



Akita University

2024 Edition

Outline

GENERAL INFORMATION BULLETIN

2024

A K I T A U N I V E R S I T Y

AKITA UNIVERSITY 2024

GENERAL INFORMATION BULLETIN

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Message from the President

Akita University was established under the new national educational system in Japan in 1949. It traces its origins back to Akita Prefecture Training College, which was founded in 1873 and later became Akita Normal School in 1878. It also has its roots in Akita Mining College (established in 1910) and Akita Prefecture Women's Medical College (established in 1945, but closed two years later following the destruction of the school building by fire). The University originally consisted of two faculties: The Faculty of Arts and Science and the Faculty of Mining. In 1970, it expanded to three faculties, the Faculty of Medicine, Faculty of Education and the Faculty of Mining. As of today we have four faculties: the Faculty of International Resource Sciences, the Faculty of Education and Human Studies, the Faculty of Medicine, and the Faculty of Engineering Science. Therefore Akita University has a longstanding history and tradition that has been nurtured and preserved by our predecessors. We take pride in further developing these traditions and passing them on to future generations. We are committed to the provision of cutting-edge education and research in order to contribute to the prosperity of humankind.

The Faculty of International Resource Sciences is the only university institution in Japan with such a comprehensive education and research framework for resource science. With natural resources and energy in short supply in Japan, the Faculty engages in research to find solutions to these challenges on a global scale and have a strong record of world-leading results. It has also established branches and

laboratories that serve as overseas research hubs with active involvement in student exchange and international collaborative research initiatives. In their third year, students participate in the compulsory "Resource Science Fieldwork Abroad" program for two to four weeks. This gives them a front-line perspective on research into international resource development. Such learning enables the University to produce global leaders in the field of resource science. The Faculty is taking on the challenge of searching for and efficiently producing the precious resources that exist on earth, and developing and utilizing new resources such as renewable energy as well as oil and natural gas, which we have used historically. Students here also have the opportunity to expand their knowledge in the social sciences, including areas such as economics, policy theory, international cooperation, and international law.

The Faculty of Education and Human Studies comprises the Department of School Education, which is responsible for teacher training, and the Department of Regional Studies and Humanities, which forms the core of regional cooperation. The Department of School Education trains teachers who contribute to the revitalization of learning in the community while maintaining close ties with the general field of education. It has a history of training staff who will become the pillars of the educational system: Akita enjoys a reputation for having some of the brightest elementary and high school students in Japan. In the Department of Regional Studies and Humanities, we help students to explore solutions to regional problems from a multifaceted perspective and train human resources who can contribute to regional revitalization. By equipping students with the expertise they need to cope with any challenge and nurturing flexible thinking, the department produces talented resources who can tackle and resolve local issues from a global perspective.

The Faculty of Medicine contributes to medical care in Akita as well as nationally and internationally through the education of medical professionals to help alleviate the shortage of doctors. It has produced many leading doctors throughout Japan. The University hospital provides innovative edge medical care and is the only special functioning hospital in the prefecture. During the pandemic, the University played a leading role in the implementation of COVID-19 countermeasures in Akita Prefecture. In addition, our pass rate in the National Medical Practitioners Qualifying Examinations is the highest in the country. In the School of Health Sciences, we are committed to providing support for those who need it and to maintaining high pass rates in all national examinations for general nurses, specialist public health nurses, midwives, as well as physical therapists and occupational therapists.

The Faculty of Engineering Science was established to add a science perspective to the Faculty of Engineering and Resource Science, which was originally an engineering faculty. It engages in advanced research and development that is competitive on a global basis. Its work includes the development of equipment for use in the medical and welfare sectors based on medical-science-engineering collaborations; science and engineering-related initiatives to extend healthy life expectancy; and Akita-grown innovation to support the growth of the aviation industry. The Faculty supports the creation of new industries and employment in the region in cooperation with local government and industries. In addition, the application of information and communications technology has contributed to the further development of the University overall. In 2025, the Faculty of Engineering Science will be reorganized into the Faculty of Integrated Science and Engineering for Environments (tentative name) with a new faculty, the Faculty of Informatics and Data Science (tentative name) also due to be established. The Faculty of Integrated Science and Engineering for Environments will focus on education and research in the engineering science sector as it relates to the realization of a green society. The Faculty of Informatics and Data Science will focus on education and research that finds solutions and creates new value through leveraging digital technologies such as information technology, data science and AI.

Each faculty will have a graduate school that will further develop the education and research carried out at undergraduate level.

The University is also committed to contributing to the local community. The Center for Regional Revitalization in Research and Education was established to support regional revitalization in Akita and consists of two divisions, Community Cooperation and Regional Industrial Research. Three branches of the Community Cooperation Division are now established. They bring together local residents, students and faculty staff who participate in initiatives designed to reaffirm the merits and virtues of the prefecture. The Regional Industrial Research Division engages in research linked to important policy initiatives in Akita. By aiding the development of regional industries, we can contribute meaningful solutions to local issues. The Research Center for Regional Disaster Prevention and Mitigation conducts cross-disciplinary surveys and research on disaster prevention initiatives that are tailored to Akita's own circumstances in response to the increasing number of natural disasters and complex emergency situations in recent years. We also contribute to improving regional disaster prevention capabilities through sharing the results of our research with the community and promoting awareness.

In March 2024, we established the Center for Artificial Intelligence Research to undertake research into how AI can be utilized in society to aid regional revitalization. It engages in multifaceted research into AI and the development of digital human resources. In the same month, we also set up the Center for Recurrent Education to promote and implement recurrent education, leveraging Akita University's educational resources and collaborating with local governments and the private sector to support adults in relearning activities, in order to support the fostering of regional human resources and the development of local society. Over the past two years, we have been implementing a recurrent education program in the field of DX and ICT with support from the Ministry of Education, Culture, Sports, Science and Technology (MEXT). In the future, this Center will serve as a base for activities and the provision of programs designed to equip working adults with the knowledge and skills that they need.

The University as a whole is focused on research and development of human resources to contribute to the realization of a green society. The Akita University Joint Research Center for Electric Architecture was established jointly with Akita Prefecture and Akita Prefectural University to promote research and development of electrification systems for aircraft using new-generation motors. We also 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.

It is not only medical professionals who engage in the development of the healthcare field. Engineers and researchers who focus on medical and nursing care equipment and pharmaceuticals also play a critical role in advancing the sector. Collaboration between healthcare professionals and science and engineering researchers is vital for the future growth of medical and nursing care. To promote more effective and powerful collaboration between medicine, science and engineering, the University has established the Graduate School of Advanced Healthcare Engineering, which leverages the strengths of the Graduate School of Medicine and the Graduate School of Engineering Science. We also regularly hold Medical science and engineering collaborative industry research and development project ("Yume wo kataru kai" (Dreaming Out Loud)) to discuss the development of sectors such as medical and nursing equipment, pharmaceuticals or health foods, and are working to create and promote industries related to these. Akita is one of the most advanced prefectures in Japan in terms of its response to the declining birthrate and aging population. The prevention and treatment of diseases and conditions peculiar to the elderly is an urgent issue, and we believe Akita University can make a significant contribution to mitigating this situation. In 2017, we established the Advanced Research Center for Geriatric Medicine with support from Akita Prefecture to specialize in geriatric medical care. It undertakes interdisciplinary research based on leading studies into geriatric medicine and sociology. In order to reinforce our initiatives related to the prevention of suicide, which is a major issue in Akita, we established the Suicide Prevention Research Center with support from local government. We established the Center for Integrated Control, Epidemiology and Molecular Pathophysiology of Infectious Diseases in March 2023 to develop human resources in sectors including infection control, analysis of molecular epidemiology, prevention strategies and countermeasures, and training of medical personnel for high-level infectious disease response. The Center aims to operate as a "command post" bolstering the infection control network across the prefecture. In terms of research, it conducts epidemiological research into areas such as infection and its social impact, genomic analysis of pathogens using next-generation sequencers, and pathophysiological analysis related to host cells and intracellular signal transduction. We hope that this will lead to the development of new strategies for the prevention and control of emerging infectious diseases and the development of new therapeutic drugs.

The seamless education offered from undergraduate to graduate school and the clear missions of each research center serve as the foundation for Akita University's ethos 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 was honored to be ranked number one among "universities that Japanese companies would most like to recruit from". Our graduates' "dynamism" and "people skills" were particularly highlighted. In addition, in the Nikkei Global National Survey on University Contribution to Local Communities published in October 2021, we were ranked 4th overall in Japan, and in the "THE Japan University Rankings 2023," we were ranked 61st out of approximately 800 national, public and private universities. It goes without saying that these achievements primarily reflect the efforts of the students themselves, but I am proud to say that they also give substance to the view that Akita offers students an environment that brings such qualities to the fore.

The dreams and goals of each individual are so important when choosing a path to university, employment, or becoming a researcher or educator. "Make your dreams come true" is the University's core philosophy: we respect the dreams and goals of each and every student, staff member, and researcher, and actively support them in their fulfillment. All of us who consider the University our "alma mater" have great expectations for our current students, staff, researchers, and newcomers as they work toward the realization of their dreams.

Akita University President

MINAMIYA Yoshihiro

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 Fourth Period Mid-term Objectives (Preamble) The University's Basic Objectives

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.

Meanwhile, to address various issues from a regional to global scale during the fourth mid-term objectives period, national universities need to contribute to globalization and DX (digital transformation, transformation through the use of digital technology) and to changes in the industrial and social structure based thereon. To that end, all faculties, graduate schools, education and research centers and institutes which constitute the university will introduce elements of ICT (Information and Communication Technology) to their specialized fields based on their individual missions, and through integration with studies and organizations, will foster specialized professionals who can contribute to the sustainable development of regional society as well as highly specialized

professionals and academic researchers who will be active in the international community.

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, faculty and staff members.

Based on the aforementioned principles and guidelines, the basic 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 that possess the required knowledge to promote DX and can tackle and resolve regional and world issues.
2. In terms of research, to advance ICT to take on the challenges of resolving social problems from a regional to global scale, generate innovations that advance DX, and continuously transmit these results to the region and to the world.
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 cooperate



秋田大学中央図書館
Akita University Library

with the community in the pursuit and undertaking of measures to promote the region, to work towards upgrading medical systems that utilize ICT, so as to contribute to eliminating disparities in regional medical care.

4. In terms of globalization, while promoting academic exchanges with overseas students and researchers, mainly from resource-producing countries, encourage international study and overseas placement of students, faculty and staff members in order to implement smart mining using information engineering (resource information science “of the future” that actively incorporates information engineering).
5. In terms of university management, to aim for sound, 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, faculty and staff members, while preparing an environment where they can be successful as members creating Society 5.0.

Mid-term Objective

- I. Improve the quality of educational research
- II. Enhance and improve efficiency of business operations
- III. Improve financial performance
- IV. Voluntarily review and assess education, research, organizational structure, and the administration and provision of information thereof
- V. Other business operations

A mid-term plan has been established, outlining the measures necessary for achieving the goals regarding our mid-term objectives.

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 in

Distinguished Education and Research

- Research into development and practical application of compact, lightweight electric motorization systems
- Inter-University Exchange Project - Supporting the development of inter-university exchanges with African countries -
- JICA/JST Science and Technology Research Partnership for Sustainable Development
- Tohoku Next Generation Cancer Professional Plan

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 2027)

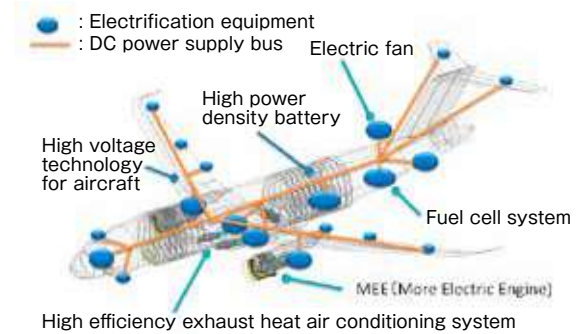
Today's aircraft are typically controlled by a combination of electricity, air pressure and oil pressure. These mechanisms are complex and require continuous maintenance. It therefore makes sense to look for ways to utilize electrification throughout the engineering process as a whole. Electrification of the propulsion mechanism is one approach to reducing carbon dioxide emissions. This is a key focus for Akita University. We are actively engaged in promoting research activities through the Akita Research Initiative, involving volunteer researchers from both Akita University and Akita Prefectural University. As well as this, both universities are collaborating with local industries 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. The project was selected for a Grant for Regional Universities and Regional Industry Revitalization for 2019 by the Cabinet Office. In April 2021, the University established the Joint Research Center for Electric Architecture, operated jointly with Akita Prefectural University. The center will play a leading role in promoting research and development and contributing to the development of local human resources and industry.

