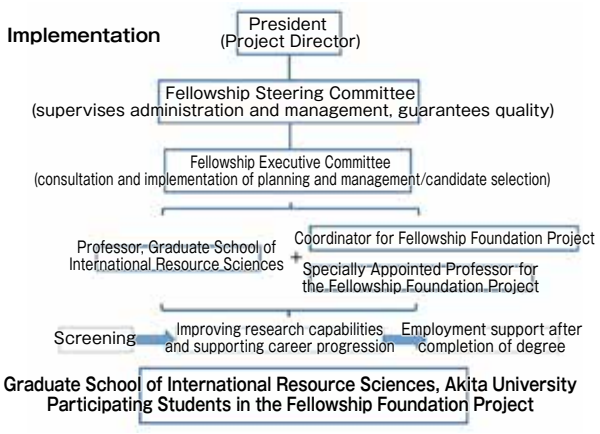
Distinguished Education and Research

Ministry of Education, Culture, Sports, Science and Technology (MEXT) Project for the establishment of university fellowships for the creation of innovation in science and technology "Training of Advanced Personnel for the Achievement of the SDGs Based on the Integration of Arts and Sciences"

(Project duration: 2020 to 2027)

This program was established by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) to support universities that implement university-wide strategies to (1) improve prospects for doctoral students (through provision of living and research expenses) and (2) help their career progression (through referring them to positions following completion of their doctoral program). The Graduate School of International Resource Sciences is conducting the following projects based on the theme, "Training of Advanced Personnel for the Achievement of the SDGs Based on the Integration of Arts and Sciences."

1. Initiatives to improve research capabilities
   - i) Help doctoral students to share opinions and gain mutual understanding through opening an "information exchange lounge" and creating a database of research activities.
   - ii) Organize regular research presentations to improve research capabilities.
   - iii) Set up research internships based on research collaboration with companies.
2. Initiatives to help career progression after completion of doctoral degree
   - i) Matching doctoral students' research activities to company requirements via a database
3. Financial support for students
   - i) Value of assistance provided:
     Dedicated research subsidy (equivalent to living expenses) 1.8 million yen
     Research costs 300,000 yen
   - ii) Number of doctoral students eligible for support: 8 per academic year
4. Implementation



Inter-University Exchange Project - Supporting the development of inter-university exchanges with African countries - "Development of core human resources for smart mining to lead sustainable resource development in Southern Africa"

(Project duration: 2020 to 2024)

MEXT selected the University's project, "Development of core human resources for smart mining to lead sustainable resource development in Southern Africa" for its Inter-University Exchange Project for 2020. This project is a collaboration between Kyushu University (affiliated university) and Hokkaido University (partner university) for training global experts in resource development science (Smart Mining) through Information Engineering with a focus on the core technology for Society 5.0 (such as AI, IoT, and Big Data, among others).
Specifically, Japanese students and students from affiliated African universities will acquire practical knowledge and skills related to smart mining from undergraduate level to master's level through curricula such as the "Short Stay Program," "Overseas Resource Fieldwork," "Fundamentals of Resource Informatics" and the "Joint Japan-Africa Training Program."
This is an online-driven program on the basis that face-to-face activities are not possible due to the COVID-19 pandemic.

Domestic affiliated and partner institutions:
Akita University (representative), Kyushu University (affiliated university), Hokkaido University (partner university)
Overseas affiliated institutions:
University of the Witwatersrand (South Africa)
The University of Zambia (Zambia)
Instituto Superior Politécnico de Tete (ISPT) (Mozambique)
Botswana International University Of Science And Technology (Botswana)
University of Botswana (Botswana)

For more information, please see the following websites

Japanese version

English version

Core to Core Program
“Establishment of Research and Education Hub to Develop Young Researchers on Mining Informatics for Sustainable Resource Development in Middle Asian Countries”

(Project duration: 2021 to 2023)

JSPS adopted the University’s project, “Establishment of Research and Education Hub to Develop Young Researchers on Mining Informatics for Sustainable Resource Development in Middle Asian Countries” as a Core to Core Program (B. Asia-Africa Science Platforms).
The purpose of this project is to cultivate young resource information researchers through building educational and research foundations and deepening mutual exchanges with representative universities in five Central Asian countries that, regardless of whether or not they have been positioned as a frontier area in new resource development, have high underground resource reserve potential (especially mineral resources), and yet experience a shortage of personnel with advanced technological and planning capabilities for resource development.
Specifically, Japan and overseas hubs will conduct joint research, hold seminars and symposiums, researcher exchanges and other activities.

Japan-based institution: Akita University
Partner institutions in Japan: Hokkaido University, Kyushu University, and University of Tsukuba
Overseas institutions and partner organizations:
Mongolian University of Science and Technology (Mongolia)
Nazarbayev University (Kazakhstan)
Navoi State Mining Institute, Uzbek-Japan Innovation Center of Youth (UJICY) (Republic of Uzbekistan)
National Academy of Sciences of Tajikistan (including Mining-metallurgical Institute of Tajikistan) (Republic of Tajikistan)
- Kyrgyz State University of Geology, Mining and Natural Resources Development, named after Academician U. Asanaliev (Kyrgyz Republic)

For more information, please see the following websites

Japanese version

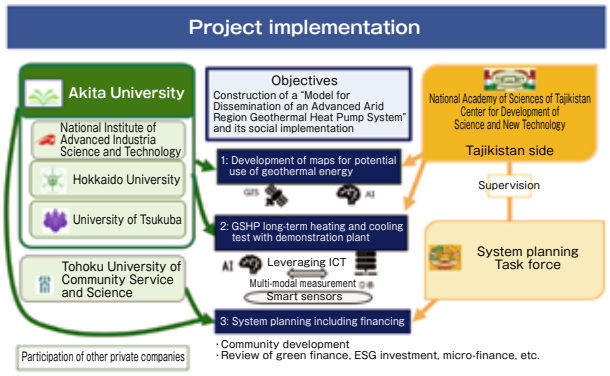
English version

Strategic International Collaborative Research Program
Science and Technology Research Partnership for Sustainable Development: SATREPS
“Construction of a Decarbonized Heat Energy Supply System using Groundwater Resources”

(Project duration: 2021 to 2026; 2021 is a provisional date)

This research aims to contribute to regional stability and countermeasures for global warming through improving energy conditions and creating jobs by building and popularizing the “Advanced Arid Region Geothermal Heat Pump System (Tajikistan Model)” integrating ICT technology, including AI, in Tajikistan, a country that suffers from temperature extremes and does not have significant oil and natural gas resources. Specifically, the project focuses on the following three research topics:

(1) Development of groundwater flow and heat transport model based on field surveys, GIS data and AI for maps of potential use of geothermal and groundwater heat energy.
(2) Implementation of long-term heating and cooling tests using a demonstration plant based on multi-modal measurement and AI.
(3) Planning a system for dissemination of the “Tajikistan model.”
The plan is to develop an optimal geothermal heating and cooling system based on (1) and (2) using AI, which will be reflected in the system planning for (3). In addition, the project involves working with stakeholders to develop and introduce a system for the industrialization of geothermal systems and the creation of jobs as a result, including the provision of financing.



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 high school students. We have 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.

■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.

■Classes on the prevention of sports-related injuries and disabilities for young athletes

These classes use methods such as ultrasonic medical checkups to raise awareness of issues that can give rise to injuries and disabilities when playing sports, and to show how important it is for us to look after our bodies. The class is aimed at anyone who is involved in 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 technique. Based on this, advice and guidance is given on stretching exercises and on throwing and pitching style and 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 give informal lectures that are a product of interdepartmental collaboration. 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 cooperatively in groups as they address regional problems and issues, 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 in accordance with the characteristics of Akita Prefecture

① Conduct basic research into regional disaster prevention within Akita Prefecture.
② Collect data on past earthquakes along the coast of Akita Prefecture, investigate issues related to disaster prevention issues, and study the ways to mitigate earthquake 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 into account of Akita Prefecture's natural characteristics, so they can put earthquake disaster prevention measures in place, as well as predict earthquake damage in the area.

Regional Business Research

■ Resource development and environmental recycling research and development projects

We are developing integrated modern research and educational activities incorporating international contributions on the sustainable utilization of natural resources, including petroleum, gas, minerals and secondary resources, for 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 research related to discovering new and advanced materials, based on the results of our core research 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 collaborative works with universities, companies, and public institutions in Akita.

■ Research and development of small and lightweight electrification systems

As part of the drive for research into the electrification of mobility (transportation machinery such as aircraft and automobiles), a key technology for achieving carbon neutrality by 2050, we are collaborating with a project funded by the Cabinet Office's "2019 Grant for Regional Universities and Regional Industry Revitalization" to contribute to the promotion of local industries. This is the "Industrial creation initiative based on R&D for compact and lightweight electrification systems."

■ New energy research and development project

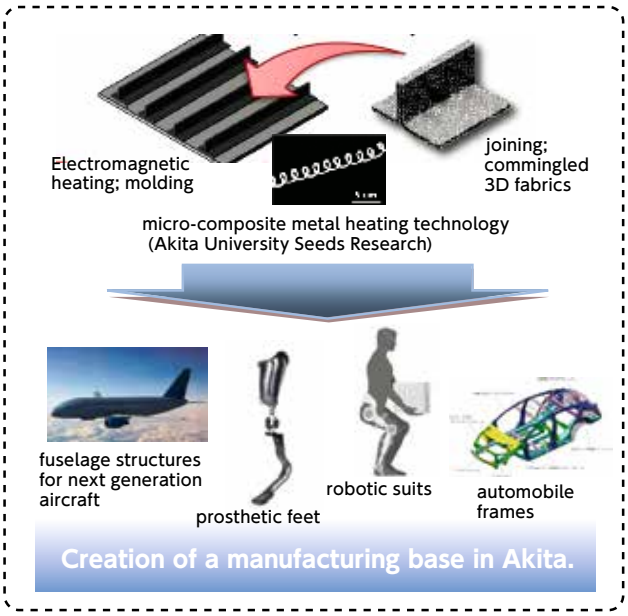
Akita has an abundant range of renewable energy resources. We are committed to supporting industry through the development of human resources, and are particularly focused on promoting the development of industries using wind power.

■ 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 based in Akita Prefecture.
We are committed to the development of the medical device 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 quality assessment technologies for composite materials (Project leader: Mikio Muraoka, Professor of the Graduate School of Engineering Science)

Development of innovative technology for low-cost manufacturing and evaluation of quality for composite materials used in the main structures of aircraft fuselages. With the approval of the Ministry of Economy, Trade and Industry, we established the "Akita New Composite Technology Research Association" in April 2017, with the aim of developing new technologies as part of the regional development project for Akita Prefecture.
Development of products in the aircraft field requires time. As well as working with domestic automobile manufacturers to study the application of carbon fiber as a base material in the automobile field as a mid-term exit strategy from the use of traditional materials, in 2020, we developed new methods for repairing aging concrete structures using carbon fiber sheets and magnetic field induction heating, and are also working on applications in the civil engineering field aimed at repairs of public infrastructure.