In April 2022, we opened a major research facility, the Evaluation Laboratory for Next Generation Motors. This laboratory is used for performance evaluation testing, endurance testing (environmental resistance tests) for motorized equipment and systems testing using the grid (power lines). It is available for use both by local companies and for companies from further afield. Utilizing this lab since March 2023 in collaboration with Akita Prefectural University, IHI Corporation, and various companies in Akita, we have successfully worked on a prototype 250kW aircraft propulsion system high output electric motor (Halbach motor). Furthermore, part of this project has been adopted as a development framework for grant-funded projects, and this is being expanded into other industries.



One of the largest motor characteristics testing facilities in Japan
*Establishment of Evaluation Laboratory
for Next Generation Motors

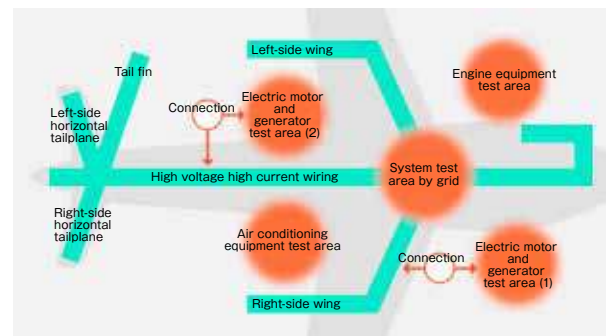
(Example of electrification system for 2030)



Source: IHI Corporation website



(Full-size aircraft frame test facility)



Source: Evaluation Laboratory for Next Generation Motors website
<https://www.akita-u.ac.jp/dendouka/motorlab/ja/about/>



A panoramic view of the system test equipment
(known as copper pheasant) using the grid

*Establishment of Evaluation Laboratory for Next Generation Motors

You can find more information on the following websites and the dedicated YouTube channel.

Joint Research
Center for Electric
Architecture



Japanese
version



English
version



YouTube channel

Evaluation
Laboratory for Next
Generation Motors



Japanese
version



English
version

Distinguished Education and Research

Inter-University Exchange Project - Supporting the development of inter-university exchanges with African countries -

“An innovative program for development of core human resources for smart mining to lead sustainable resource development in Southern Africa”

(Project duration: 2020 to 2024)

Akita University’s project, “Development of core human resources for smart mining to lead sustainable resource development in Southern Africa” has been selected for the MEXT (Ministry of Education, Culture, Sports, Science and Technology) Inter-University Exchange Project. This collaborative project involves Kyushu University (affiliated university) and Hokkaido University (partner university), aiming to train global experts in resource development science (Smart Mining) through Information Engineering with a focus on the core technology of Society 5.0 (such as AI, IoT, and Big Data).

Japanese students and students from affiliated African universities acquire practical knowledge and skills related to smart mining through a curriculum that includes “Virtual Traveling Class,” “Basics of Mining Informatics,” “Japan-Africa Collaborative Training,” and “Japan-Africa Collaborative Research Project.”

The curriculum incorporates exchanges, including travel, between Southern Africa and Japan, where participants work together to study AI-based machine learning programming and apply it to their research, as well an opportunity to visit working mines where resources are extracted. We also include online programs so that students from various countries and universities can participate in the lectures.



Training at the DigiMine lab at the University of South Africa

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 (BIUST)(Botswana)

University of Botswana (Botswana)

For more information, please see the following websites



Japanese version



English version

JICA/JST Science and Technology Research Partnership for Sustainable Development “Construction of a Decarbonized Heat Energy Supply System using Groundwater Resources”

(Project duration: 2021 to 2026; 2021 was a preparation year)

Tajikistan suffers from temperature extremes and lacks oil and natural gas resources. This research contributes to the country’s regional stability and countermeasures for global warming by enhancing the energy situation and creating jobs. To achieve these goals, we are dedicated to promoting “Advanced Arid Region Geothermal Heat Pump System (“Tajikistan Model”); which integrates ICT technology such as AI, making use of the country’s rich underground water resources.

Specifically, the project focuses on the following three research topics:

- (1) The 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) The implementation of long-term heating and cooling tests using a demonstration plant based on multi-modal measurements and AI

(3) Planning a system for dissemination for 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). 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.

For more information, please see the following websites



Japanese version



English version



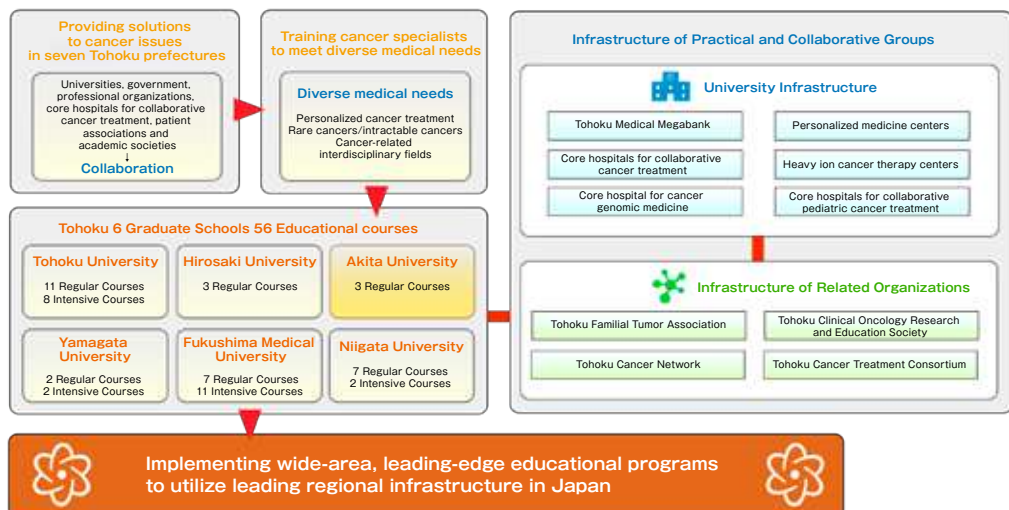
Tohoku Next Generation Cancer Professional Training Plan

(Project duration: 2023 to 2028)

Akita University is participating in the “Next Generation Cancer Professional Development Plan” sponsored by the Ministry of Education, Culture, Sports, Science and Technology. The lead university for this plan is Tohoku University, with cooperation from Hirosaki University, Yamagata University, Fukushima Medical University and Niigata University. This brings the total number of participating universities to six.

The plan’s objective is to find solutions to the problems of cancer care in the seven Tohoku prefectures, including Iwate, through nurturing the academic knowledge, skills and promotion capabilities required for emerging cancer care issues and the latest cancer treatments, and by training cancer specialists who can meet diverse medical needs, such as personalized cancer care, rare and intractable cancers, and cancer-related interdisciplinary fields, through cooperation between universities, government, professional organizations, core hospitals for collaborative cancer treatment, patient associations and academic societies.

To achieve this, 56 new educational courses will be established at six graduate schools, with wide-ranging, innovative educational programs implemented that utilize university infrastructure, such as the Tohoku Medical Megabank, personalized medicine centers, clinical research centers, heavy ion cancer therapy centers, core hospitals for collaborative cancer treatment, core hospitals for cancer genomic medicine, and core hospitals for collaborative pediatric cancer treatment. These courses will also leverage the infrastructure of leading cancer-related organizations in the region, including the Tohoku Familial Tumor Association, Tohoku Clinical Oncology Research and Education Society, Tohoku Cancer Network and Tohoku Cancer Treatment Consortium. The plan will serve as a foundation for supporting the cancer medical care system and contribute to cancer prevention efforts in all prefectures across the Tohoku region.



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 launched the Center for Regional Revitalization in Research and Education 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 and research to support the growth of local industry.

In April 2022, the Research Center for Potential Development of Disaster Prevention of the Graduate School of Engineering Science and the Regional Disaster Prevention Department of the Center for Regional Revitalization in Research and Education were integrated and reorganized to study countermeasures, including responses to both natural and complex disasters, which have become more frequent in recent years. We established the Research Center for Regional Disaster Prevention and Mitigation as a university-wide organization with medical fields added to its existing specialty areas, and launched activities related to surveys, research, analysis, and support for regional disaster prevention and mitigation initiatives.

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.



■ 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”

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.

Regional disaster prevention

1. Surveys and research on regional disaster prevention

The Center has three divisions: Disaster Mechanism Research Division, Disaster Resilience Research Division, and Human Support Research Division. These divisions conduct surveys, research and analysis, and support activities related to regional disaster prevention and mitigation.

2. Education to implement disaster prevention initiatives in the community

Disaster prevention education is provided for local government, neighborhood associations and educational institutions so that local residents can conduct disaster mitigation activities on their own in the event of an earthquake or other emergency.



3. Guidance and advice on disaster prevention measures to prefectures and municipalities

We offer guidance and advice on disaster prevention and mitigation for municipalities in Akita Prefecture, taking local characteristics into account, to facilitate earthquake damage forecasting and disaster prevention measures in Akita Prefecture.

Regional Business Research

■ Resource Development, Recycling and Environment Research Project

We are developing an integrated research and educational program to promote international collaboration towards the sustainable utilization of natural resources such as petroleum, gas, minerals, and secondary resources.

Through this program, we intend to provide students with comprehensive knowledge of the sustainable utilization of resources, purification and recycling of waste materials and protection of the environment.



■ 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 compact and lightweight electrification systems for mobilities

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 collaborate with the Joint Research Center for Electric Architecture Systems in R&D initiatives to support local industries.

■ New energy research and development project

Akita Prefecture has abundant natural energy resources. The coastal areas of Akita Prefecture are particularly suitable for wind power generation, and large-scale offshore wind farms are being installed here. This project will develop technologies that can contribute to the development of the local area through effective utilization of the abundant resources of renewable energy generated here.

■ 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.



Development of new molding technology for carbon fiber composite materials (CFRP: Carbon Fiber Reinforced Plastics) and manufacturing methods for lightweight components for the transportation equipment industry

(Project Leader: Professor Mikio Muraoka, Graduate School of Engineering Science)

Following approval from the Ministry of Economy, Trade and Industry, we established the Akita New Composite Technology Research Association in April 2017 as a regional development project for the prefecture. We established an R&D facility at the Center for Regional Development and conduct R&D activities based on industry-academia-government collaboration under the leadership of Mikio Muraoka, Director and project leader.

Through joint research with Mitsubishi Heavy Industries, we have developed a low-cost molding technology for carbon fiber composite materials based on magnetic field heating that can be used for aircraft fuselage structures. Against the backdrop of the move to EVs, we are collaborating with Toyota Motor Corporation and Shima Seiki, a world-class knitting machine manufacturer, on the practical application of CFRP construction methods to automobile interior parts using base materials woven with carbon fiber fabric. We are also developing a new method of repairing concrete structures using carbon fiber sheets and thermoplastic resin and are applying this technology to the civil engineering sector for the purpose of repairing public infrastructure.



Success with aircraft-standard CFRTP molding in a small facility



Test concrete repair using the thermal spray method

International Exchange

Global Academic Network and Overseas Offices

Akita University has concluded a range of inter-university agreements for academic and student exchanges with various educational and research institutions around the world. As of May 2024, our inter-university agreements cover 77 universities and institutions in 36 countries and regions, and our inter-faculty agreements over 41 faculties in 23 countries and regions (see P39 “List of International Exchange Partnership Institutions” for details). Based on these agreements, we are actively promoting exchanges with these partner institutions, including exchanges of students, faculty staff and researchers, as well as research collaboration. We will continue to actively expand our international exchanges with participating institutions along with the development of new programs.

Furthermore, as of May 2024, we have established 10 overseas offices in eight countries, and are utilizing these as hubs for joint research, exchange of researchers and educational activities with our overseas partner universities (for details, see “List of Akita University Overseas Offices”). In future, we are looking to further increase the number of overseas offices and set up educational and research exchange programs with our overseas partner universities.

〈Akita University Overseas Offices〉 2024 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 Akita University Jakarta campus	April 28, 2015 September 18, 2023 expanded
	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
Uzbekistan	Akita University Satellite Lab in Uzbekistan for Earth Resources Studies	3 April 2023
Tajikistan	Akita University Tajikistan Liaison Office	November 1, 2023
Germany	Akita - Freiberg Overseas Research Hub Akita University at TU Bergakademie Freiberg	September 13, 2023

International Strategy and Fourth Mid-Term Objectives and Plan

In May 2021, we revised our international strategy. We have formulated four strategies and specific performance objectives: “Fostering of rich international human resources,” “Collaboration with overseas universities,” “Promotion of joint international research,” and “Fostering of faculty talent in response to the internationalization of universities.”

In response to this, each faculty and graduate school has developed action plans that define their objectives along with specific

action guidelines for each fiscal year and is working toward the achievement of our international strategy.

In addition, in our Fourth Mid-Term Objectives, which apply from April 2022, we set out our goal as follows, “We aim to cultivate internationally-minded individuals with different values through expanding our overseas student exchange activities, attracting outstanding international students, maintaining our ties with them after they graduate and complete their studies, and providing international educational programs in collaboration with overseas universities.”

Based on this, the Fourth Mid-Term Plan set out specific performance objectives in different categories, including the ability to transfer academic credits, the provision of double degree programs, expansion of international student places, and strengthening of students’ language skills.

〈Performance objectives in the Fourth Mid-Term Plan〉

- Ability to transfer academic credits: 7 new universities
- Implementation of double degree programs: 2 new universities
- Establishment of inter-university agreements: +30% compared to FY2021
- Establishment and utilization of overseas offices: Four new locations
- International students enrolled: 250 students per year
- Strengthen student language skills: Improve English language education programs through use of e-learning materials
- Percentage of students who have studied abroad: 20%
- Percentage of students who have engaged in resource science field work abroad: 100%

We will continue to actively promote the internationalization of our university in accordance with our international strategy and the Mid-term Objectives and Plan through 2027.

From a Research Base for Resource Development to PR for International Students

The Research Institute of Global Resources (RIGRe) was established with the aim of becoming a center for education and research and developing human resources with an international perspective. RIGRe provides educational support for resource-producing countries, including visiting lectures and technical guidance, and engages in a variety of activities, such as organizing Special Program in Natural Resource Science for graduate students in resource-producing countries, arranging international symposia on resource science, developing joint research opportunities with overseas partner universities and inviting co-researchers to the university on a short-term basis.

In particular, the Special Program in Natural Resource Science is expected to play a role in promoting the University overseas, with an increased number of students who have completed the program and returned to their home countries 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. To achieve this, the Global Center for Higher Education (GHE) has been established to promote the internationalization of the University and the development of human resources who play an active role in global society.

GHE supports students who study abroad, provides information on studying abroad, organizes exchange events, establishes inter-university agreements, and promotes the globalization of the University.



Completion Ceremony for Special Program in Natural Resource Science

Improvement of Living and Educational Support for International Students

We are also improving our living and education support programs for international students. We provide two dormitories for international students to provide accommodation: International Student House and International House. We engage in food assistance initiatives together with food banks to provide students with economic support. As part of its educational support, the University plans and organizes local activities such as farm stays and ski trips to deepen students' understanding of Akita's local culture. We operate exchange programs for international and Japanese students, as well as a "tutor system" whereby existing students support international students in their daily lives and studies. In addition we have a Multicultural Lounge on campus to promote exchanges between international and Japanese students, where students and teaching staff can study independently to learn a variety of different languages.

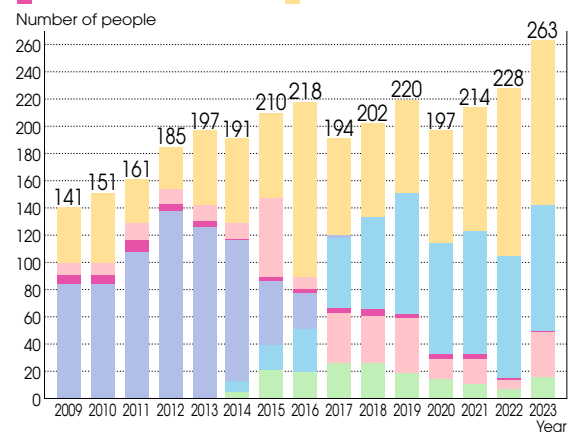
Fostering Human Resources with an International Perspective

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 33 researchers have participated in this project and conducted research at overseas universities.

In addition, the University offers the "Akita University Exchange Program" for students to study abroad at partner universities, and "Short-Term Overseas Study Programs" organized individually by the faculties. The Akita University Mirai Souzou Foundation provides travel expenses subsidies and scholarships to students studying abroad to develop advanced knowledge of specialized fields, excellent communication skills, and cross-cultural understanding. There are also other study abroad programs providing scholarships as part of the Japan Student Services Organization (JASSO) "Overseas Study Program."

As overseas travel continues to grow, we are strengthening our framework for development of human resources with an international perspective.

<Transition in International Student Numbers>



Akita university student in Italy



Akita University Student in Taiwan (front row, third from left)

For more information on Akita University's international exchange initiatives, please refer to the following website.



Japanese version



English version

Faculty Graduate School and

[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 (Resource Sciences Fieldwork Abroad) 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 Department 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.

● Dept. of Resource Policy and Management (Humanities and Social Science)

To develop an understanding of the international situation, policies, and legal systems concerning resources, students study interrelated aspects of political science, economics, business, and international cooperation with resource-rich countries, as well as the culture, history, and religion of the regions that form the background of this cooperation.

● Dept. of Earth Resource Science (Science)

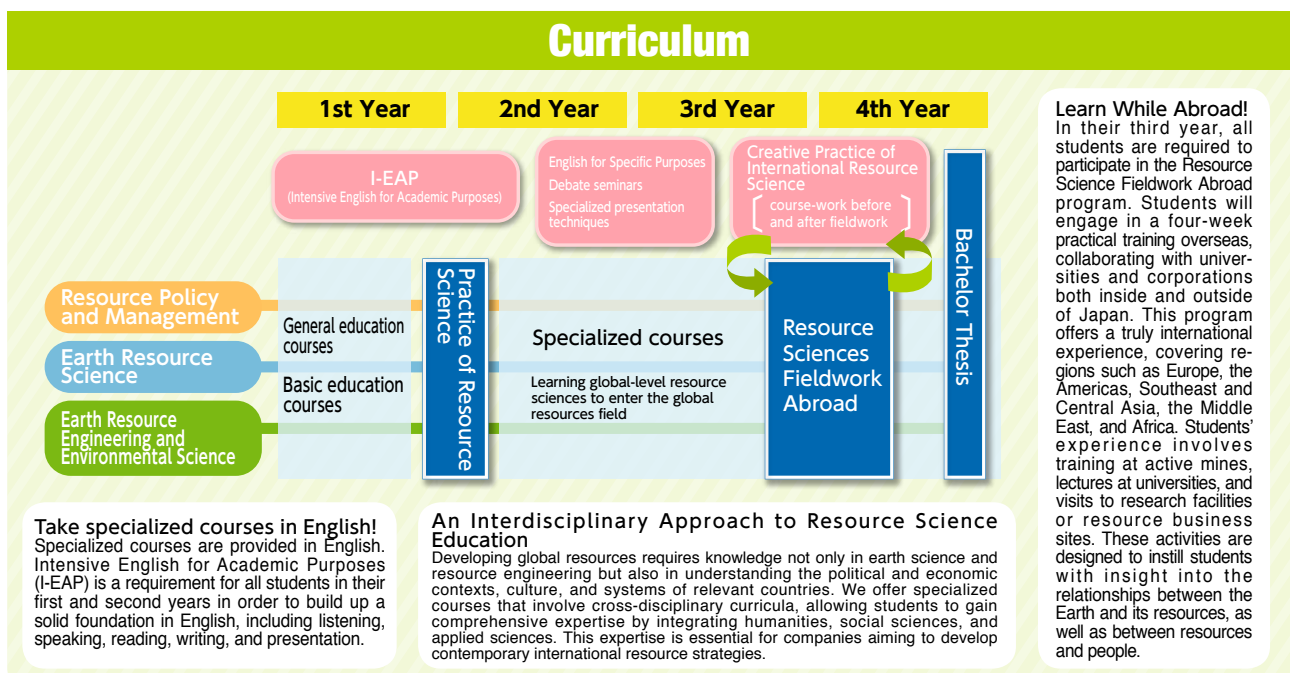
To predict worldwide resource distribution and explore the potential for new Earth resources, we study cutting-edge earth sciences such as geology, economic geology, petrology, paleontology, and geochemistry.

● Dept. of Earth Resource Engineering and Environmental Science (Engineering)

To ensure the sustainable and effective utilization of Earth's limited resources while striving for harmony with the global environment, students will study specialized fields related to energy and mineral resource development, recycling, smelting, and environmental conservation.



Curriculum



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 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.



Submission of reports on the results of collaborative projects between the University and local government (Course seminars)

Classes (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 6,500 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.

Japan is now entering an era of turbulence. People's lives and health are threatened by earthquakes, torrential rains and coronavirus infections that occur in across the world every year. The decline in the birthrate and aging of the population continue unchecked and the shortage of doctors and nurses in rural areas is becoming more and more severe. It is in times like these that we must all come together to respond to these challenges. Let us all work together to contribute the development of medical care, medicine, healthcare, and welfare in Japan.

Faculty Organization

School of Medicine

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

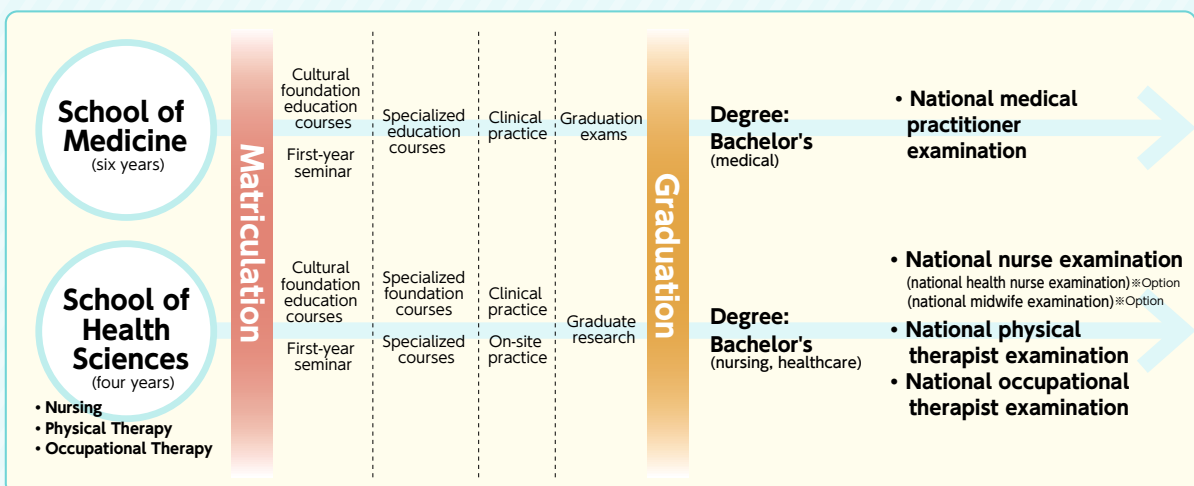
School of Health Sciences

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 40 lectures.	
School of Health Sciences	Major	Organization of Faculty Instructors
	Nursing	<ul style="list-style-type: none"> ● Nursing Course ● Physical Therapy Course ● Occupational Therapy Course
	Physical Therapy	
	Occupational Therapy	



Curriculum for the Faculty of Medicine



Faculty of Engineering Science

The Faculty of Engineering Science consists of four departments and eight courses. Students acquire fundamental knowledge of science and engineering, study specialty fields and explore aspects of science, technology and engineering from an environmentally friendly perspective. Students learn how to apply digital technology to their respective fields of expertise in order to stay across the significant advances in data science technology in recent years. They also acquire the ability to explore issues independently on their own and take a broad and flexible approach to finding solutions to new challenges. In addition, we actively support and encourage students to study abroad and to broaden their global perspectives.

Faculty Organization

Department of Life Science

Based on chemistry and biology, 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

Students study synthetic organic chemistry, natural products chemistry, molecular biology, structural biology, biotechnology, cell biology, developmental biology, physiology, bioinformatics, and other specialty fields to shed light on biological phenomena.

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, such as inorganic materials, organic materials, energy-related chemical engineering, and 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.



Applied Chemistry Course



Civil and Environmental Engineering Course

Department of Mathematical Science and Electrical-Electronic-Computer Engineering

We provide the education that enables students to become leading researchers and engineers in the field of mathematical science, electrical and electronics, and information and communication.