International Exchange

A Worldwide Academic Network and Overseas Hub

Akita University has concluded inter-university agreements for academic and student exchanges between the university and various educational and research institutions around the world. As of May 2021, our inter-university agreements cover 66 universities in 33 countries and regions, and our inter-faculty agreements over 31 faculties in 19 countries and regions. Based on these agreements, we are actively promoting exchanges with these partner institutions, including exchanges of students, faculty staff and researchers, as well as collaborative research. We will continue to actively develop international exchange opportunities with participating institutions along with the development of new 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 government 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 are planning "to establish joint overseas research bases in five or more locations by the end of 2021, developing resource science bases in Africa and the Middle East, as well as expanding our global education and research and hub capabilities in Asia and the Pacific Rim."

Based on this plan, as of May 2021, we have established overseas bases in seven locations in five countries (see the List of Overseas Offices at Akita University for details).

In 2012, we established our first overseas office, the Akita University Mongolia Office, in partnership with the Mongolian University of Science and Technology. This was relocated to the New Mongol Academy in 2016.

In April 2013 we opened Akita University-Chulalongkorn University Joint Research Laboratory at Chulalongkorn University in Bangkok, Thailand. In 2014, we established the Akita University Bangkok Office at in the Hokuto Bank Bangkok Liaison Office. The Joint Research Laboratory serves as a base for researchers from both universities to conduct research and fieldwork, and as an administrative base in the Southeast Asian region. It liaises and coordinates with relevant local institutions and conducts public relations activities to attract foreign students.

In 2015 we opened the Akita University Faculty of International Resource Sciences/Trisakti University Joint Research Laboratory at Trisakti University in Indonesia. Here, the Faculty of International Resource Sciences conducts joint research, regional investigation and development on the theme of underground resources in Asia.

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 "International Resource Fieldwork" course 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 University of Padjadjaran in Indonesia. These laboratories serve as hubs 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 latter laboratory is also a base for joint research on resource science subjects and fieldwork by researchers and students of the University, and serves as the operating base for the University's first double degree program (Graduate School of International Resource Sciences and the University of Padjadjaran).

〈Akita University Overseas Hubs〉 2021 May 1

Country	Base name	Installation date
Mongolia	Akita University Mongolia Office	8 October 2012
Thailand	Akita University - Chulalongkorn University Joint Research Laboratory	25 April 2013
	Akita University Bangkok office	1 October 2014
Indonesia	Akita University 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

Activities range from research on resource development to PR campaigns to attract international students

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 visiting lectures and technical guidance, and engages in a variety of activities, such as "Short Stay Programs"(training programs) for graduate students in resource-producing countries, international symposia on resource science, development of joint research opportunities with overseas partner universities and invitations to co-researchers to study at the University on a short-term basis.

In particular, we hope that the Short Stay Program can play a role in publicizing our University overseas, with an increased number of students who have completed the program and returned to their home countries subsequently coming back to the University either as regular students or as overseas exchange students.

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. In February 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 create a new organization, the Global Center for Higher Education, with

the aim of improving and enhancing basic education in general, as well as offering specialized education and international exchange opportunities.

President Yamamoto (center) with international students

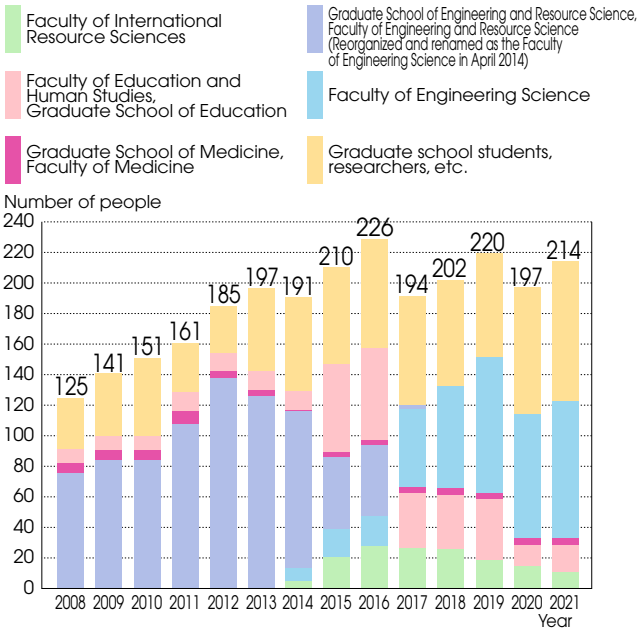
Educational and Daily Life Support for International Exchange Students

We are also enhancing our education and living support system for international students. We have two dormitories for international students: International Student House and International House. For international students who wish to live in private accommodation, Akita University will act as guarantor for the student and will also provide a subsidy for "Comprehensive Renters' Insurance for Foreign Students Studying in Japan." We also engage in food projects in cooperation with food banks to provide students with economic support. In addition, we have exchange programs between international students and Japanese students, and have put in place a "tutoring system" in which current students provide assistance to international students in their daily lives and studies. The Multicultural Lounge was established in April 2010 to promote exchange between international students and Japanese students, and to enable students, faculty and staff members to learn a variety of languages on an independent basis.

Fostering Students and Faculty with International Perspectives

Akita University dispatches young educational staff to foreign universities and other institutions to develop human resources with an international perspective through the "Akita University Researcher Overseas Visit Project." Since the establishment of the program in 2008, a total of 32 researchers (around two to three per year) have used the program to conduct research at overseas universities as of 2020.
In addition, the University offers the "Akita University Exchange Program" for students to study abroad at partner universities, and the "Short-Term Overseas Study Program" organized by the Global Center for Higher Education and by our different faculties. In order to provide financial support for students studying abroad under these programs, Akita University offers the "Akita University 'Miraisozo Fund': Student Overseas Visit Project" and the "Akita University Student Overseas Short-Term

<Transition in International Student Numbers>



Study Support Program", which provide partial funding for travel expenses related to study abroad.
There are also other study abroad programs providing scholarships as part of the Japan Student Services Organization (JASSO) "Overseas Study Support Program."

Akita students studying in Zambia (right)

International strategy and further globalization

With globalization continuing apace, Akita University revised its international strategy in May 2021. We have formulated four strategies for our revised international strategy: "Fostering rich international human resources" "Collaboration with overseas universities" "Promotion of joint international research" and "Fostering faculty and staff talent in response to the internationalization of universities."
We have set specific targets to be achieved by 2024, including accepting 250 international students per year and increasing the percentage of our students who have studied abroad to 20% or more.
We will continue to actively promote the internationalization of our university based on this international strategy.

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

Graduate School of Advanced Healthcare Engineering

Faculty of International Resource Sciences

The Faculty of International Resource Sciences aims to provide solutions for global resource problems through a focus on the fields of science and engineering; from identification of resource generation mechanisms to the exploration, development and production of resources. It incorporates the fields of humanities and social sciences, including the study of policies, cultures, and resource economies of resource-rich nations. As the only faculty for "resource science" in Japan, it offers students the opportunity for a comprehensive study of resources. The Faculty brings together distinguished professors who are worldwide leaders in their fields, giving students a leading edge education with a global perspective. We develop human resources who can play an active role on the international stage based on a system of close collaboration with domestic and foreign universities, companies, and research institutes.

Students can acquire advanced international perspective and expertise through practical education, including lectures in specialized courses given in English at the Faculty and a four week course of overseas practical training (overseas resource fieldwork) in which all students are required to participate.

Since the establishment of the Faculty in 2014, many graduates have found employment at companies engaged in the international resource business. We look forward to keenly observing our students' development as resource specialists, committed to contributing to the world's sustainable development.

Faculty Organization

Department of International Resource Sciences

This program is aimed 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 will gain an understanding of the international situation and policies surrounding resources by studying pertinent political science and economics topics, business with resource-rich countries and international cooperation, and the cultures of resource-rich countries.

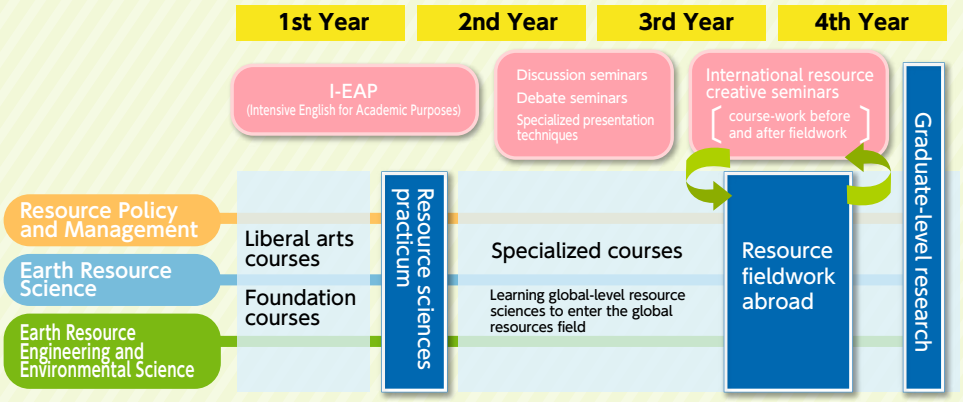
● Earth Resource Science(Science and Technology)

Students will study the geological phenomena that lead to the concentration of elements and minerals to create resources and the mechanisms associated with these processes, as well as methods for exploration of resources, thereby contributing to the evaluation and exploration of resource deposits deep underground throughout the world.

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

Students will study specialty fields related to topics such as resource development, production technology, recycling and smelting technology, and environmental conservation; to be implemented in an environmentally supportive manner to ensure the sustainable and effective use of our limited global resources.

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!
For developing resources overseas, it is extremely important for students to have a knowledge of the sciences, such as earth science and resource engineering necessary for development, as well as knowledge of the political and economic situation, culture and institutions of the countries concerned. In the Faculty of International Resource Sciences, some of the specialized subjects involve cross-disciplinary curriculums, enabling students to gain the knowledge and skills commonly required to study resource sciences beyond the framework of humanities and science. In order for a company to develop a resource strategy overseas, it is necessary to have a knowledge of both humanities and technology-related matters, with a perspective that combines both the arts and science.

Learn while abroad!
In the later stages of their third year, all students participate in overseas resources-related fieldwork. The International Resource Sciences' network gives students the opportunity of a four-week overseas resource science-related fieldwork program with the cooperation of both domestic universities and corporations, as well as overseas universities and corporations. Programs implemented so far have been truly international, encompassing Europe, North America, South America, Southeast Asia, Central Asia, Middle East and Africa. Students study at mines that are currently in operation, listen to lectures at overseas universities, visit research facilities and corporate resource business sites, and learn about the relationship between the earth and its resources, as well as the relationship between resources and people.

Faculty of Education and Human Studies

The Faculty of Education and Human Studies specializes in a single academic course that consists of the Department of School Education, which trains students to become educators, and the Department of Regional Studies and Humanities, which is the core of various regional collaboration programs. The Department of School Education 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 Department of Regional Studies and Humanities, students learn a variety of subjects including social sciences and humanities. With the addition of 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 as well as contributing to education and to the community in the face of many 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 in 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 cultures.