● Mathematical Science Course

Students learn a wide range of mathematical science, covering mathematics (e.g. algebra, geometry, analysis), theoretical physics (e.g. quantum mechanics), computer science including AI and its applications to environmental science including data science.

● 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 develop practical engineers who can create, develop and maintain new manufacturing and social systems.

● 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 2,000 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 Practice course) and Psychological Education (Master's Degree Program).



Professional Degree Program	
Teaching Practice	School Management course Curriculum and Teaching Development course Educational Development and Special Education course
Master's Degree Program	
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 Sustainable Engineering	Electromobility course Social Environment Systems course
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 Health Care Engineering is an educational and research organization that integrates the fields of medicine and engineering science to study the extension of healthy life expectancy and the processes of disease prevention, diagnosis, treatment, and prognosis. We nurture human resources who can play an active role in the super-aging society. In addition to lectures, students have the opportunity to participate in R&D activities for new healthcare and medical equipment while gaining practical experience through training at hospitals and nursing care facilities.



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 ○Center for Innovative and Digitalized Medical Education
- Telemedicine Development and Research Center ○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 ○Research Institute of Global Resources
- Research Center for Regional Disaster Prevention and Mitigation
- Advanced Research Center for Geriatric Medicine ○Joint Research Center for Electric Architecture
- Suicide Prevention Research Center
- Center for Integrated Control, Epidemiology and Molecular Pathophysiology of Infectious Diseases
- Bioscience Education and Research Support Center
- Radioisotope Research Center ○Environmental Research Center
- Center for Regional Revitalization in Research and Education ○Center for Artificial Intelligence Research
- Center for Recurrent Education

Center for Education and Research

- Institutional Research and Evaluation Center ○Global Center for Higher Education
- Student Support Center ○Secondary Education Collaboration Center
- Educational Profession Career Center

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

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, while systematically managing and maintaining the collection.

● Number of books in the collection Central Library: 430,000 books
Medical Library: 112,000 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.

● In addition to materials that can be viewed or borrowed from the library, various academic resources such as e-books, e-journals, and databases are available from the library website to support the study, education and research activities of students, faculty members and staff.

(Services on the library website)

- Library search ● Reservation and extension of borrowed books and documents
- Ordering documents from outside the university
- Purchase requests
- Online reference

In addition, we have digitized mining-related materials and rare documents and materials owned by the University and made them available to the general public on our website. Research materials by University researchers are available to the public through the Akita University Institutional Repository System.



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

Central Library browsing floor



Central Library "Commons"



Medical Library "Commons"



Mining Picture Scroll Digital Gallery (<https://archive.keiyou.jp/akitaunivda>)

● 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

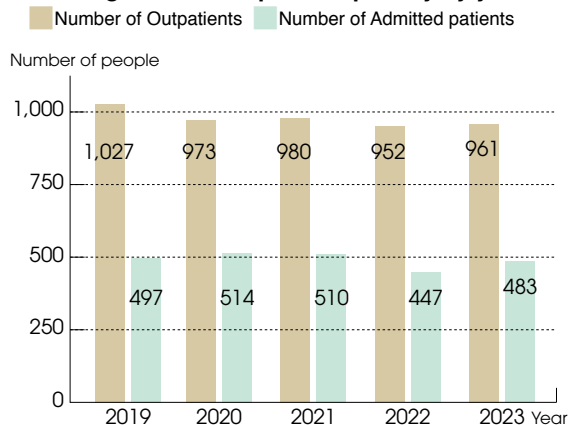
〈University Library Website〉

<https://www.lib.akita-u.ac.jp/top/>

〈Number of Patients (Admitted and Outpatient) by Department〉 FY2023

Department	Admitted		Outpatient	
	Total number	Average number of patients per day	Total number	Average number of patients per day
Gastroenterology	11,538	32	17,619	72
Neurology	2,532	7	4,732	19
Cardiovascular Internal medicine	9,688	27	8,243	34
Respiratory medicine	4,120	11	4,637	19
Hematology	9,845	27	6,169	25
Nephrology	1,293	4	2,252	9
Rheumatology	1,901	5	6,273	26
Diabetes and Endocrinology	3,804	10	13,107	55
Geriatrics	0	0	0	0
Gastroenterological surgery	6,863	19	4,035	17
Respiratory surgery	4,760	13	2,826	12
Esophageal surgery	6,225	17	2,181	9
Mammary gland/Endocrinology	1,725	5	7,254	30
Cardiovascular surgery	10,534	29	1,980	8
Neurosurgery	10,637	29	5,181	21
Pediatric surgery	1,199	3	1,700	7
Pediatrics	7,186	20	7,963	33
Obstetrics	4,643	13	3,663	15
Gynecology	4,429	12	12,173	50
Psychiatry	9,291	25	14,312	59
Orthopedics	13,627	37	16,120	67
Dermatology	4,385	12	18,135	75
Plastic surgery	601	2	1,398	6
Urology	12,879	35	15,260	63
Ophthalmology	8,511	23	15,376	64
ENT	9,994	27	13,170	54
Diagnostic Radiology	141	0	901	4
Radiotherapy	1,975	5	5,383	22
Anesthesiology	0	0	1,253	5
Rehabilitation	0	0	0	0
Oncology	4,580	13	3,522	15
Emergency	4,098	11	3,575	15
Division of Clinical Pathology	0	0	0	0
Dental and Oral surgery	3,267	9	12,682	52
Department of geriatric clinical-examination	0	0	385	2
Total	176,271	483	233,460	961

〈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
 - Center for Transfusion Medicine and Cell Therapy Transplant Regenerative Medicine
 - 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
 - Division of Nurse Practitioner
-
- Medical Safety Management department
 - Infection Control unit
 - Pharmaceutical department
 - Nursing department



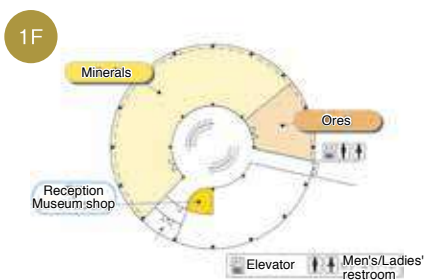
Helipad and Parking Garage

Mineral Industry 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

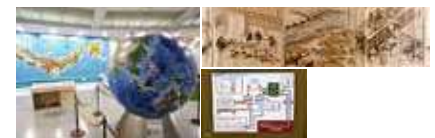
observe minerals, ores, rocks and fossils, and learn about the history of the earth and the development of resources. In addition, the resource development process and technology of mining is explained in an easy-to-understand manner with actual mining equipment and precision models. We also introduce the latest research and achievements in a wide range of academic fields through special temporary exhibits and public lectures.



The 1st floor houses an exhibition of minerals and ores. The specimens exhibited here are collected by staff, students, and alumni since the establishment of Akita Mining School, as well as specimens donated from the mining companies. We have 2,200 specimens on display here (500 varieties), the largest collection 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 2D barcode.



Affiliated School and Facilities for Education and Research

As of 2024 May 1



〈Faculty of Education and Human Studies〉

● Affiliated School Grounds

Category		Total Capacity	Number of Classes	Number of Actual Students						Total
				Grade1	Grade2	Grade3	Grade4	Grade5	Grade6	
Kindergarten	3-year childcare	96	4	〈3year-old〉 11	〈4year-old〉 12	〈5year-old〉 28				51
Elementary School		576	18	93	95	96	92	95	92	563
Junior High School		384	12	128	126	128	—			382
Special Support School	Elementary School Department	18	3	6		5		4		15
	Junior High School Department	18	3	6	8	7	—			21
	High School Department	24	3	9	7	5	—			21



〈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 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 "simulation-based medical education," which is the new foundation for Akita Prefecture's healthcare.

- 1st floor : TV-Seminar Room ● 2nd floor : Emergency Procedures Lab, Clinical Basic Skills Lab ● 3rd floor : Surgical Skills Lab, Surgical Skills Study Room, Clinical Specialist Skills Lab, OB-GYN Skills Lab

〈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

〈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 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】

Provision of in-service education programs as educational activities for nurses, rehabilitation professionals, caregivers, care managers, etc.

〈Graduate School of Medicine〉

● Center for Innovative and Digitalized Medical Education

【Facility Purpose】

The aim of the center is to improve the quality of medical care through the establishment of a medical education network that leverages advanced digital technology, collaborating with various fields in the University and partnership training hospitals, and promoting seamless graduate and post-graduate education for the future.

【Center Activities】

With the cooperation of members from various fields, the center supports the creation and use of medical education materials (courses, exercises and evaluation) leveraging digital technology to establish an optimized framework for medical education for the next generation.

〈Graduate School of Medicine〉

● Telemedicine Development and Research Center

【Facility Purpose】

The center promotes Akita University Hospital's telemedicine services and the telemedicine activities of the Graduate School of Medicine along with research initiatives in collaboration with clinical departments/university departments and courses, and contributes to the overall enhancement of medical care.

【Center Activities】

Regional medical activities using medical MaaS (mobility as a service), collaboration with acute phase imaging, online support for hospitals without specific departments, proposals for new projects and related support, development of new telemedicine initiatives, negotiation and collaboration with regional and municipal governments.



〈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, manufacturing classes for children etc.



〈Graduate School of Engineering Science〉
● **Research Center of Advanced Materials for Breakthrough Technology**

【Facility Purpose】

Research and development of high functional and advanced materials

【Areas of research】

Development of electrodes and catalysts materials for hydrogen production
Development of electrode materials for storage batteries
Development of electron transport layer materials for solar cells

University Common Use Facilities for Education and Research



● **Center for Information Technology and Management**

【Facilities and Equipment】

- Educational PCs (total 400): PC rooms 101/102, PC rooms A/B, Hondo PC room, 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.

● **Research Institute of Global 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, XRF analyzer.

● **Research Center for Regional Disaster Prevention and Mitigation**

【Purpose of Establishment】

The facility acts as a base for education, research, and promotion of projects related to regional disaster prevention and mitigation, and works with local governments and private organizations, thereby contributing to the strengthening of disaster prevention capabilities in the region.

● **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.

● **Suicide Prevention Research Center**

【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.

● **Center for Integrated Control, Epidemiology and Molecular Pathophysiology of Infectious Diseases**

【Purpose of Establishment】

The purpose of the Center is to organize and promote the integrated preventive, diagnostic and therapeutic strategies for infectious diseases, and promote the clinical, epidemiological and basic molecular research on infection diseases and host reaction. The Center is characterized by highly integrated clinical and basic research on infectious diseases. We also aim to disseminate the significant results of our clinical and research activities globally, and to train and educate medical personnel and researchers in the field of infectious diseases and infection epidemiology.

● **Center for Artificial Intelligence Research**

【Purpose of Establishment】

Organizations such as the XR/Metaverse Unit, AI Social Collaboration Unit, Intelligent Robotics Unit work together to promote AI research and implement the results in society, disseminating AI-related technologies and generating new innovations, as well as developing creative future industries in which digital talent can thrive, and contributing to the sustainable development of the region and the realization of a vibrant local community.

● **Center for Recurrent Education**

【Purpose of Establishment】

As a hub for the promotion of recurrent education, along with education and research functions, our purpose is to contribute to the development of local human resources and the local community by utilizing Akita University's educational resources to collaborate with local governments and private organizations and contribute to the re-education of working adults.



● 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. [Outsourced contract work] Animal experiment contract work by qualified personnel (Experimental animal technologists)
- Radioisotope Research Laboratory: [Equipment] Survey meter, liquid scintillation counter, image analysis scanner, etc. [Authorized nuclides] 15 types, including ³H, ¹⁴C, ³²P and ¹²⁵I. [Research support] Departmental staff available to carry out RI-related duties (Negotiable).
- Molecular Medicine Laboratory: [Equipment] Super-resolution confocal laser scanning microscope, transmission electron microscope, flow cytometer, next-generation sequencer, Single cell analysis system, liquid chromatography-mass spectrometer, all-in-one fluorescence microscope, centrifuges, spectrophotometers, cell culture incubation room, biohazard room, cryostat, laser microdissection, liquid nitrogen, ultra-low-temperature freezer, large format printer, etc. [Research support] Tissue sample preparation, gene analysis, electron microscope sample preparation, Mass spectrometry, 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 scalars, survey meters and plate analyzers
- Sealed source experiment area: Multi-channel ray spectrometer, high-performance liquid chromatograph mass spectroscopy, 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, atomic absorption spectrophotometer, other necessary equipment



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

[Facilities and equipment]

Fume hood, Microwave reactor, ultra-high resolution field emission scanning electron microscope, CHNSO elemental analyzer, flame/furnace atomic absorption spectrometer, CHO/CHS elemental analyzer, X-ray photoelectron spectrometer, micro-focus X-ray computed tomography system, mercury porosimeter, light scattering gel permeation chromatography with light scattering detector, terahertz spectrometer, specific surface area/pore size distribution measurement system, catalyst analyzer, thermal cycler for real-time PCR, multi-label plate reader, modular electrochemical analyzer, rotational viscometer, confocal laser scanning microscope, bio-clean bench.