Teaching practice

● 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 early childhood development and education at the nursery school, kindergarten, and elementary levels.

Department of Regional Studies and Humanities

Training talented students who can contribute to the revitalization of local communities and culture.

● Program in Regional Studies

Students will 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 at the university and elsewhere.

● Program in International Cultural 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 foreign language education programs (English, German, French, Russian, Chinese, Korean) 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 will learn the required theory, practice, statistics, and interviewing skills for psychology, from basic to advanced, in a systematic manner. They will 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)

Class (Understanding of International Culture)

Sandplay therapy

Faculty of Medicine

The Akita University Faculty of Medicine consists of two departments: the School of Medicine and the School of Health Sciences. The School of Medicine contributes to society by training doctors, and the School of Health Sciences by training nurses, public health nurses, midwives, physical therapists, and occupational therapists. Since it was founded in 1970, it has taught more than 6,000 graduates and has been at the forefront of medical care not only in Akita Prefecture but throughout Japan, and has been active as a leader in various fields of the medical world.
This is a turbulent period for Japan. People's lives and health are threatened by annually occurring earthquakes and heavy rains, and this year by the new coronavirus pandemic. The declining birthrate and aging population is an inexorable process, and the shortage of doctors and nurses in rural areas is becoming ever more acute. This is an era that calls for strength and resourcefulness from all of our students. We aspire to do our best together to contribute to Japan's medical care, medical science, health and welfare.

Faculty Organization

School of Medicine

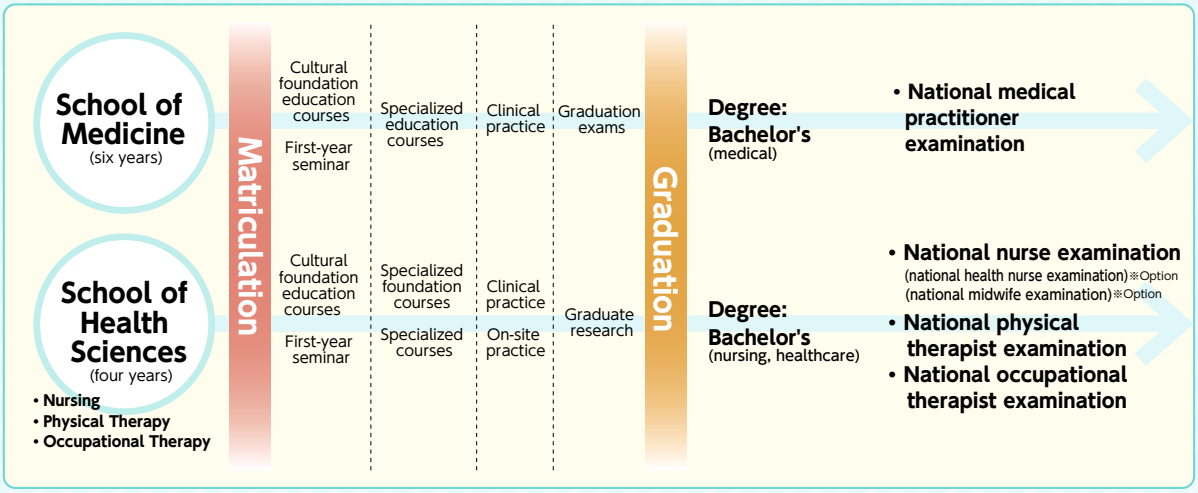
Producing future leaders of the medical field, excelling in specialist knowledge and expertise.

School of Health Sciences

The Health Sciences Department has 3 majors: nursing, physical therapy, and occupational therapy. There are also 3 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	●Nursing Course ●Physical Therapy Course ●Occupational Therapy Course
	Physical Therapy	
	Occupational Therapy	

Curriculum for the Faculty of Medicine



Faculty of Engineering Science

Data-driven science, which gains new insights based on Big Data, is positioned as the fourth scientific paradigm after experimental science, theoretical science, and computational science. It will play an increasingly important role in the future. In the Faculty of Engineering Science, students study the basics of each specialized field and acquire the ability to effectively utilize AI and data science, which form the basis of data-driven science. In addition, the Faculty offers an undergraduate education that enables students to recognize issues for themselves and to tackle previously unknown issues from a broad perspective. At the same time, we actively support students in their study abroad and promote a broader global outlook.

Faculty Organization

Department of Life Science

Based on biology and chemistry, we train students to become researchers and engineers who take on the challenge of solving problems in the life science fields, such as medicine, food, 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

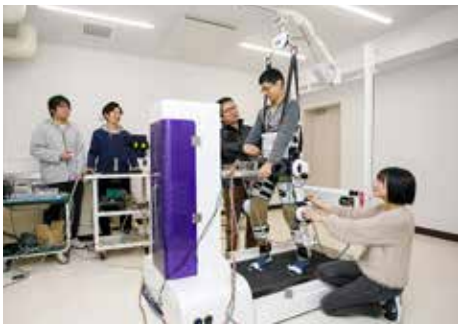
This department trains researchers and engineers who will deal with cutting-edge, functional materials and chemical processes.

● Applied Chemistry Course

Students study a broad spectrum of specialized chemical fields from chemical engineering, related to inorganic materials, organic materials, and energy through to bioprocessing.

● Materials Science and Engineering Course

Students will study a wide range of fields starting with the fundamental sciences that focus on solid-state physics, solid-state chemistry, metallic materials, and ceramic materials.



Mechanical Engineering Course

Mathematical Science Course

Department of Mathematical Science and Electrical-Electronic-Computer Engineering

We train students to be a variety of researchers and engineers who will lead each field of mathematics and physics, electrical and electronics, information and communication.

● Mathematical Science Course

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

● Electrical and Electronic Engineering Course

Students study basic subjects such as electromagnetics and electrical circuits, and they can select subjects from a wide range of specialized fields such as electrical energy, optical and electronic devices, materials, information and communication, measurement, and control systems, according to their own interests.

● Human-Centered Computing Course

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

Department of Systems Design Engineering

We design our courses to foster practical engineers who can innovate new designs based on advanced concepts.

● Mechanical Engineering Course

Mechanical engineering is the basis of manufacturing industries. Our course offers to students the fundamentals of mechanical engineering through modules such as Materials Engineering, Mechanical Engineering & Design, Heat & Flow and Dynamics & Control. We also expose our students to diverse modules of advanced engineering such as Medical Bioengineering, Robotics, Hydraulic machinery and Aircraft energy system.

● Civil and Environmental Engineering Course

Students learn about the technology needed to create and preserve a safe, secure and comfortable local environment with a focus on structural mechanics, construction material science, geotechnical 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 promotes cutting-edge education and research backed by advanced knowledge and expertise in the fields of Earth Resource Science and Earth Resource Engineering and Environmental Science, with the aim of solving resource problems that have become global issues. Students acquire a wide range of knowledge in earth sciences, resource development, and environmental conservation so that they can operate as global leaders.

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 enables students to systematically study specialized fields and gain in-depth knowledge; it actively promotes interdisciplinary collaboration with peripheral fields, and gives students the comprehensive ability to pursue new application methods and create new systems of value. We develop human resources who have acquired a global perspective and have a strong desire to contribute to the local community. We offer Master's and Doctorate courses to develop human resources who pursue groundbreaking innovations through the integration of concepts and methods in various fields.

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 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

Graduate School of Advanced Healthcare Engineering

The Graduate School of Advanced Healthcare Engineering is a new graduate school established jointly by the Graduate School of Medicine and Graduate School of Engineering Science of Akita University.
As a "Basic organization for the implementation of interdisciplinary graduate school courses" authorized from 2021, the Graduate School of Advanced Healthcare Engineering will develop human resources who will support Super Aging Society by conducting education and research that take advantages of the strength of both parties.

Master's Degree Program	
Graduate School of Advanced Healthcare Engineering	Examination and diagnostics support area Exercise and treatment support area

University Facilities

University Library

University Hospital

Mineral Industry Museum

Affiliated Schools and Facilities for Education and Research

◯Kindergarten ◯Elementary School ◯Junior High School ◯School for Special Needs Education
◯Center for Educational Profession Enhancement
◯Mineral Industry Museum
◯University Hospital ◯University Hospital Medical Simulation Center
◯Center for Care of Aging Populations
◯Research Center for Potential Development of Disaster Prevention ◯Center for Crossover Education
◯Research Center of Advanced Materials for Breakthrough Technology

University Common Use Facilities for Education and Research

◯Center for Information Technology and Management
◯Cooperative Research Center ◯International Center for Research and Education on Mineral and Energy Resources
◯Advanced Research Center for Geriatric Medicine ◯Joint Research Center for Electric Architecture
◯Suicide Prevention Research Center ◯Bioscience Education and Research Support Center
◯Radioisotope Research Center ◯Environmental Research Center
◯Center for Regional Revitalization in Research and Education

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, academic 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: 432,000 books
Medical Library: 114,000 books

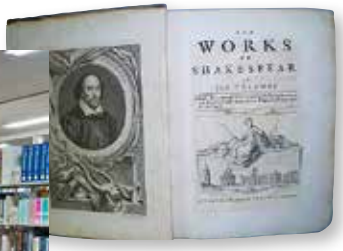
〈Opening Hours〉

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

* Opening hours are subject to change.

●The library supports the study, education and research activities of students, faculty members and staff through the provision of online and face-to-face services with comprehensive infection prevention measures in place to accommodate diverse learning during the COVID-19 pandemic.
All materials in the library collection, with the exception of some rare books, can be viewed and checked out from the open stacks. In addition, the following services, which can be accessed from home, are available via the library website.