● Center for Regional Revitalization in Research and Education

[Purpose of Establishment]

As a university which serves as a base for learning in the pursuit of regional development, we contribute to the promotion and revitalization of local businesses and the development of human resources which serve the community, through collaborative research and support initiatives which promote the local economy.

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

[Facilities and Equipment]

- Innovative recycling technology and evaluation systems: Vibration mill, roll-type magnetic separator, nonferrous metal separator (eddy current separator), air table separator, ion chromatography, X-ray fluorescence, nanoparticle analyzer, Thermogravimetry-differential thermal analysis, metal dispersion analyzer, 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, Ion Coater (Au,C), 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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
Educational Profession Career Center	<ul style="list-style-type: none"> ● Management and administration of teaching programs at Akita University ● Training support for school teachers

Technological Organization

	Purpose of Establishment
General Technical Section	<ul style="list-style-type: none"> ● 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	Chest X-ray equipment, health monitoring equipment (height measurement and weight scale, blood pressure monitor, optometer), cardiograph, body composition analyzer, hearing test room, medical examination room, medical procedure room, 2 consultation rooms, rest and recovery room (3-beds), accessible restroom.																
University Hall (Clair) (Tegata Campus)	<ul style="list-style-type: none"> ● 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 (Ajsai, Rindo), meeting room, school store and travel corner 																
Hondo Hall (Medikoko) (Hondo Campus)	<ul style="list-style-type: none"> ● 1st floor/Cafeteria, kitchen, kiosk, office, storage ● 2nd floor/Training room, consultation room, club room, small meeting room, supply closet 																
Student Dormitories	<table border="1"> <thead> <tr> <th>Category</th> <th>Tegata Dorm (women only) (excluding international students)</th> <th>Hondo Dorm (women only) (excluding international students)</th> <th>Nishiyachi Dorm (men only) (including international students)</th> </tr> </thead> <tbody> <tr> <td>Total Building Area</td> <td>746㎡</td> <td>1,076㎡</td> <td>3,171㎡</td> </tr> <tr> <td>Number of Rooms</td> <td>40</td> <td>31</td> <td>130</td> </tr> <tr> <td>Maximum Capacity</td> <td>40</td> <td>31</td> <td>130</td> </tr> </tbody> </table>	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
	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														
International House	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Rooms/Individual rooms (27 rooms), couple rooms' (3 rooms) ● Management related/Office, machine room, storage ● Common rooms/Meeting room, Japanese style room, laundry room 																



University Hall (Clair)
(Tegata Campus)



Nishiyachi Dorm



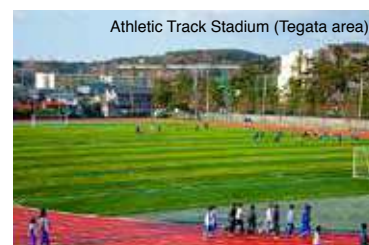
International House



International Student House

Sports Facilities

Facility	Area (㎡)			Comments
	Tegata area	Hondo area	Hodono area	
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)

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

The Yokote city, Kita Akita city and Oga 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〉

- The Center conducts projects to promote local culture and health, such as satellite sites for remote public lectures and public lectures on health initiatives.

● 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〉

- The class is aimed at youth sports teams, junior high school students as well as parents and guardians. Using methods such as ultrasound scans, checks are made on players' bones and muscles, flexibility of their arms, legs and core, and their athletic technique. Based on this, advice and guidance is given on stretching exercises and on sports technique.
- Offers science classes for elementary and junior high school students.

● Contact: 018-3312 19-1 Hanazono-cho,
Kita Akita-shi Under the Kita-Akita City General
Policy Division

● TEL 090-7063-6489

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 was a true adventurer, always heading wherever his dreams led him. After leaving university, he devoted his life to daring adventures, such as cycling across South America and rafting down the Amazon River. His lifelong ambition was to retrace the expedition to the South Pole of Lieutenant Nobu Shirase, an Antarctic explorer from Akita Prefecture.

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
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- Budget for FY2024
- Accepted External Funding Status
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- 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 Jiniyo Normal School

1898 April
Akita Prefecture Normal School

1909 April
Akita Prefecture Women's
Normal School

1943 April
Akita Normal School (National)

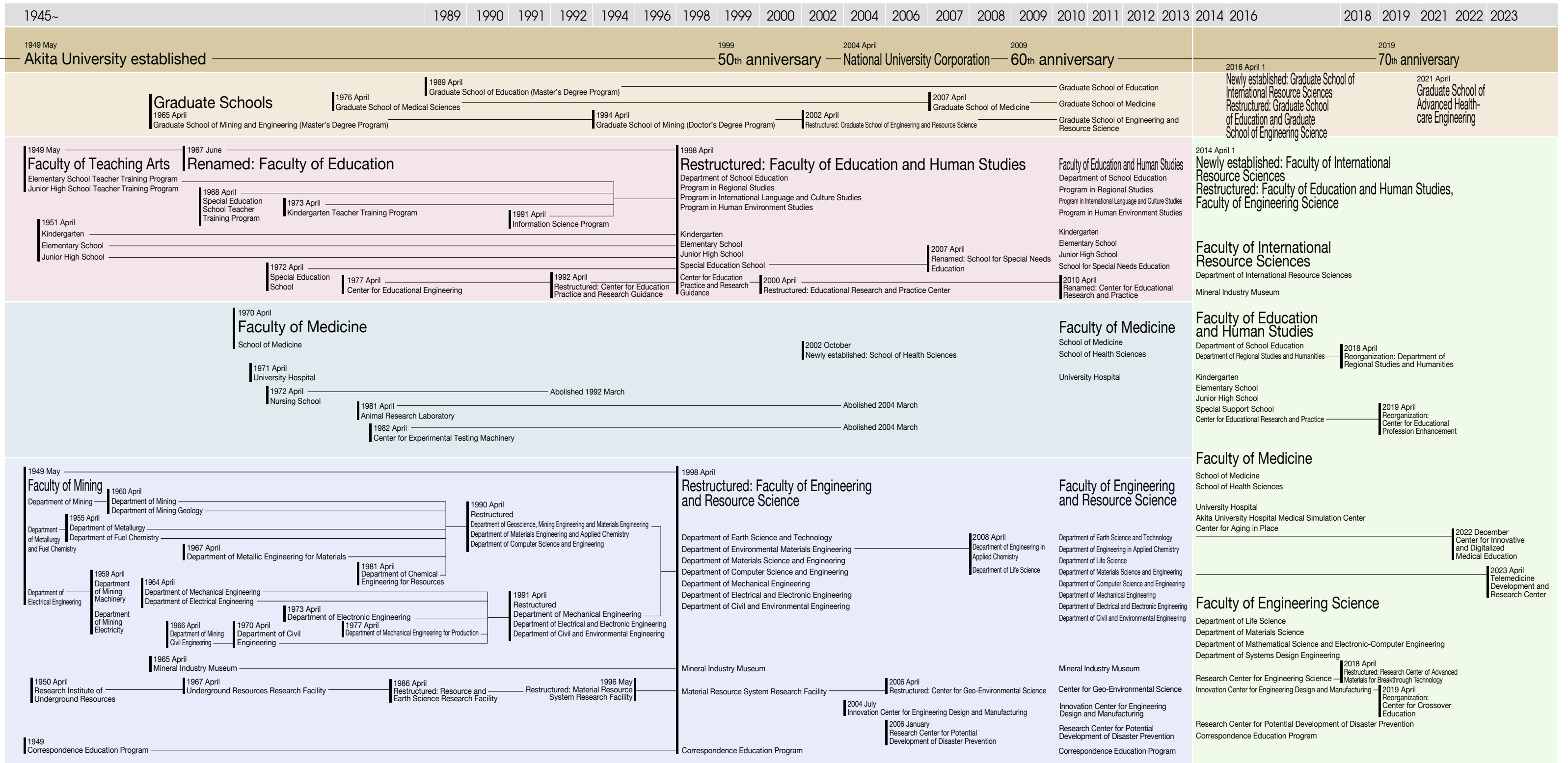
1924 March
Akita Prefectural Technical
Continuation School
Teacher Training School

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



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

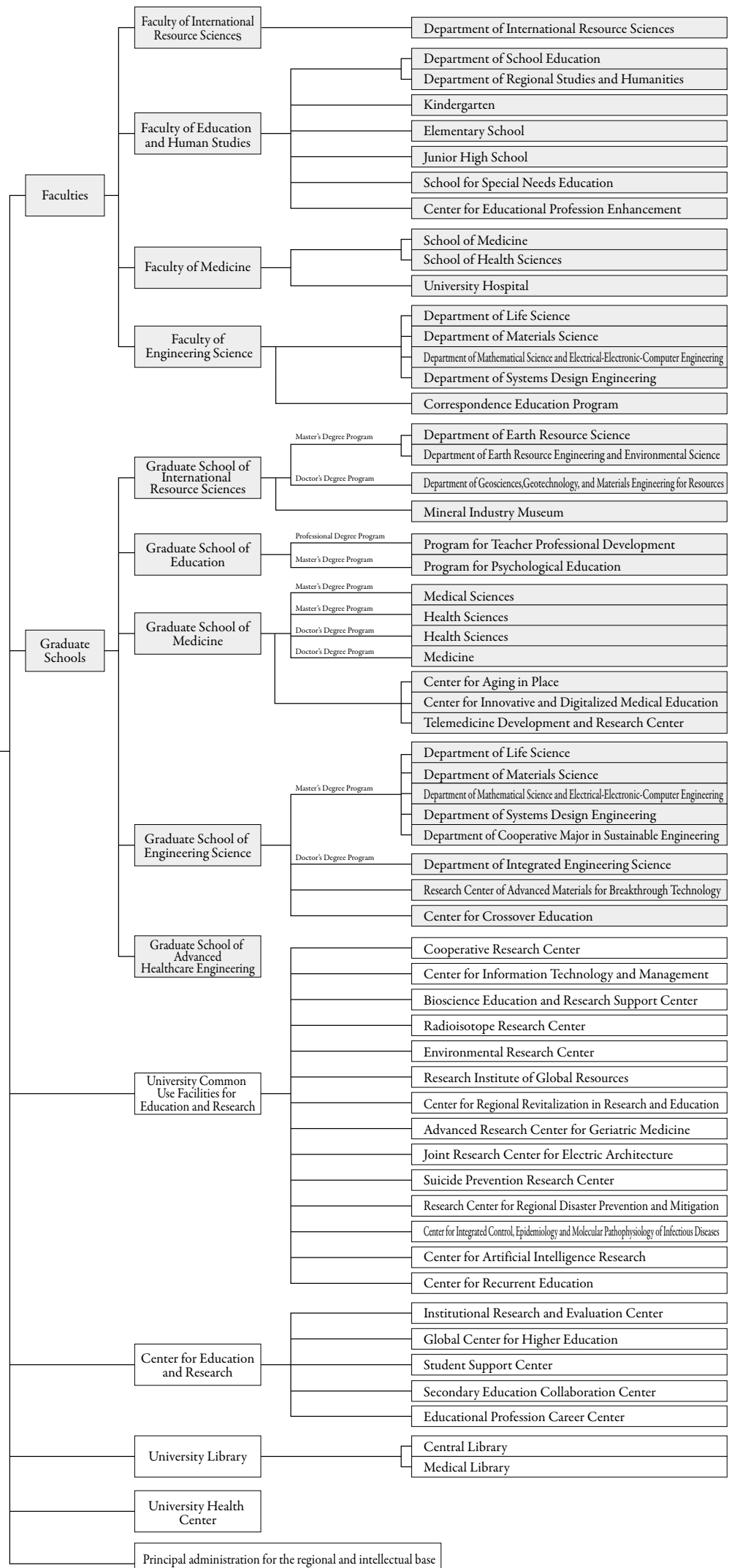
- Cooperative Research Center (2007 November) [Intellectual Property Headquarters (2004 April) + Regional Cooperative Research Center (1993 April)]
- General Information Processing Center (2015 April) [Information Processing Center (1989 January)]
- Bioscience Education and Research Support Center (2016 April) [Bioscience Education and Research Center (2004 April)]
- Radioisotope Research Center (1974 June)
- Environmental Research Center (2004 April)
- Research Institute of Global Resources (2009 October)
- Center for Regional Revitalization in Research and Education (2011 April); Venture Business Laboratory (2001 May); Venture Incubation Center (2012 October)
- Advanced Research Center for Geriatric Medicine (2018 January)
- Joint Research Center for Electric Architecture (2021 April)
- Suicide Prevention Research Center (2021 April)
- Research Center for Regional Disaster Prevention and Mitigation (2022 April)
- Center for Integrated Control, Epidemiology and Molecular Pathophysiology of Infectious Diseases (2023 March)
- Center for Artificial Intelligence Research (2024 March)
- Center for Recurrent Education (2024 March)