- Library search
- Reservation and extension of borrowed material
- Ordering documents from outside the university
- Electronic books
- Electronic journals
- Databases
- Reference
- Purchase requests



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

Central Library browsing floor

Service desk and book sterilizer

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/

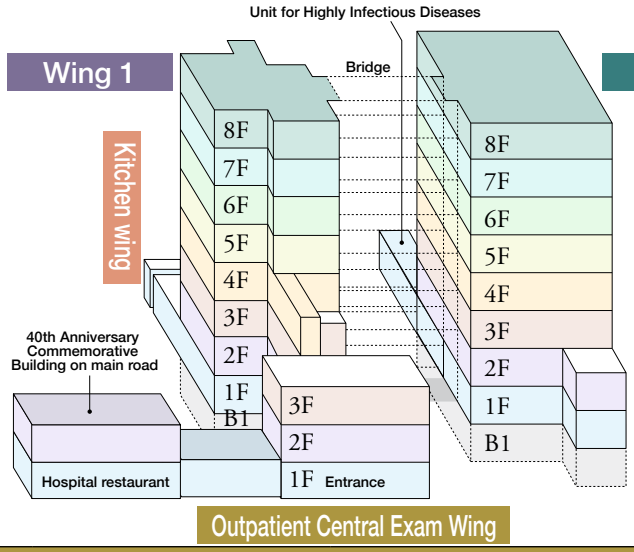
University Hospital

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 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, 2021

	Wing 1	Outpatient Central Exam Wing	Wing 2	
8F	Orthopedics Neurology		Hematology Nephrology Rheumatology	
7F	Ophthalmology Respiratory surgery Mammary gland/Endocrinology		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 General Physician Center Palliative Care 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	Urology Diabetes/Endocrinology Geriatric medicine	
1F	Diagnostic Radiology Department Radiotherapy Department Dental and Oral surgery Barber Anesthesiology Emergency section	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 Geriatric clinical-examination Medical Center for the Major Cognitive Disorder 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 Nutrition Consulting Center	Advanced Emergency and Critical Care Center 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	

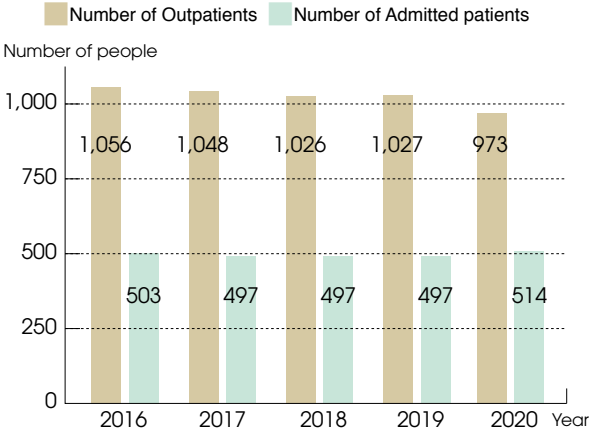
Kitchen Wing

Nutrition Management Department

〈Number of Patients (Admitted and Outpatient) by Department〉 FY2020

Department	Admitted		Outpatient	
	Total number	Average number of patients per day	Total number	Average number of patients per day
Gastroenterology	12,422	34	16,324	67
Neurology	1,985	5	5,211	21
Cardiovascular Internal medicine	9,688	27	12,244	50
Respiratory medicine	5,970	16	4,882	20
Hematology	11,027	30	6,005	25
Nephrology	661	2	1,823	8
Rheumatology	1,304	4	5,430	22
Diabetes and Endocrinology	4,190	12	14,458	60
Geriatrics	0	0	0	0
Gastroenterological surgery	8,545	23	3,830	16
Respiratory surgery	5,010	14	2,853	12
Esophageal surgery	7,192	20	2,165	9
Mammary gland/ Endocrinology	1,801	5	6,314	26
Cardiovascular surgery	11,340	31	1,659	7
Neurosurgery	10,377	28	7,406	31
Pediatric surgery	1,152	3	1,527	6
Pediatrics	7,358	20	7,706	32
Obstetrics	4,653	13	4,127	17
Gynecology	6,629	18	12,951	53
Psychiatry	8,939	25	12,582	52
Orthopedics	13,413	37	15,241	63
Dermatology	5,267	14	16,992	70
Plastic surgery	0	0	800	3
Urology	15,077	41	16,089	66
Ophthalmology	9,696	27	19,154	79
ENT	11,942	33	12,218	50
Diagnostic Radiology	1,677	5	5,282	22
Radiotherapy	226	1	1,101	5
Anesthesiology	0	0	1,088	5
Rehabilitation	0	0	0	0
Oncology	3,933	11	2,645	11
Emergency	1,871	5	2,096	9
Division of Clinical Pathology	0	0	0	0
Dental and Oral surgery	3,662	10	13,456	55
Department of geriatric clinical-examination	0	0	202	1
Total	187,007	514	235,861	973

〈Average number of patients per day by year〉



〈Central Examination Facilities〉

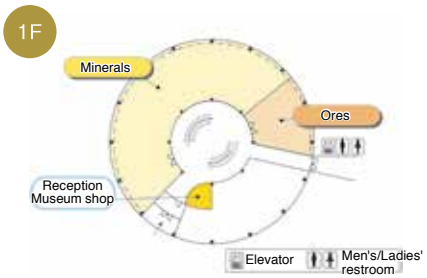
●Central Testing department ●Central Surgery department ●Central Radiology department ●Central Materials department ●Intensive Care Unit ●Advanced Emergency and Critical Care Center ●Transfusion department ●Rehabilitation department ●Medical Information department ●Blood Purification Therapy department ●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 ●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 ●Nutrition Management department ●Hepatic Disease Consultation Center ●Center for Kidney Disease and Transplantation ●Stroke Comprehensive Medical Center ●Medical Center for the Major Cognitive Disorder ●General Physician Center ●Cancer Genome Medical Center

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

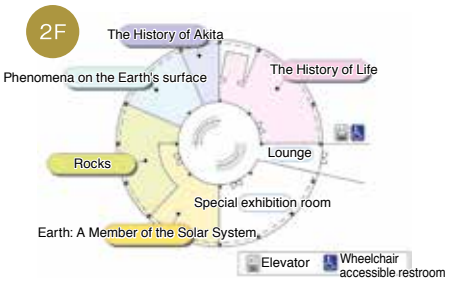
Helipad and Multistory parking lot

Mineral Museum

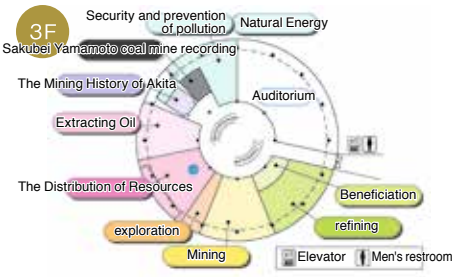
The Mineral Industry Museum is a facility attached to the Graduate School of International Resource Sciences for the storage and display of materials and specimens from various fields related to the earth and its resources that have been collected in the course of the University's research activities. Its history began with the exhibition room of Akita Mining School, which was founded in 1910 to train mining engineers. The Mineral Industry Museum was established when Akita University was originally inaugurated. A new building was constructed in 1961, and this is the Mineral Industry Museum as it stands today. In the public exhibition building, visitors can observe minerals, ores, rocks and fossils, and learn about the history of the earth and the development of resources. In addition, the resource development process and technology of mining is explained in an easy-to-understand manner with actual mining equipment and precision models. We also introduce the latest research and achievements in a wide range of academic fields through special temporary exhibits 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 from the mines. We have around 2,200 different precious specimens on display here (500 varieties), the largest collection of minerals in Japan.



The 2nd floor houses an exhibition of specimens of meteorites, rocks, strata and fossils. 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 on Earth". With the help of the many specimens, information panels digital content, visitors can learn about 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, with 360-degree panoramic photos showing the interior of the building from 1st floor to 3rd floor. It is accessible from your PC screen or smartphone. Search for "Mineral Industry Museum" in Google Maps or use this QR code.

Affiliated School and Facilities for Education and Research

As of 2021 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〉25		〈4year-old〉22		〈5year-old〉32		79
Elementary School		576	18	95	93	92	89	89	91	549
Junior High School		416	12	128	143	142	—			413
Special Support School	Elementary School Department	18	3	5		4		6		15
	Junior High School Department	18	3	7	5	6	—			18
	High School Department	24	3	8	6	8	—			22

〈Faculty of Education and Human Studies〉

Affiliated School Grounds

〈Faculty of Education and Human Studies〉

Center for Educational Profession Enhancement

【Facility Purpose】Improvement of teaching qualifications and advancement of teacher training, theoretical and practical research on the teaching profession, clinical psychological research

【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 Care of Aging Populations

【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〉

Mineral Industry 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

- 35 Medical departments
- 615 Hospital beds

〈Graduate School of Engineering Science〉

Center for Crossover Education

【Facility Purpose】

Contribute to improvement in 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.

* Scheduled to move to the Science and Engineering Building No. 2 in the fall of 2021

〈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】

Creation of new functions based on material research, which is a key strength of Akita University

【Areas of research】

Memory, sensor, and magnet materials for development of Electromobility, and battery materials, extractants, and adsorbents for use of energy with highly efficient

University Common Use Facilities

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, 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】
To promote education and research in the field of natural resources by fostering advanced resource development professionals with an international perspective; work on sustainable resource development, and contribute to Japan's resource security and the stable supply of resources; build an international human resource network.
【Facilities and Equipment】
Oil, natural gas, and geothermal well drilling simulator for education and research (scheduled to start operation in 2021)

Advanced Research Center for Geriatric Medicine

【Purpose of Establishment】
Aim to promote interdisciplinary research on our 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.

Joint Research Center for Electric Architecture

【Purpose of Establishment】
To contribute to the sustainable development of the area and the realization of a vibrant regional society through promoting the research and development of electrified systems, including aircraft, based on industry-academia-government collaboration and through fostering industrial human resources to inspire companies, universities and students with entrepreneurial spirit, giving young people the opportunity to pursue their dreams by developing the creative industries of the future and enabling highly skilled human resources to play an active role to this effect.

Research Center for Suicide Prevention

【Purpose of Establishment】
The Center acts as a base for education, research and promotion of projects related to suicide prevention, and aims to contribute to helping to prevent suicide in the region in cooperation with local government and private organizations.

Bioscience Education and Research Support Center

【Facilities and Equipment】
- Animal Research Laboratory: [Animal breeding equipment] For mice, rats, guinea pigs, rabbits, 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).
- Molecular Medicine Laboratory: [Equipment available] Confocal laser microscope, transmission electron microscope, flow cytometer, next-generation sequencer, LC/MS equipment (Liquid Chromatography-Mass spectrometry), all-in-one fluorescence microscope, centrifuges, spectrophotometers, incubation room, biohazard room, cryostat, liquid nitrogen, ultra-deep freezer, large format printer, etc. [Research support] Tissue sample preparation, gene analysis, electron microscope sample preparation, sterilization.
- 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

【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 and developing talent which serves the community. We participate in collaborative research and support initiatives that promote the local economy, prevent disasters in the region, and promote research which supports local businesses.

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 Building No. 2

【Facilities and Equipment】

- Innovative recycling technology and evaluation systems: disk-type manual grinding machine, roll-type magnetic separator, nonferrous metal sorter (eddy current sorter), air table, ICP optical emission spectroscope, ion chromatography, X-ray fluorescence spectroscope, nanoparticle analysis equipment, differential thermal analysis, metal dispersion measurement equipment, scanning probe microscope, shape measuring microscope, vacuum arc melting furnace, 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 diffractometer for thin films, X-ray diffractometer 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.

Centers for Education and Research

	Purpose of Establishment
Institutional Research and Evaluation Center	● To support self-evaluation, assessment activities, and efforts 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 ● Coordination 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, club room, small meeting 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)

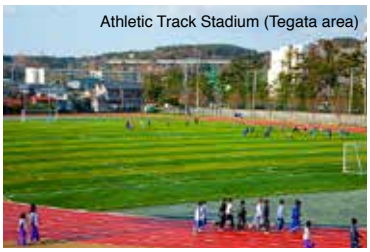

Nishiyachi Dorm


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, 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, handball)
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 to conduct activities related to strengthening the cooperation; 3. to promote social contribution in the Greater Tokyo area.

〈Responsibilities〉

1. Provide information to prospective students

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

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" for students who intend to become teachers.

- **Contact**
  013-0045 13-1 Minamimachi, Yokote City
  At Yokote Municipal Auditorium
- **TEL** 0182-38-8304
- **FAX** 0182-32-7871

Kita Akita Branch School

〈Opened November 17, 2010〉

- We practice traditional farming methods, using an integrated process from planting to harvesting, 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 encourage 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 and also authors books. His works include *Medical Student*, which 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. Since leaving university, he has undertaken many exciting adventures, such as cycling across South America and rafting down the Amazon River. For his next adventure he is planning an expedition to the South Pole, following in the footsteps of Nobu Shirase, an Akita Prefecture-born explorer of the South Pole.

〈Major Projects〉

Lectures from former graduates

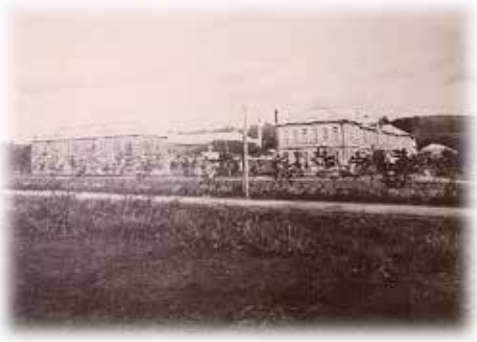
Student exhibition

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 FY2021
- 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~ | 1989 | 1990 | 1991 | 1992 | 1994 | 1996 | 1998 | 1999 | 2000 | 2002 | 2004 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2016 | 2018 | 2019 | 2021

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

2021 April
Graduate School of Advanced Health-care Engineering

Faculty of Teaching Arts

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

Renamed: Faculty of Education

1967 June

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

Restructured: Faculty of Education and Human Studies

1998 April
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

2007 April
Renamed: School for Special Needs Education

Center for Education Practice and Research Guidance

2000 April
Restructured: Educational Research and Practice Center

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

Mineral Industry 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

2002 October
Newly established: School of Health Sciences

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

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

Department of Metallurgy and Fuel Chemistry

1955 April
Department of Metallurgy
Department of 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

1965 April
Mineral Industry 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

Restructured: Faculty of Engineering and Resource Science

1998 April

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

Mineral Industry Museum

Material Resource System Research Facility

2006 April
Restructured: Center for Geo-Environmental Science

2004 July
Innovation Center for Engineering Design and Manufacturing

2006 January
Research Center for Potential Development of Disaster Prevention

Correspondence Education Program

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

Mineral Industry Museum

Center for Geo-Environmental Science

Innovation Center for Engineering Design and Manufacturing

Research Center for Potential Development of Disaster Prevention

Correspondence Education Program

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

Research Center for Engineering Science

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

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

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)
- Joint Research Center for Electric Architecture (2021 April)
- Research Center for Suicide Prevention (2021 April)

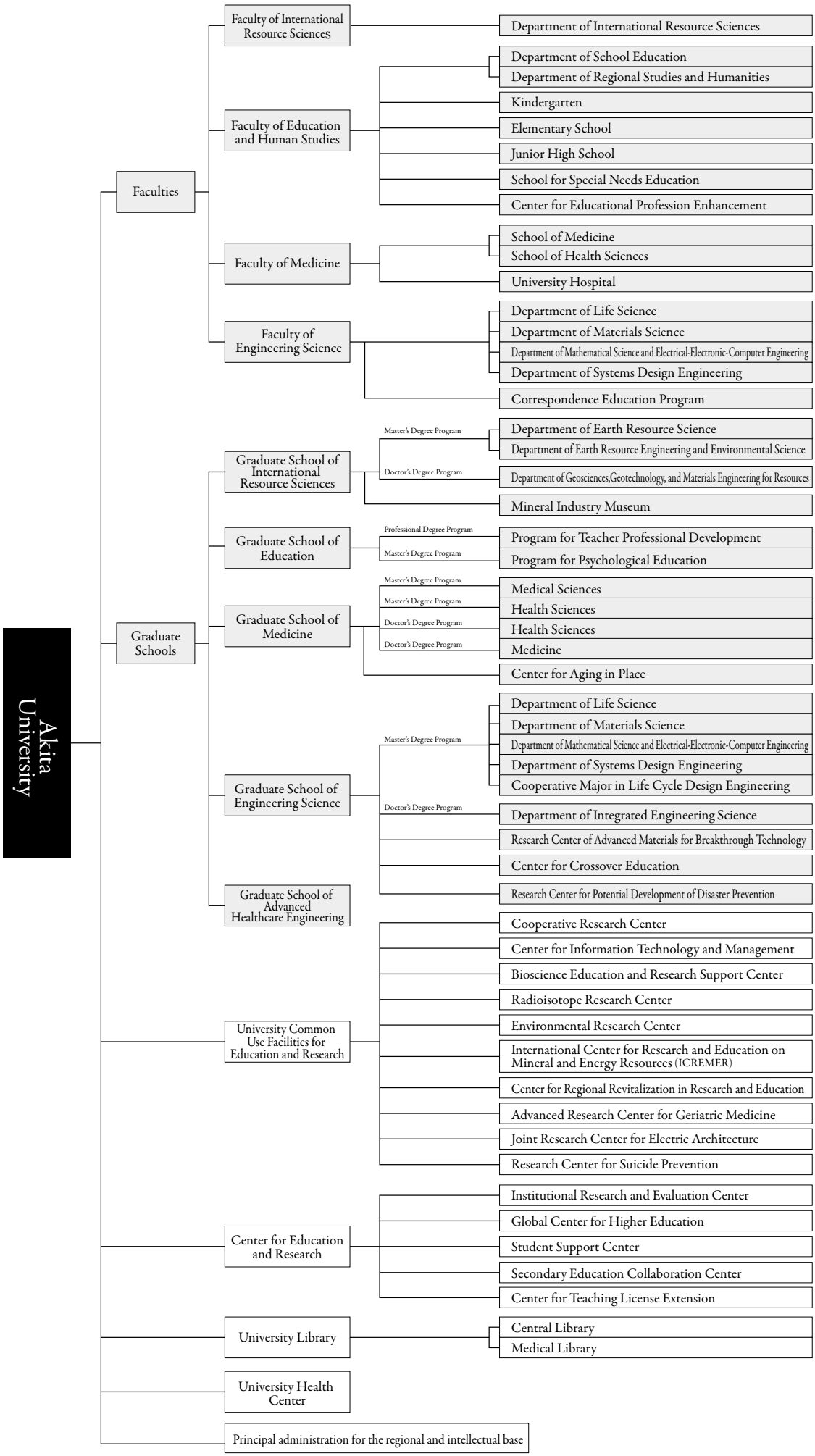
Centers for Education and Research

- 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 2021 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	138	124	125			525
	Total	120	480	138	138	124	125			525
Faculty of Education and Human Studies	Department of School Education	110	440	117	116	119	117			469
	Department of Regional Studies and Humanities	100	400	101	105	111	104			421
	Total	210	840	218	221	230	221			890
Faculty of Medicine	School of Medicine	〈5〉124	769	129	130	138	128	128	120	773
	School of Health Sciences	(14)106	452	107	109	109	109			434
	Total	〈5〉(14)230	1,221	236	239	247	237	128	120	1,207
Faculty of Engineering Science	Department of Life Science	45	180	47	47	48	42			184
	Department of Materials Science	110	440	118	111	116	140			485
	Department of Mathematical Science and Electrical-Electronic-Computer Engineering	120	480	135	129	144	148			556
	Department of Systems Design Engineering	120	480	136	128	140	140			544
	Common Subjects	12	24							
	Total	(12)395	1,604	436	415	448	470			1,769
Total		〈5〉(26)955	4,145	1,028	1,013	1,049	1,053	128	120	4,391

*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 2021 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	21	21	42
	Department of Earth Resource Engineering and Environmental Science	23	46	23	23	46
	Total	40	80	44	44	88
	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	9	11	12	32
Total		50	110				120

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	13	28
	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			39

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	【3】5	【6】10	2	0	2
	Department	**Max. Enrollment Capacity**	**Max. Student Capacity**	**Master's Degree Program Year 1**	**Year 2**	**Total**
	Health Sciences	12	24	12	24	36
	Department	**Max. Enrollment Capacity**	**Max. Student Capacity**	**Doctor's Degree Program Year 1**	**Year 2**	**Year 3**	**Total**
	Health Sciences	3	9	4	2	6	12
	Department	**Max. Enrollment Capacity**	**Max. Student Capacity**	**Doctor's Degree Program Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
	Medicine	30	120	35	33	33	73	174
Total		【3】50	【6】163					224

*The number in parentheses [ ] is the number of students in the Master's Course in Medical Science at the Graduate School of Medicine and the Master's Course in Systems Design Engineering in the Graduate School of Engineering Science.

School	Department	Max. Enrollment Capacity	Max. Student Capacity	Current Students Master's Degree Program Year 1	Year 2	Total
Graduate School of Engineering Science	Department of Life Science	15	30	27	30	57
	Department of Materials Science	42	84	38	37	75
	Department of Mathematical Science and Electrical-Electronic-Computer Engineering	45	90	51	52	103
	Department of Systems Design Engineering	【7】36	【14】72	32	37	69
	Cooperative Major in Life Cycle Design Engineering	12	24	7	12	19
	Total	【7】150	【14】300	155	168	323
	Department	**Max. Enrollment Capacity**	**Max. Student Capacity**	**Doctor's Degree Program Year 1**	**Year 2**	**Year 3**	**Total**
	Department of Integrated Engineering Science	10	30	9	13	18	40
Total		【7】160	【14】330				363

*The number in parentheses [ ] is the number of students in the Master's Course in Medical Science at the Graduate School of Medicine and the Master's Course in Systems Design Engineering in the Graduate School of Engineering Science.

School	Department	Max. Enrollment Capacity	Max. Student Capacity	Current Students			Total
				Master's Degree Program			
				Year 1	Year 2		
Graduate School of Advanced Healthcare Engineering		【10】	【20】	5			5
Total		【10】	【20】				5

*The number in parentheses [ ] is the number of students in the Master's Course in Medical Science at the Graduate School of Medicine and the Master's Course in Systems Design Engineering in the Graduate School of Engineering Science.

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						
Department of Life Science							
Department of Advanced Materials Engineering							
Department of Production and Civil Engineering							
Department of Electrical, Electronic and Computer Systems Engineering					2		2
Total					2		2
Total							2

Grand Total	【10】286	【20】655			753

*The number in parentheses [ ] is the number of students in the Master's Course in Medical Science at the Graduate School of Medicine and the Master's Course in Systems Design Engineering in the Graduate School of Engineering Science.

New Student Application and Entrant Data

〈Faculties〉

2021 school year

Section	Max. Enrollment Capacity	Applicants			Entrants			Ratio
		Male	Female	Total	Male	Female	Total	
Faculty of International Resource Sciences	120	246	85	331	89	38	127	2.76
Faculty of Education and Human Studies	210	315	525	840	76	141	217	4.00
Faculty of Medicine	230	487	483	970	94	137	231	4.22
Faculty of Engineering Science	395	1364	275	1639	337	67	404	4.15

*Does not include international study students (except for privately-financed international students from the Faculty of International Resource Sciences and Faculty of Engineering Science). Also does not include transfer students.