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)
- Educational Profession Career Center (2022 April) [Center for Teaching License Extension (2009 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



<Faculties>

As of 2024 May 1

Faculty	Department/Program	Max. Enrollment Capacity	Max. Student Capacity	Current Students						Total
				Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Faculty of International Resource Sciences	Department of International Resource Sciences	120	480	150	130	120	126			526
	Total	120	480	150	130	120	126			526
Faculty of Education and Human Studies	Department of School Education	110	440	117	113	118	125			473
	Department of Regional Studies and Humanities	100	400	105	106	113	104			428
	Total	210	840	222	219	231	229			901
Faculty of Medicine	School of Medicine	<5>124	769	127	136	126	135	121	132	777
	School of Health Sciences	(14)106	452	110	112	112	107			441
	Total	<5> (14)230	1,221	237	248	238	242	121	132	1,218
Faculty of Engineering Science	Department of Life Science	45	180	48	47	43	46			184
	Department of Materials Science	110	440	119	121	123	97			460
	Department of Mathematical Science and Electrical-Electronic-Computer Engineering	120	480	129	130	132	132			523
	Department of Systems Design Engineering	120	480	131	130	136	138			535
	Common Subjects	12	24							
	Total	(12)395	1,604	427	428	434	413			1,702
Faculty Total		<5> (26)955	4,145	1,036	1,025	1,023	1,010	121	132	4,347

*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 2024 May 1

School	Department	Max. Enrollment Capacity	Max. Student Capacity	Current Students					Total
				Master's Degree Program		Year 3	Year 4	Year 5	
				Year 1	Year 2				
Graduate School of International Resource Sciences	Department of Earth Resource Science	17	34	28	25				53
	Department of Earth Resource Engineering and Environmental Science	23	46	32	32				64
	Total	40	80	60	57				117
	Department	Max. Enrollment Capacity	Max. Student Capacity	Doctor's Degree Program			Year 4	Year 5	Total
Department of Geosciences, Geotechnology, and Materials Engineering for Resources	10	30	Year 1	Year 2	Year 3	49			
Total	50	110						166	

School	Department	Max. Enrollment Capacity	Max. Student Capacity	Current Students					Total
				Professional Degree Program		Year 3	Year 4	Year 5	
				Year 1	Year 2				
Graduate School of Education	Program for Professional Development of Teachers	20	40	19	15				34
	Department	Max. Enrollment Capacity	Max. Student Capacity	Current Students		Year 3	Year 4	Year 5	Total
	Program for Psychological Education	6	12	Year 1	Year 2				
	Total	26	52						49

School	Department	Max. Enrollment Capacity	Max. Student Capacity	Current Students						Total
				Master's Degree Program		Year 3	Year 4	Year 5	Year 6	
				Year 1	Year 2					
Graduate School of Medicine	Medical Sciences	[3]5	[6]10	3	3					6
	Department	Max. Enrollment Capacity	Max. Student Capacity	Master's Degree Program		Year 3	Year 4	Year 5	Year 6	Total
	Health Sciences	12	24	Year 1	Year 2					
	Department	Max. Enrollment Capacity	Max. Student Capacity	Doctor's Degree Program			Year 4	Year 5	Year 6	Total
	Health Sciences	3	9	Year 1	Year 2	Year 3				
	Department	Max. Enrollment Capacity	Max. Student Capacity	Doctor's Degree Program				Year 5	Year 6	Total
Medicine	30	120	Year 1	Year 2	Year 3	Year 4	186			
Total	[3]50	[6]163							235	

*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 3	Year 4	Year 5	
				Year 1	Year 2				
Graduate School of Engineering Science	Department of Life Science	15	30	23	20				43
	Department of Materials Science	40	80	44	42				86
	Department of Mathematical Science and Electrical-Electronic-Computer Engineering	45	90	45	43				88
	Department of Systems Design Engineering	[7]32	[14]64	27	37				64
	Department of Cooperative Major in Sustainable Engineering	18	36	20	26				46
	Department of Cooperative Major in Life Cycle Design Engineering	※1							
	Total	[7]150	[14]300	159	168				327
	Department	Max. Enrollment Capacity	Max. Student Capacity	Doctor's Degree Program			Year 5	Year 6	Total
Department of Integrated Engineering Science	10	30	Year 1	Year 2	Year 3	48			
Graduate School Total	[7]160	[14]330						375	

*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

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]	12	10	22
Total		[10]	[20]			22

*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	Year 3		
Graduate School of Engineering and Resource Science	Department of Earth Science and Technology	※3						
	Department of Materials-process Engineering and Applied Chemistry for Environments	※2						
	Department of Applied Chemistry	※3						
	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		※3						
Department of Life Science								
Department of Advanced Materials Engineering								
Department of Production and Civil Engineering								
Department of Electrical, Electronic and Computer Systems Engineering						1		1
Total						1		1
Total							1	

Grand Total		[10]286	[20]655					848
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*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.

<Faculties>

2024 school year

Section	Max. Enrollment Capacity	Applicants			Entrants			Ratio
		Male	Female	Total	Male	Female	Total	
Faculty of International Resource Sciences	120	251	102	353	82	44	126	2.94
Faculty of Education and Human Studies	210	379	516	895	94	128	222	4.26
Faculty of Medicine	230	668	851	1,519	104	129	233	6.60
Faculty of Engineering Science	395	1,172	265	1,437	338	65	403	3.64

*Does not include international students (except for students taking the special entrance examination for international students or the entrance examination for privately financed international students to the Faculty of International Resource Sciences, or the entrance examination for privately financed international students to the Faculty of Engineering Science). Does not include transfer students.

<Graduate Schools>

2024 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	46	12	58	40	12	52	1.45		
Graduate School of International Resource Sciences (Doctor's Degree Program)	10	4	2	6	4	2	6	0.60		
Graduate School of Education (Professional Degree Program)	20	14	6	20	13	6	19	1.00		
Graduate School of Education (Master's Degree Program)	6	5	9	14	1	6	7	2.33		
Graduate School of Medicine	Master's Degree Program	Medical Sciences	5※ [3]	1	2	3	1	2	3	1.50
	Master's Degree Program	Health Sciences	12	13	4	17	10	4	14	1.42
	Doctor's Degree Program	Health Sciences	3	2	2	4	2	1	3	1.33
	Doctor's Degree Program	Medicine	30	19	12	31	18	12	30	1.03
Graduate School of Engineering Science (Master's Degree Program)	150※[7]	160	19	179	136	17	153	1.25		
Graduate School of Engineering Science (Doctor's Degree Program)	10	8	2	10	8	2	10	1.00		
Graduate School of Advanced Healthcare Engineering	※ [10]	10	2	12	10	2	12	1.20		

*Excludes MEXT Scholarship students and Special Selection International Students (but includes MEXT Scholarship students and Special Selection International Students for the Graduate School of International Resource Sciences and the Graduate School of Engineering Science)

* 10 students in Advanced Healthcare; 3 out of 5 students in the Master's Course in Medical Science at the Graduate School of Medicine, and 7 out of 150 students in the Master's Course at 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	2023 School Year	Total	Section	2023 School Year	Total	Section	Total
Faculty of International Resource Sciences	112	767	Graduate School of International Resource Sciences (Master's Degree Program)	49	270		
			Graduate School of International Resource Sciences (Doctor's Degree Program)	7	48		
Faculty of Education and Human Studies	200	6,253	Graduate School of Education (Master's Degree Program)	5	917	Advanced Course of Education	78
Faculty of Education		14,519	Graduate School of Education (Professional Degree Program)	13	138	Special Advanced Course of Special Education	212
Faculty of Medicine	228	6,962	Graduate School of Medicine (Master's Degree Program)	1	69		
			Graduate School of Medicine (Master's Degree Program)	12	165		
			Graduate School of Medicine (Doctor's Degree Program)	2	44		
			Graduate School of Medicine (Doctor's Degree Program)	25	327		
			Graduate School of Medicine		791		
Faculty of Engineering Science	392	2,780	Graduate School of Engineering Science (Master's Degree Program)	202	1,064		
			Graduate School of Engineering Science (Doctor's Degree Program)	5	32		
Faculty of Engineering and Resource Science		7,476	Graduate School of Engineering and Resource Science (Master's Degree Program)		2,022	Advanced Course of Mining	58
			Graduate School of Engineering and Resource Science (Doctor's Degree Program)	0	151		
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		
			Graduate School of Advanced Healthcare Engineering	10	15		
Total	932	53,279	Total	331	8,458	Total	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 to 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 *Graduate School of Advanced Healthcare Engineering Newly established April 2021

◀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 Conferal Data

Section	2015	2016	2017	2018	2019	2020	2021	2022	2023	Total		
Graduate School of International Resource Sciences	Master's Degree (Resource Sciences)			4	8	4	3	4	8	13	44	
	Master's Degree (Science)			8	12	17	11	14	16	17	95	
	Master's Degree (Engineering)			12	14	33	17	18	18	19	131	
	Doctor's Degree (Resource Sciences)					1	3	3	0	0	7	
	Doctor's Degree (Science)					6	4	3	5	2	20	
	Doctor's Degree (Engineering)				3	1	3	5	4	5	21	
	Doctor's Degree (Science) (Thesis)					0	0	0	1	0	1	
Total			24	37	62	41	47	52	56	319		
Graduate School of Education	Master's Degree (Education)	31	28	7	4	4	5	3	5	5	917	
	Master of Education		4	24	20	27	12	21	17	13	138	
	Total	31	32	31	24	31	17	24	22	18	1,055	
Graduate School of Medicine	Master's Degree (Medical Science)	3	1	2	1	2	0	0	2	1	32	
	Master's Degree (Nursing)	4	7	4	7	5	2	10	7	7	100	
	Master's Degree (Rehabilitation Science)	7	4	7	5	4	6	11	5	5	102	
	Doctor's Degree (Health Sciences) (Course)	3	5	3	4	4	2	4	3	2	44	
	Doctor's Degree (Medicine) (Course)	23	27	35	28	20	20	25	22	25	329	
	Doctor's Degree (Medicine) (Thesis)	4	0	2	4	3	5	2	0	4	47	
Total	44	44	53	49	38	35	52	39	44	654		
Graduate School of Medicinal Science	Doctor's Degree (Medicine) (Course)										806	
	Doctor's Degree (Medicine) (Thesis)										574	
	Total										1,380	
Graduate School of Engineering Science	Master's Degree (Science)		1	9	20	21	28	40	33	33	185	
	Master's Degree (Engineering Science)			26	29	35	38	36	35	49	248	
	Master's Degree (Engineering)			86	88	78	95	88	76	120	631	
	Doctor's Degree (Science)			1	0	2	2	2	0	1	8	
	Doctor's Degree (Engineering Science)					3	1	2	3	1	10	
	Doctor's Degree (Engineering)			1	4	4	1	4	1	3	14	
Total		1	122	138	143	165	172	148	207	1,096		
Graduate School of Engineering and Resource Science	Master's Degree (Engineering)	145	136	6	1						1,927	
	Master's Degree (Resource Science)	6	14	1	0						48	
	Master's Degree (Science)	11	15								47	
	Doctor's Degree (Engineering) (Course)	7	9	9	8	1	0	0	1	0	139	
	Doctor's Degree (Resource Science) (Course)	0	2	1	3						9	
	Doctor's Degree (Science) (Course)	1	2								3	
	Doctor's Degree (Engineering) (Thesis)	1	0	1	0	0	0	0	0	0	12	
	Doctor's Degree (Resource Science) (Thesis)	0	0	0	0						1	
	Doctor's Degree (Science) (Thesis)	0	0								0	
Total	171	178	18	12	1	0	0	1	0	2,186		
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		
Graduate School of Advanced Healthcare Engineering	Master's Degree (Engineering)							5	10	15	15	
	Total							5	10	15	15	
Grand Total			246	255	248	260	275	258	295	267	335	9,141