〈Graduate Schools〉

2021 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	34	11	45	30	11	41	1.13
Graduate School of International Resource Sciences (Doctor's Degree Program)			10	5	1	6	5	1	6	0.60
Graduate School of Education (Professional Degree Program)			20	13	4	17	12	3	15	0.85
Graduate School of Education (Master's Degree Program)			6	3	6	9	1	5	6	1.50
Graduate School of Medicine	Master's Degree Program	Medical Sciences	5	2	0	2	2	0	2	0.40
	Master's Degree Program	Health Sciences	12	11	4	15	9	3	12	1.25
	Doctor's Degree Program	Health Sciences	3	3	2	5	2	2	4	1.67
	Doctor's Degree Program	Medicine	30	27	8	35	27	8	35	1.17
Graduate School of Engineering Science (Master's Degree Program)			150	160	31	191	125	27	152	1.27
Graduate School of Engineering Science (Doctor's Degree Program)			10	10	0	10	9	0	9	1.00
Graduate School of Advanced Healthcare Engineering			10	3	2	5	3	2	5	0.50

*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.)
*Capacity of 10 students in Advanced Health Care: 3 students out of 5 from the Master's Course in Medical Science in the Graduate School of Medicine and 7students out of 150 from the Master's Course in the Graduate School of Engineering Science.

Undergraduate and Graduate School Graduate Data

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

Faculties			Graduate Schools			Post-graduate Non-degree Courses	
Section	2020 School Year	Total	Section	2020 School Year	Total	Section	Total
Faculty of International Resource Sciences	104	422	Graduate School of International Resource Sciences (Master's Degree Program)	31	143		
			Graduate School of International Resource Sciences (Doctor's Degree Program)	10	21		
Faculty of Education and Human Studies	213	5,629	Graduate School of Education (Master's Degree Program)	5	904	Advanced Course of Education	78
Faculty of Education		14,519	Graduate School of Education (Professional Degree Program)	12	87	Special Advanced Course of Special Education	212
Faculty of Medicine	254	6,275	Graduate School of Medicine (Master's Degree Program)	0	66		
			Graduate School of Medicine (Master's Degree Program)	8	120		
			Graduate School of Medicine (Doctor's Degree Program)	2	35		
			Graduate School of Medicine (Doctor's Degree Program)	20	255		
			Graduate School of Medicine		791		
Faculty of Engineering Science	381	1,532	Graduate School of Engineering Science (Master's Degree Program)	161	554	Advanced Course of Mining	58
			Graduate School of Engineering Science (Doctor's Degree Program)	4	15		
Faculty of Engineering and Resource Science	1	7,476	Graduate School of Engineering and Resource Science (Master's Degree Program)		2,022		
			Graduate School of Engineering and Resource Science (Doctor's Degree Program)	0	150		
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	953	50,375	Total	253	7,568	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 2021 May 1

Section		2013	2014	2015	2016	2017	2018	2019	2020	Total
Graduate School of International Resource Sciences	Master's Degree (Resource Sciences)					4	8	4	3	19
	Master's Degree (Science)					8	12	17	11	48
	Master's Degree (Engineering)					12	14	33	17	76
	Doctor's Degree (Resource Sciences)							1	3	4
	Doctor's Degree (Science)							6	4	10
	Doctor's Degree (Engineering)						3	1	3	7
	Total					24	37	62	41	164
Graduate School of Education	Master's Degree (Education)	34	24	31	28	7	4	4	5	904
	Master of Education				4	24	20	27	12	87
	Total	34	24	31	32	31	24	31	17	991
Graduate School of Medicine	Master's Degree (Medical Science)	0	0	3	1	2	1	2	0	29
	Master's Degree (Nursing)	6	6	4	7	4	7	5	2	76
	Master's Degree (Rehabilitation Science)	7	8	7	4	7	5	4	6	81
	Doctor's Degree (Health Sciences) (Course)	3	4	3	5	3	4	4	2	35
	Doctor's Degree (Medicine) (Course)	24	25	23	27	35	28	20	20	257
	Doctor's Degree (Medicine) (Thesis)	4	3	4	0	2	4	3	5	41
	Total	44	46	44	44	53	49	38	35	519
Graduate School of Medicinal Science	Doctor's Degree (Medicine) (Course)	3								806
	Doctor's Degree (Medicine) (Thesis)	0								574
	Total	3								1,380
Graduate School of Engineering Science	Master's Degree (Science)				1	9	20	21	28	79
	Master's Degree (Engineering Science)					26	29	35	38	128
	Master's Degree (Engineering)					86	88	78	95	347
	Doctor's Degree (Science)					1	0	2	2	5
	Doctor's Degree (Engineering Science)							3	1	4
	Doctor's Degree (Engineering)						1	4	1	6
	Total				1	122	138	143	165	569
Graduate School of Engineering and Resource Science	Master's Degree (Engineering)	134	101	145	136	6	1	0	0	1,927
	Master's Degree (Resource Science)	3	6	6	14	1	0	0	0	48
	Master's Degree (Science)	8	13	11	15					47
	Doctor's Degree (Engineering) (Course)	10	8	7	9	9	8	1	0	138
	Doctor's Degree (Resource Science) (Course)	0	1	0	2	1	3	0	0	9
	Doctor's Degree (Science) (Course)			1	2					3
	Doctor's Degree (Engineering) (Thesis)	2	0	1	0	1	0	0	0	12
	Doctor's Degree (Resource Science) (Thesis)	0	0	0	0	0	0	0	0	1
	Doctor's Degree (Science) (Thesis)			0	0	0	0	0	0	0
	Total	157	129	171	178	18	12	1	0	2,185
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		238	199	246	255	248	260	275	258	8,244

International Student Data

As of 2021 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		Non-Regular		Regular		Non-Regular			Regular		Non-Regular		Regular		Non-Regular		Regular		Non-Regular		Regular		Non-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	Regular Total	Gov't Sponsored	Private	Non-Regular Total	
China	64		3 (2)				5		10 (9)		2				41 (5)		3		51 (7)		13 (9)	24		1 (1)						2 (1)				21 (3)				24 (5)			75 (12)	75		13 (9)	13	88
Malaysia	20		4 (2)				1 (1)								15 (4)				20 (7)			3		1 (1)										2 (2)				3 (3)			23 (10)	23				23
Vietnam	22										1 (1)				21 (11)				22 (12)			5	1											4 (2)			1	4 (2)		1	26 (14)	27				27
South Korea	9							1 (1)	1						6 (1)		1		6 (1)	1 (1)	2	1	1															1			1	6 (1)	7	1 (1)	2	3	10
Mongolia	3		2 (1)												1 (1)				3 (2)			3		3 (1)														3 (1)			6 (3)	6				6
Zambia	0																					3		2									1				1	2		1	2	3				3
India	0																					1											1				1			1		1				1
Indonesia	2				2												2				2	13	10 (1)	3														10 (1)	3		10 (1)	3	13		2	2	15
Botswana	0																					7	6 (4)	1														6 (4)	1		6 (4)	1	7				7
Afghanistan	0																					2	1	1														1	1		1	1	2				2
Kenya	0																					1		1															1			1	1				1
Myanmar	0																					2		2 (1)															2 (1)			2 (1)	2				2
Thailand	0																					3	1	1 (1)										1				1	2 (1)		1	2 (1)	3				3
Philippines	0																					2	1	1														1	1		1	1	2				2
Papua New Guinea	0																					2	1	1 (1)														1	1 (1)		1	1 (1)	2				2
Taiwan	1														1				1			2												2					2			3	3				3
Serbia	0																					1	1 (1)														1 (1)			1 (1)		1				1
Mozambique	0																					5		3 (2)										2 (1)				5 (3)			5 (3)	5				5
U.S.A.	1										1								1																						1					1
Sweden	1																1				1																							1	1	1
Germany	0																					1		1															1			1	1				1
Turco	0																					1	1														1			1		1				1
Kirghiz	0																					1	1 (1)														1 (1)			1 (1)		1				1
Namibia	0																					1		1															1			1	1				1
Madagascar	0																					1		1 (1)															1 (1)			1 (1)	1				1
Kazakhstan	0																					1		1															1			1	1				1
Uzbekistan	0																					1			1 (1)													1 (1)					1 (1)	1	1
Syria	0																					1		1															1			1	1				1
Fiji	0																					1		1															1			1	1				1
Ghana	0																					1										1							1			1	1				1
Benin	0																					1											1							1			1	1				1
Total	123		9 (5)		2		6 (1)	1 (1)	11 (9)		4 (1)				85 (22)		5		104 (29)	1 (1)	18 (9)	91	25 (7)	27 (9)		1 (1)				1				3	32 (8)				29 (7)	61 (18)		1 (1)	29 (7)	165 (47)	194	1 (1)	19 (10)	20	214

*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〉

No international students accepted in 2020

〈Part-Time Researchers〉 Actual 2020 school year admissions

Section Name	Country/Region	Number
Center for Regional Revitalization in Research and Education	India	2
	Liberia	1
	Mongolia	1
	Italy	1

〈Foreign Visiting Researchers〉

Actual 2020 school year admissions

Section Name	Country/Region	Number
Faculty of Education and Human Studies	Taiwan	1

Overseas Partner Universities

[Inter-University Agreements]

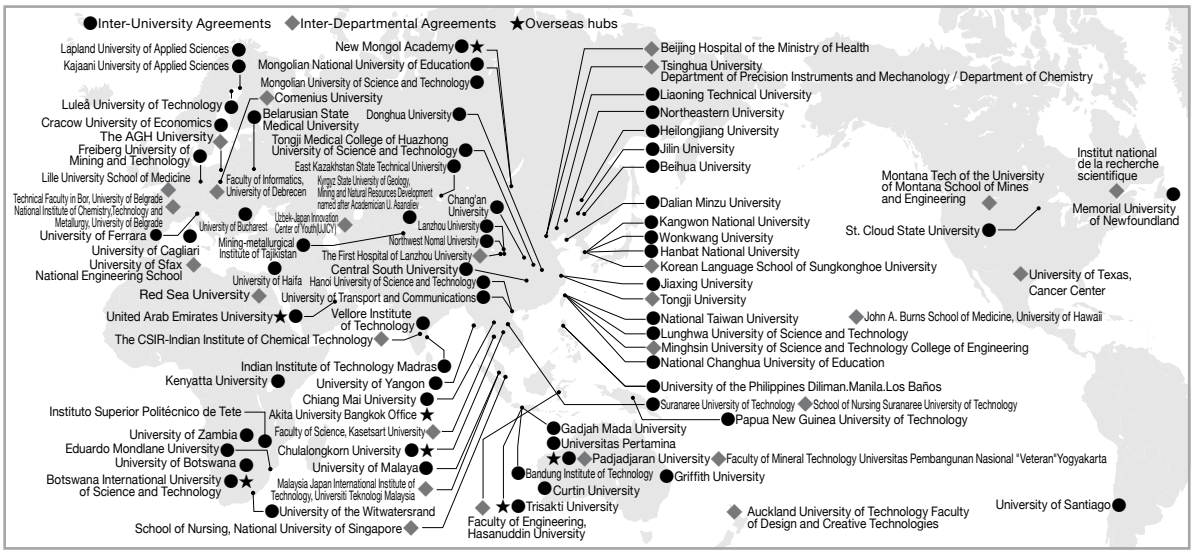
(62 universities in 30 countries/regions) As of 2021 May 1

Country/Region		University	Affiliate Since
Asia	India	Indian Institute of Technology Madras	2014 March 2
		Vellore Institute of Technology	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
		National Changhua University of Education	2020 January 22
	China	Heilongjiang University	1988 October 19
		Central South University	2004 August 24
		Liaoning Technical University	2005 April 20
		Dalian Minzu 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
		Northwest Nomal University	2019 December 12
	Philippines	University of the Philippines Diliman	2012 September 24
		University of the Philippines Manila	2013 February 4
		University of the Philippines Los Baños	2020 October 9
	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 National 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
	Zambia	University of Zambia	2020 November 20
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)	Italy	University of Cagliari	2009 December 9
		University of Ferrara	2014 June 30
	Kazakhstan	East Kazakhstan State Technical University	2011 June 8
	Kirghiz	Kyrgyz State University of Geology, Mining and Natural Resources Development named after Academician U. Asanaliev	2020 November 20
	Sweden	Luleå University of Technology	2013 May 9
	Tadzhikistan	Mining-metallurgical Institute of Tajikistan	2021 March 12
	Germany	Freiberg University of Mining and Technology	2012 July 4
	Finland	Lapland University of Applied Sciences	2009 October 23
		Kajaani University of Applied Sciences	2021 March 24
	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]

(29 Faculties, etc. in 18 countries/regions) As of 2021 May 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
			Faculty of Mineral Technology Universitas Pembangunan Nasional "Veteran"Yogyakarta	2020 October 20
		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 (including NIS countries)	Serbia	Technical Faculty in Bor, University of Belgrade	2016 May 3
			National Institute of Chemistry,Technology and Metallurgy, University of Belgrade	2020 June 16
		Poland	The AGH University of Science and Technology	2018 September 19
		Uzbekistan	Uzbek-Japan Innovation Center of Youth(UJICY)	2020 November 6
	North America	Canada	Institut national de la recherche scientifique	2019 September 18
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
		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
		Malaysia	Malaysia Japan International Institute of Technology, Universiti Teknologi Malaysia	2021 March 9
	Africa	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
		Slovakia	Comenius University	2019 August 13
Center for Regional Development	Asia	China	Shanghai Key Lab of D&A for Metal Functional Materials,Tongji University	2011 September 2



Administrator Data

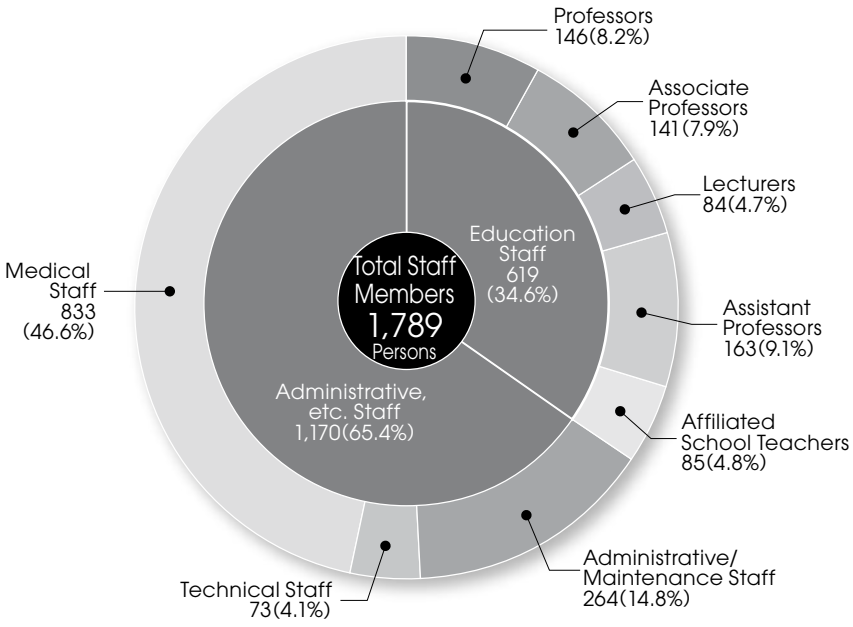
As of 2021 May 1

Category	University President	Director	Temporary	Total
University President	1			1
Director		6 (2)		6 (2)
Auditors			2 (1)	2 (1)
Total	1	6 (2)	2 (1)	9 (3)

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

Instructor Data

As of 2021 May 1



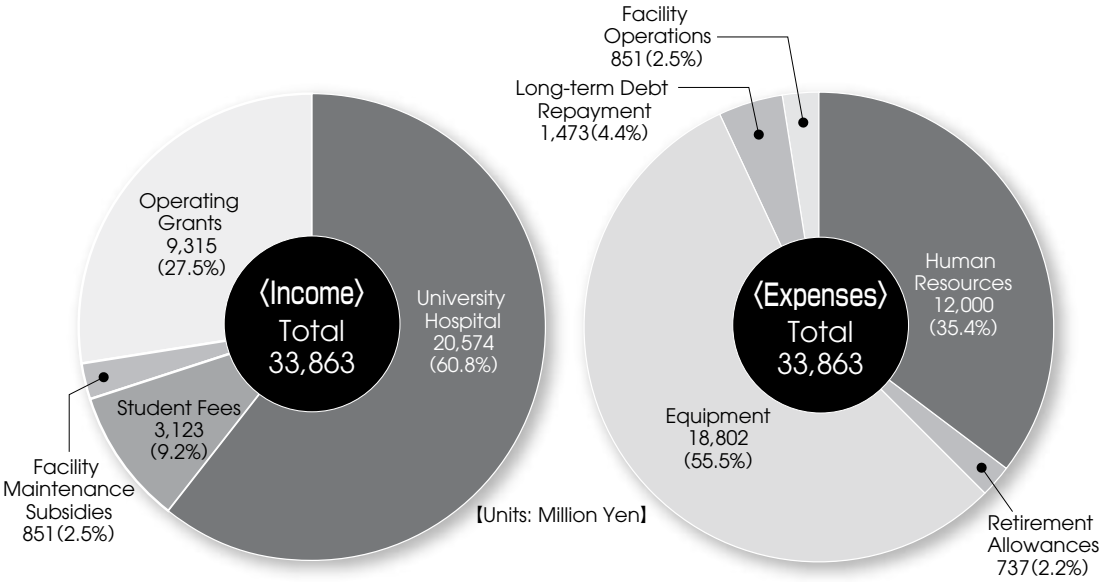
*Teaching staff includes specially appointed teachers, excludes charitable lecturers

All Staff by Position and Gender

As of 2021 May 1

Sex	Professors		Associate Professors		Lecturers		Assistant Professors		Affiliated School Teachers		Administrative/ Maintenance Staff		Technical Staff		Medical Staff	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male	132	90.4	119	84.4	65	77.4	109	66.9	42	49.4	159	60.2	55	75.3	183	22.0
Female	14	9.6	22	15.6	19	22.6	54	33.1	43	50.6	105	39.8	18	24.7	650	78.0
Total	146		141		84		163		85		264		73		833	

Budget for FY2021



*The values in the graph are projected amounts for FY2020, 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	FY2015		FY2016		FY2017		FY2018		FY2019		FY2020	
	Donations	Amount	Donations	Amount	Donations	Amount	Donations	Amount	Donations	Amount	Donations	Amount
Collaborative Research with Private Sector, etc.	78	84,678	83	97,547	84	90,666	82	87,869	107	111,282	102	127,930
Contracted Research	113	530,846	119	496,638	119	395,970	134	337,461	128	311,814	124	304,605
Scholarship Donations	739	422,972	753	464,698	729	421,921	749	433,794	733	429,097	690	372,449
Charitable Lectures/ Departments	4	156,000	4	156,000	3	151,000	3	148,000	2	85,000	2	85,000
Total	934	1,194,496	959	1,214,883	935	1,059,557	968	1,007,124	970	937,193	918	889,984

*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	
Joint Research Center for Electric Architecture	018-889-3003	
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	
Graduate School of International Resource Sciences - Front Desk	018-889-2214	
Graduate School of International Resource Sciences - Mineral Industry 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	
Graduate School of Engineering Science - Front Desk	018-889-2305	
Graduate School of Engineering Science - Research Center of Advanced Materials for Breakthrough Technology	018-889-2460	
Graduate School of Engineering Science - Center for Crossover Education	018-889-2806	
Graduate School 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	
Environmental Research Center	018-884-6192	
Advanced Research Center for Geriatric Medicine	018-884-6085	
Research Center for Suicide Prevention	018-801-7040	
University Library - Medical Library	018-884-6052	