[Inter-University Agreements]

(77 Universities and Institutions in 36 countries/regions) As of 2024 May 1

Country/Region	University	Affiliate Since	
India	Indian Institute of Technology Madras	2014 March 21	
	Vellore Institute of Technology	2015 June 12	
	Institut Teknologi Bandung	2012 July 12	
	Trisakti University	2014 June 10	
Indonesia	Gadjah Mada University	2015 June 8	
	Universitas Pertamina	2018 August 16	
	Padjadjaran University	2019 March 26	
	Hanbat National University	2001 June 8	
	Wonkwang University	2007 October 12	
Korea	Kangwon National University	2008 March 24	
	Chulalongkorn University	2012 November 28	
Thailand	Suranaree University of Technology	2015 September 27	
	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	
	National Cheng Kung University	2023 February 20	
	Chang Jung Christian University	2023 March 3	
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	
	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 Normal 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	
	MUST-Kosen College of Technology, Mongolian University of Science and Technology	2023 December 1	
	Institute of Engineering and Technology Mongol Kosen College of Technology	2023 December 1	
	New Mongol College of Technology	2023 December 1	
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
	Tete Polytechnic Institute for Higher Education	2017 March 23	
	South Africa	University of the Witwatersrand	2014 September 1
	Zambia	University of Zambia	2020 November 20
Tanzania	University of Dar es Salaam	2024 March 26	
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
University of Guam		2021 July 14	
Canada	Memorial University of Newfoundland	2013 June 17	
	South America	Chile	University of Santiago
Middle East		Israel	University of Haifa
	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	D. Serikbayev East Kazakhstan State Technical University	2011 June 8
		Nazarbayev University	2021 May 11
	Kyrgyzstan	Razzakov Kyrgyz State Technical University	2023 November 27
	Sweden	Luleå University of Technology	2013 May 9
	Tajikistan	Mining-metallurgical Institute of Tajikistan	2021 March 12
	Germany	Freiberg University of Mining and Technology	2012 July 4
		Lapland University of Applied Sciences	2009 October 23
	Finland	Kajaani University of Applied Sciences	2021 March 24
		Belarusian State Medical University	2004 July 26
	Poland	Cracow University of Economics	2018 September 12
	Romania	University of Bucharest	2010 September 28
	Bosnia and Herzegovina	Banja Luka University	2022 October 21
University of East Sarajevo	2023 February 16		
Belgium	VIVES University of Applied Sciences	2022 December 7	

[Inter-Departmental Agreements]

(41 Faculties, etc. in 23 countries/regions) As of 2024 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	
	Serbia	Technical Faculty in Bor, University of Belgrade	2017 May 3		
		National Institute of Chemistry, Technology and Metallurgy, University of Belgrade	2020 June 16		
	Poland	The AGH University of Science and Technology	2018 October 1		
	Europe (including NIS countries)	Uzbekistan	Uzbek-Japan Innovation Center of Youth (UJICY)	2020 November 6	
			University of Geological Sciences of Uzbekistan/Uzbek-Japan Innovation Center of Youth (UJICY)	2021 December 14	
	Navoi State Mining Institute	2021 December 22			
	Tajikistan	Centre of Innovative Development of Science and New Technologies, National Academy of Sciences of Tajikistan	2021 November 15		
	North America	Canada	Institut National de la recherche scientifique, Université du Québec	2019 September 18	
			Faculty of Engineering, University of Alberta	2022 June 2	
	Faculty of Education and Human Studies	Asia	Korea	Korean Language School of Sungkonghoe University	2019 January 28
China			Beijing Hospital of the Ministry of Health	1995 November 14	
Graduate School of Medicine	Asia	Singapore	Alice Lee Center for Nursing Studies, Yong Loo Lin School of Medicine, National University of Singapore	2016 March 7	
		Thailand	School of Nursing Suranaree University of Technology	2019 May 10	
		France	The Faculty of Medicine of Lille 2 University	2011 April 13	
	Europe	Belgium	Bachelor in Nursing & Bachelor in Occupational Therapy VIVES University of Applied Sciences	2022 December 7	
			Bosnia and Herzegovina	Faculty of Medicine, University of East Sarajevo	2023 July 13
	North America	U.S.A.	John A. Burns School of Medicine, University of Hawaii at Manoa	2016 August 4	
			MD 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	College of Engineering Minghsin University of Science and Technology	2010 April 12
				Department of Precision Instruments and Mechanology, Tsing Hua University	2007 March 1
China			Department of Chemistry, Tsing Hua University	2008 January 17	
			School of Materials Science and Engineering, Tongji University	2010 May 24	
Shanghai Key Lab of D&A for Metal Functional Materials, Tongji University			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		
		Universiti Kebangsaan Malaysia	2023 August 10		
Thailand		Thai-Nichi Institute of Technology	2022 November 30		
Africa		Tunisia	Faculty of Technology, University of Sfax	2003 December 18	
			Faculty of Design and Creative Technologies, Auckland University of Technology (AUT)	2012 November 27	
Oceania		New Zealand	Department of Chemistry, University of Otago	2023 August 18	
			North America	U.S.A.	Montana College of Mineral Science and Technology
Europe		Hungary	Faculty of Informatics, University of Debrecen	2019 May 30	
	Czech		Faculty of Information Technology, Brno University of Technology	2024 February 5	
	Slovakia	Faculty of Mathematics, Physics and Informatics, Comenius University	2019 August 13		
		Great Britain	Faculty of Engineering Science, Aston University	2022 May 11	
Center for Regional Development	Asia	China	Shanghai Key Lab of D&A for Metal Functional Materials, Tongji University	2011 September 2	

Administrator Data

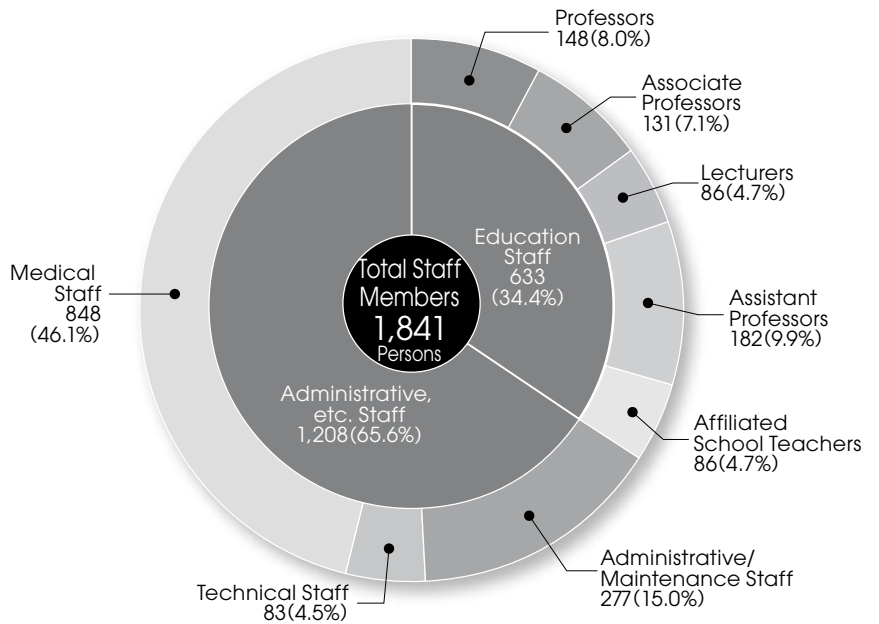
As of 2024 May 1

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 2024 May 1



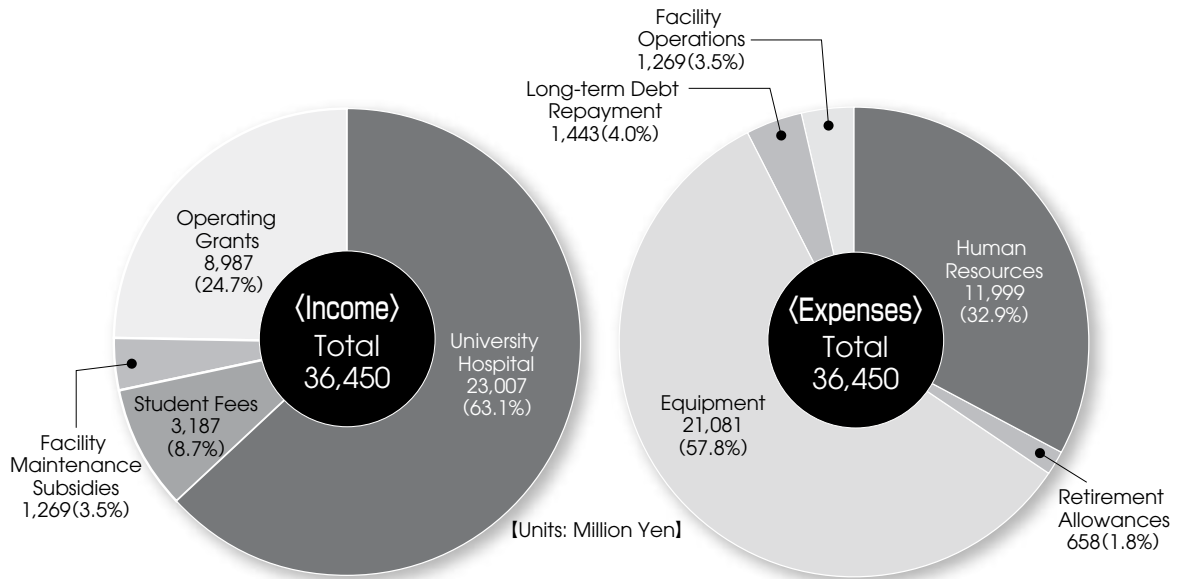
*Teaching staff includes specially appointed teachers, excludes charitable lecturers

All Staff by Position and Gender

As of 2024 May 1

Sex	Professors		Associate Professors		Lecturers		Assistant Professors		Affiliated School Teachers		Administrative/Maintenance Staff		Technical Staff		Medical Staff	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male	131	88.5	114	87.0	65	75.6	118	64.8	43	50.0	150	54.2	56	67.5	184	21.7
Female	17	11.5	17	13.0	21	24.4	64	35.2	43	50.0	127	45.8	27	32.5	664	78.3
Total	148		131		86		182		86		277		83		848	

Budget for FY2024



*The values in the graph are projected amounts for FY2024, 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	FY2018		FY2019		FY2020		FY2021		FY2022		FY2023	
	Donations	Amount	Donations	Amount	Donations	Amount	Donations	Amount	Donations	Amount	Donations	Amount
Collaborative Research with Private Sector, etc.	82	87,869	107	111,282	103	127,930	98	159,827	110	194,068	115	173,718
Contracted Research	134	337,461	128	311,814	124	303,545	144	319,673	143	295,544	154	410,845
Scholarship Donations	749	433,794	733	429,097	690	372,449	603	351,393	593	355,401	567	353,303
Charitable Lectures/Departments	3	148,000	2	85,000	2	85,000	2	85,000	3	43,000	4	46,000
Total	968	1,007,124	970	937,193	919	888,924	847	915,893	849	888,013	840	983,866

*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 Health Center	018-889-2286	
Cooperative Research Center	018-889-2712	
Center for Information Technology and Management	018-889-2499	
Research Institute of Global Resources	018-889-2810	
Center for Regional Revitalization in Research and Education	018-889-3201	
Center for Regional Revitalization in Research and Education Building No. 1	018-889-2680	
Center for Regional Revitalization in Research and Education Building No. 2	018-889-3040	
Radioisotope Research Center	018-889-3006	
Joint Research Center for Electric Architecture	018-889-3003	
Research Center for Regional Disaster Prevention and Mitigation	018-889-2844	
Center for Artificial Intelligence Research	018-889-3006	
Center for Recurrent Education	018-889-2547	
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	
Educational Profession Career Center	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	28-2 Osawa Tegata, Akita City 010-8502 Japan
Graduate School of International Resource Sciences - Mineral Industry Museum	018-889-2461	
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	



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	018-889-2247	
Advanced Research Center for Geriatric Medicine	018-884-6085	
Suicide Prevention Research Center	018-889-2270	
Center for Integrated Control, Epidemiology and Molecular Pathophysiology of Infectious Diseases	018-801-7178	
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	