Hondo Campus

〈Hodono Campus〉

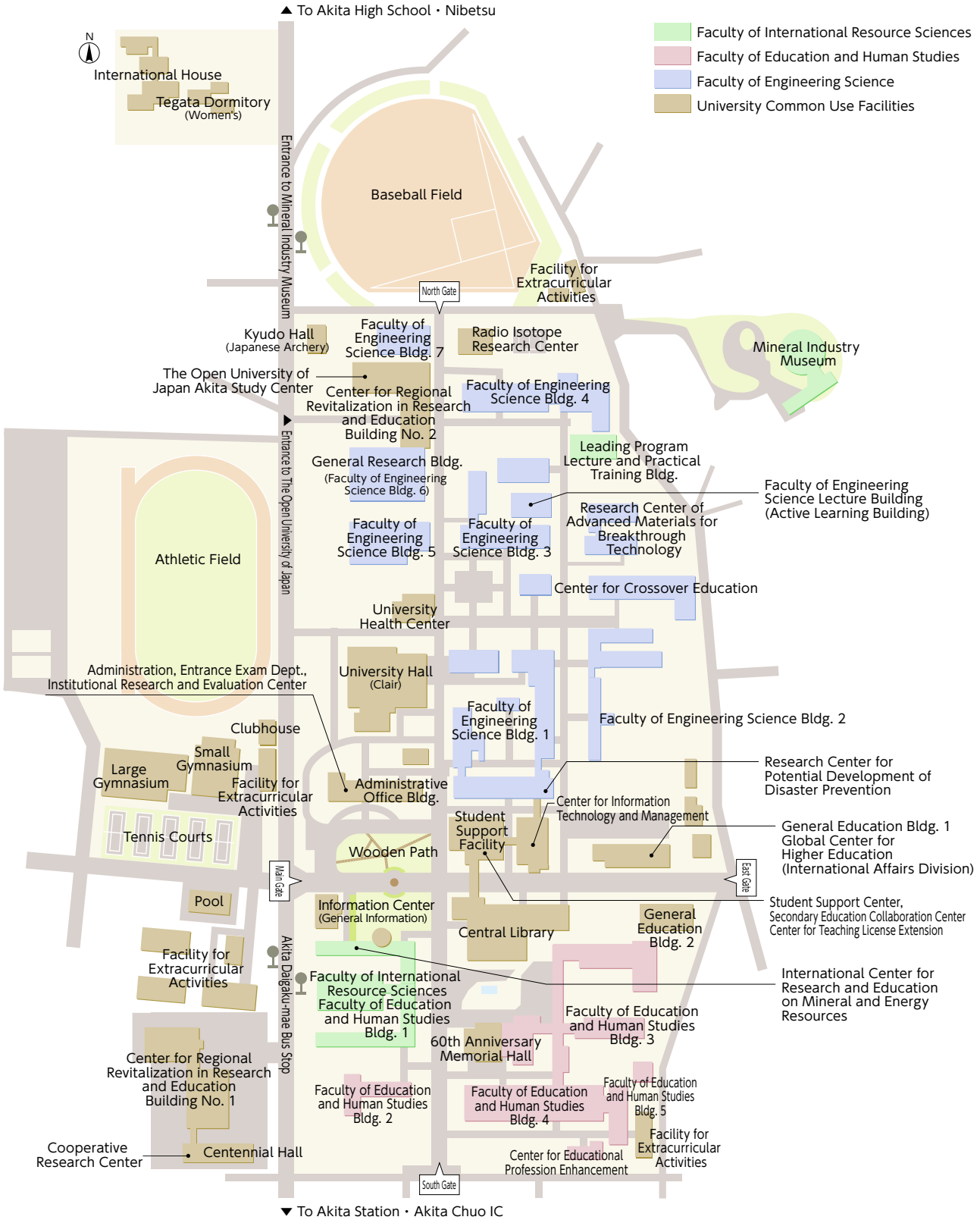
Name	Telephone Number	Address
Faculty of Education and Human Studies Kindergarten	018-862-2343	14-32 Hodonoharano-machi, Akita City 010-0904 Japan
Faculty of Education and Human Studies Elementary School	018-862-2593	13-1 Hodonoharano-machi, Akita City 010-0904 Japan
Faculty of Education and Human Studies 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

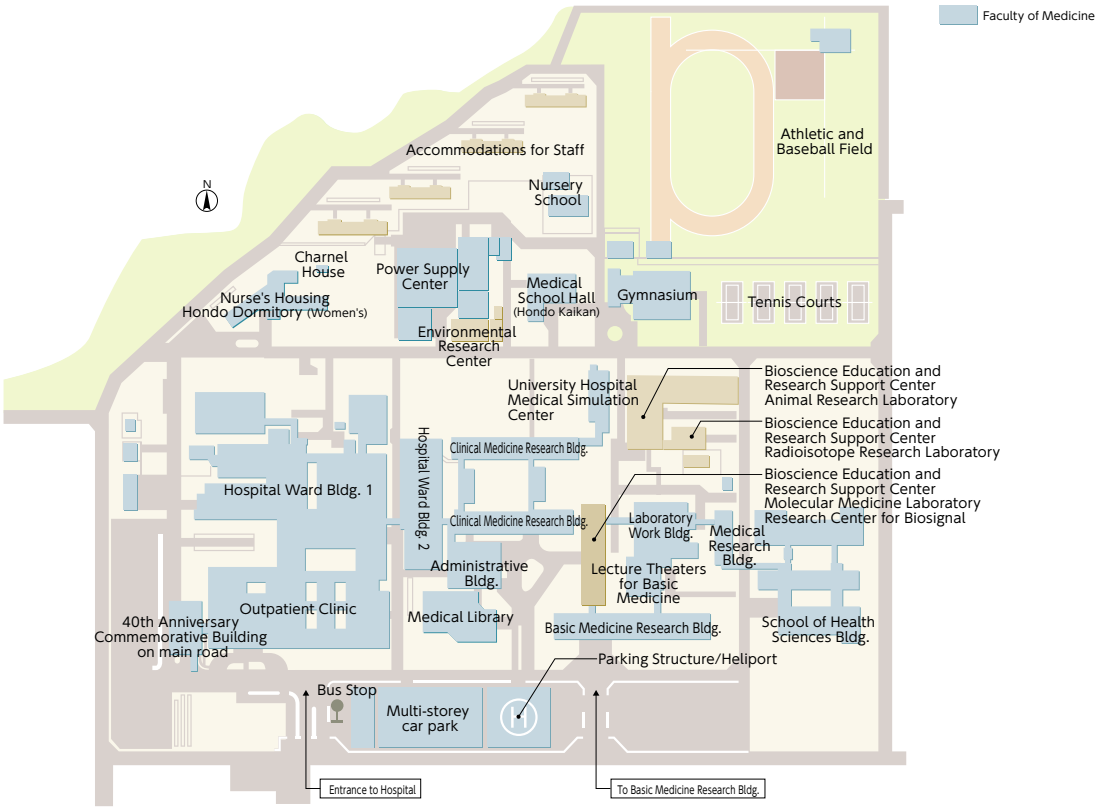
〈Other Facilities〉

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	13-1 Minami-cho, Yokote City 013-0045 Japan Yokote Municipal Auditorium
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

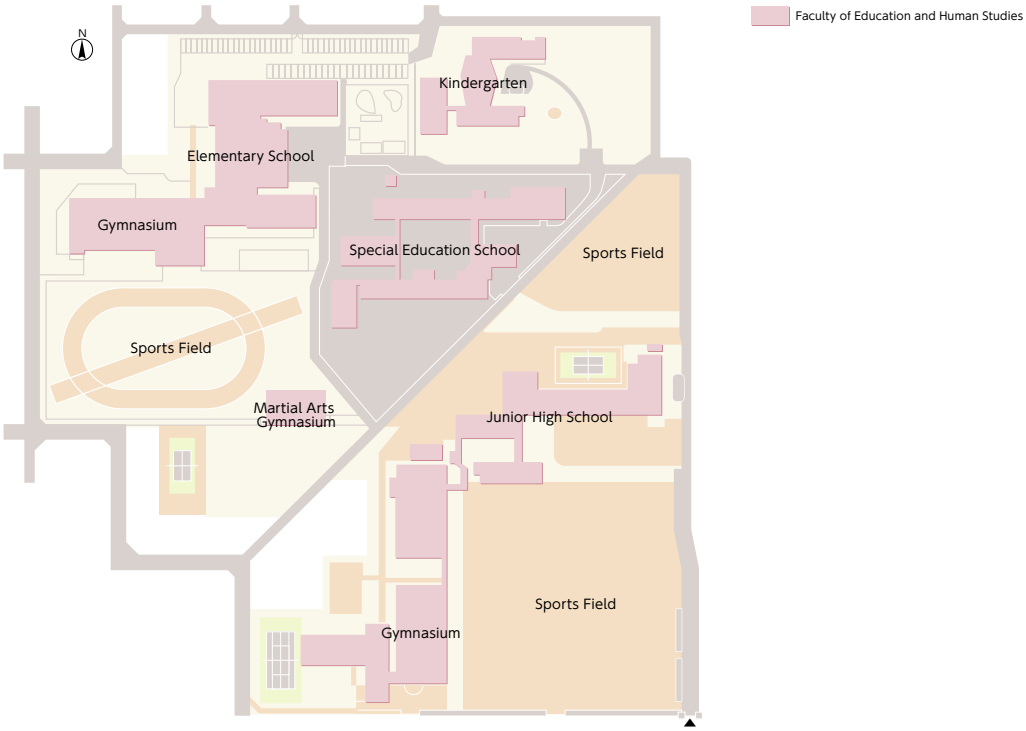
Tegata Campus Map



Hondo Campus Map



Hodono Campus Map



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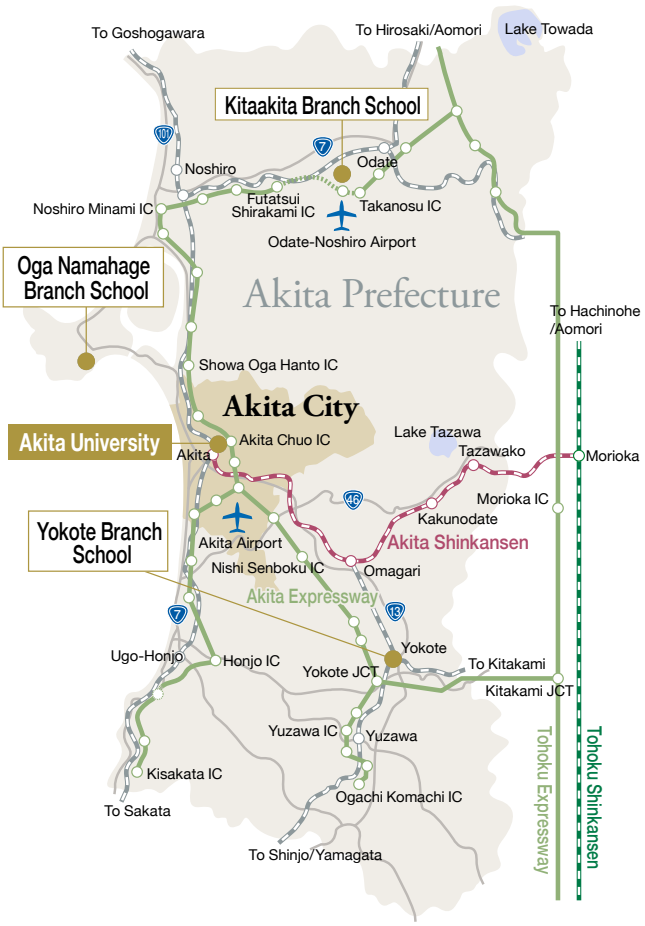

〈To Akita〉

As of 2021 April

From Tokyo	Haneda Airport to Akita Airport (1 hr. 5 min.)
	Shinkansen Komachi Line Tokyo Station to Akita Station (3 hr. 50 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 2021 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. 5-30 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. 10-20 min.)
	Akanuma Line		
	Matsuzaki Danchi Line		
	Daigaku Byoin Line via Tegatayama	West Gate ⑫	
	Akanuma Line	East Gate ②	
Hodono Campus	Izumi Yabase Kanjo Line ＊Weekdays only	West Gate ②	
	Kanda Asahino Line	West Gate ⑧	Haranomachi (Approx. 5-25 min.)
	Soegawa Line		
	Izumi Yabase Kanjo Line ＊Weekdays only		
	Narayama Omawari Line ＊Weekdays only	West Gate ⑨	

The Akita University logo incorporates the following three meanings:
1. The four rice leaf-shaped images (overlapping combination of light green and blue) depict the four faculties of Akita University.
2. The dark green line below the rice depicts several layers of “open-ness”: Akita University opening up and embracing the future, the opening of a book, and the notion of being open to the outside world. In addition, the line is open to the rice leaf designs above, and acts as a support.
3. The combination of these designs depicts Akita University’s commitment to offering solutions to the world’s problems and contributing to regional development. At the same time, it invokes Akita University’s aspirations to evolve and move upwards in the world.

Akita University Outline 2021 Edition

[Editing and Publication]

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