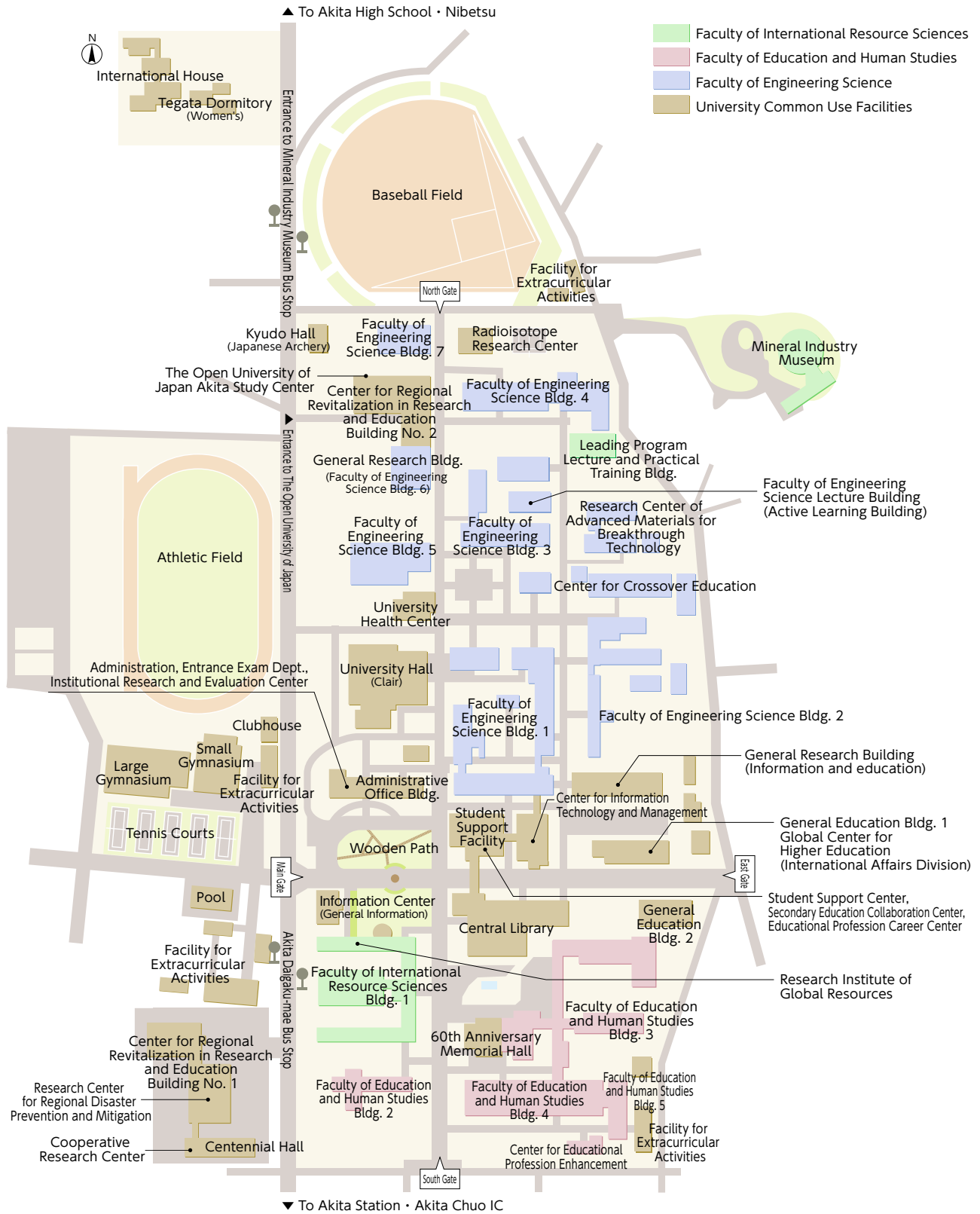


Hodono Campus

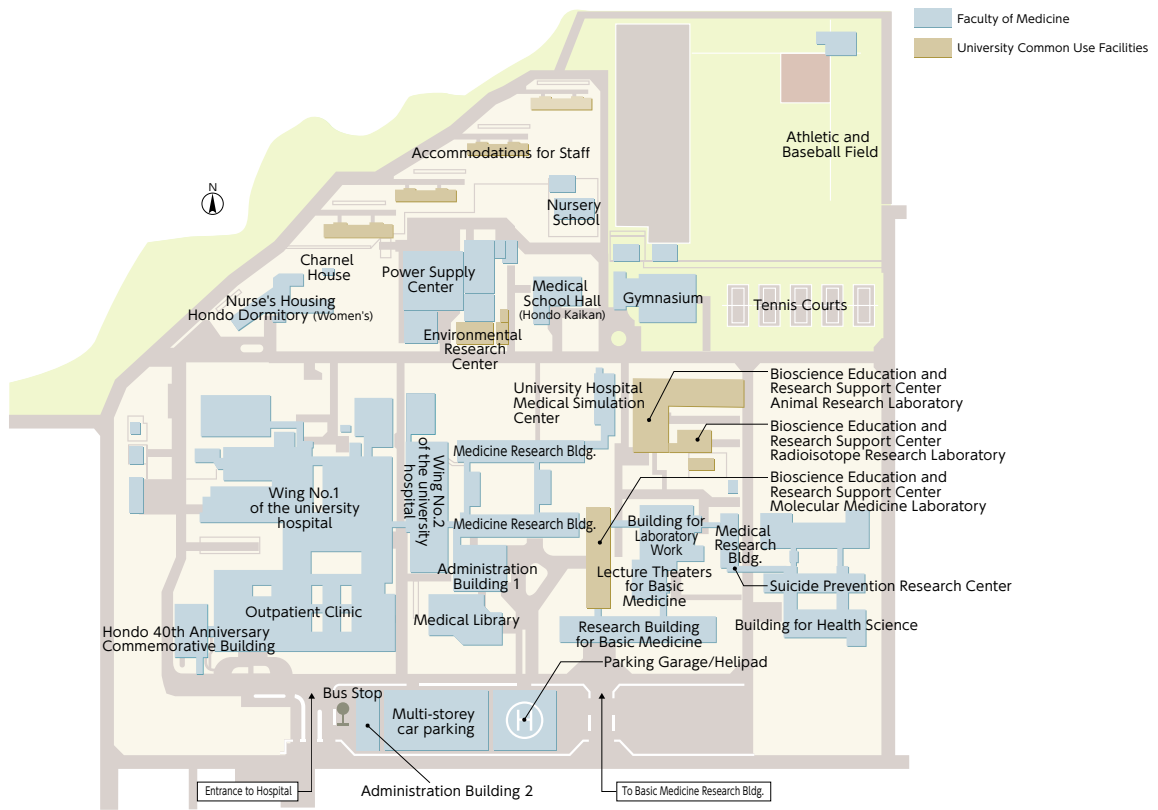
〈Other Facilities〉

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	090-7063-6489	19-1 Hanazono-cho, Kitaakita City 018-3312 Japan
Oga Namahage Branch School	0185-24-9126	66-1 Izumidai Funagawaminato Funagawa, Oga City 010-0595 Japan
Joint Research Center for Electric Architecture Evaluation Laboratory for Next Generation Motors	018-853-0785	209 yuwatanezawa tokusazawa, Akita City 010-1224 Japan
The Open University of Japan Akita Study Center	018-831-1997	1-1 Tegata Gakuen-machi, Akita City 010-8502 Japan

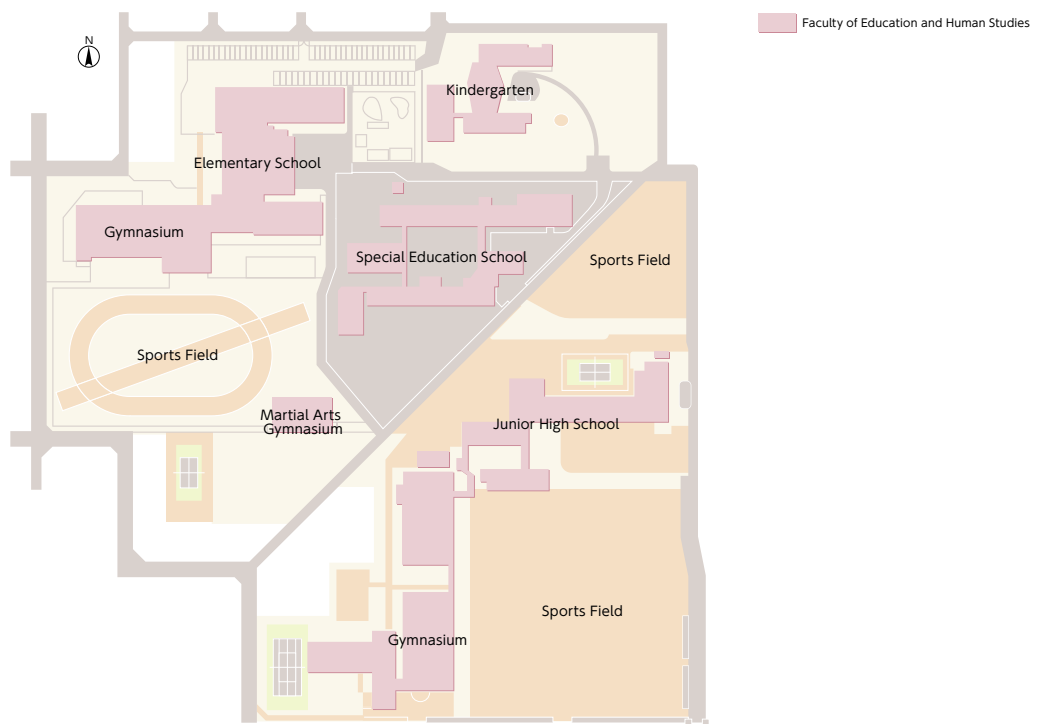
Tegata Campus Map



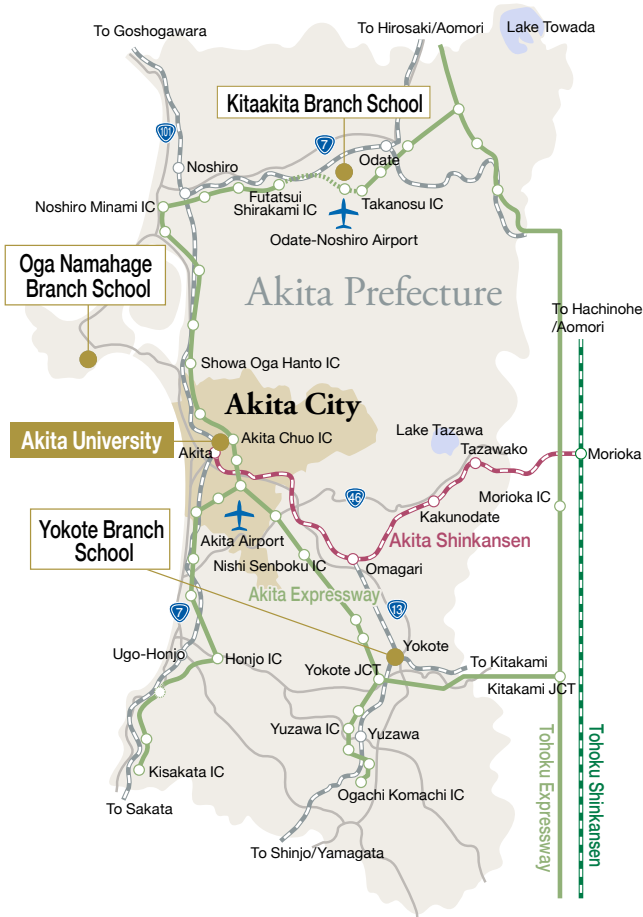
Hondo Campus Map



Hodono Campus Map



Access



<To Akita>

As of 2024 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.)

<From Akita Station to Akita University>

As of 2024 April

Destination	Bus Route (Akita Chuokoutsu)	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 <small>*Weekdays only</small>	West Gate ⑫	
● 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		
Hodono Campus	Daigaku Byoin Line via Tegatayama	West Gate ⑫	Haranomachi (Approx. 5-25 min.)
	Akanuma Line	East Gate ②	
	Izumi Yabase Kanjo Line <small>*Weekdays only</small>	West Gate ②	
	Kanda Asahino Line	West Gate ⑧	
Soegawa Line			
	Izumi Yabase Kanjo Line <small>*Weekdays only</small>		





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

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[Editing and Publication]

Akita University Public Relations Office

1-1 Tegata Gakuen-machi, Akita City 010-8502 Japan

TEL: 018-889-3019 FAX: 018-889-3242

E-mail: kouhou@jima.akita-u.ac.jp

<https://www.akita-u.ac.jp>