

# For entrants in FY 2026

Appended Form 1

## Specifications for Major Program

Name of School (Department) [Integrated Arts and Sciences (Integrated Global Studies)]

Program name (Japanese)	国際共創プログラム
(English)	Integrated Global Studies
1. Degree Awarded: Bachelor of Arts and Sciences	
<p>2. Overview</p> <p>The program of Integrated Global Studies has three basic principles – integrated thinking, global vision, and cooperative action – with the aim of fostering professionals who are able to discuss the various challenges facing international society from a global perspective, overcoming the differences that exist between nations, ethnic groups, cultures, and religions, and to engage in cooperative action with others. It encourages students to enhance their command of English and Japanese for communication, and offers a specialized education built on a foundation of a liberal arts education.</p> <p>As such, students acquire the basic knowledge and methodologies of various academic fields through their study of the multidisciplinary subjects in the School of Integrated Arts and Sciences. This is intended to form the basis from which they will be able to discuss the various problems facing international society. Based on these, they take IGS subjects from three fields – <i>Culture and Tourism</i>, <i>Peace and Communication</i>, and <i>Environment and Society</i> – in order to acquire the knowledge and skills required for the practice of integrated global studies. This program values the student’s self-initiative in choosing courses: students can either balance the three fields in order to acquire a core of knowledge and skills, or they can focus on subjects based on one field according to their respective goals and interests.</p> <p>In addition, in this program, students from various nationalities and language backgrounds study together using English as a common language. The classes often employ group discussion and active learning. The students work and learn in English, in collaboration with students from different nationalities, in order to eventually acquire the flexibility and cooperative attitude necessary for working together with people from diverse cultural and religious backgrounds, an attitude of respect for different cultures, great sensitivity, and the ability to negotiate and express opinions in English.</p> <p>Students who have obtained such capabilities can choose their career path in the future as follows; they can work in leadership roles in international institutions or companies that are growing internationally, and in government organizations in their own native countries; they can also work as researchers by going on to graduate school, in Japan or overseas, to continue their studies into the various challenges facing international society.</p>	

### 3. Diploma Policy (Policy for awarding degrees and goal of the program)

The Integrated Global Studies Program has three basic principles – *Integrated Thinking*, *Global Vision*, and *Cooperative Action* – with the aim of fostering self-motivated and independent professionals, who are able to grasp issues from a global perspective that crosses the differences that exist between nations, ethnic groups, cultures, and religions, and have the interdisciplinary knowledge and wide range of insights, based on technical knowledge and thinking abilities, that are required in order to identify issues, analyze their causes, and find solutions. The program requires students to enhance their language skills for communication, and to take a specialized education built on the foundation of a liberal arts education. The program enables students to collaborate with others in different positions, and to work cooperatively for solutions in order to develop their ability to put integrated global studies into practice.

This program awards “Bachelor of Arts and Sciences” to students who have acquired the required number of credits set forth in the curriculum and acquired the following abilities:

- (1) *Integrated Thinking*: Understand and analyze the various challenges confronting the international community from multifaceted perspectives transcending disciplinary boundaries between the humanities and sciences.
- (2) *Global Vision*: Understand others irrespective of the differences among countries/regions, cultures, religions and languages, and think about things from a global perspective encompassing human society and its surrounding natural environment.
- (3) *Cooperative Action*: Address various challenges of the international community from a peace-seeking viewpoint, and work toward the realization of world peace and harmony between people and nature, in a cooperative and creative manner.

### 4. Curriculum Policy (Policy for organizing and implementing the curriculum)

The Integrated Global Studies Program organizes and implements the following educational curriculum in order to realize the diploma policy set forth for the program. The program provides education and learning that utilizes active learning, experiential learning, online education, etc., according to the educational content of lectures and seminars.:

- (1) In order to foster *Integrated Thinking*, the Integrated Global Studies Program offers interdisciplinary and integrated specialized education beyond the borders of humanities, social and natural sciences, and is built on their liberal arts education. In the 2nd year students start studying Multidisciplinary Subjects, and then IGS Subjects, one subject of which, in principle, is completed in eight weeks and acquires one credit. Therefore, they are able to touch on a greater number of academic fields in order to acquire a broad range of knowledge, which is intended to enable students to foster the ability to understand events from a *Global Vision* and with *Integrated Thinking*. They also have the opportunity to take classes offered not only at the Department of Integrated Arts and Sciences but also at other schools, to enhance their specialization or to enable them to take interdisciplinary studies in other fields. The *Graduation Thesis* in the 4th year, as a practical educational task, requires students to fully exert their expertise and utilize their *Integrated Thinking*.

- (2) 1st year: Students take Liberal Arts Education, including Foreign Languages. They are also required to take the Specialized Subjects , *Invitation to Global Integrated Studies I* offered in the 1st semester and *Invitation to Global Integrated Studies II* offered in the 2nd semester, in order to learn about the three fields – *Culture and Tourism*, *Peace and Communication*, and *Environment and Society*. Through courses and discussions among students, they will come to understand interdisciplinary approaches to the various problems facing the international society.
- (3) 2nd year: Students take Multidisciplinary Subjects in order to learn basic knowledge and methodologies in various fields as a foundation for discussing the various problems of international society. At the same time, they take IGS core subjects to foster their basic literacy and learn the subject. Based on this foundation, they will acquire a wide range of knowledge, skills, and thinking abilities useful for integrated global studies across a whole framework of academic fields. Students who are Japanese native speakers will study abroad for about half a year, where the credits they have acquired will be approved as credits for Elective Subjects.
- (4) 3rd year: Students gain experience in group work with those belonging to diverse cultures, nationalities, and different areas of expertise, in *Project-Type Problem Solving Research* and *Global Internship Subjects*, while continuing to take IGS subjects to enhance their expertise. They can also select Elective Subjects offered in Japanese at the Department of Integrated Arts and Sciences, and at other schools, in order to further enhance their expertise. It will be useful for students who are not Japanese native speakers to take Specialized Subjects offered in Japanese at the Department of Integrated Arts and Sciences, in order to enhance their command of the advanced Japanese language.
- (5) 4th year: Under the guidance of a chief academic advisor and two sub academic advisors, students will compile what they have learned from their undergraduate studies into a graduation thesis, utilizing the perspectives and methods of multiple fields in an integrated manner. Students who speak Japanese as their first language are required to write their graduation thesis in English, while those who speak other languages as their first language can write in Japanese or English.
- (6) Student achievement is evaluated in two aspects: grades of subjects taken and the degree of achievement of the set learning goals of the Integrated Global Studies Program.

##### 5. Starting Timing and Conditions

This program starts at the time of admission. The general entrance examination in the School of Integrated Arts and Sciences is separated into two types, humanities and sciences; however, after entering the school, students have no restriction on how they acquire credits and select one of the fields. The program strongly recommends that students make a study plan based on their direction of learning when selecting the subjects in liberal arts education.

6. Obtainable Qualifications None
7. Subjects and Lesson Contents *See the graduation requirements in Attachment 1 for the subjects. *See the syllabus published every academic year for the course contents.
8. Academic Results *Refer to the relationship between the evaluation items and criteria in Attachment 2. *Refer to the relationship between the evaluation items and subjects in Attachment 3. * Refer to the curriculum schedule in Attachment 4.
9. Study in Graduation Thesis (Purpose, Assignment Method and Timing) (1) Requirement to start the study Students are required to acquire 100 or more credits including the <i>Invitation to Global Integrated Studies I</i> and <i>Invitation to Global Integrated Studies II</i> , by the end of the fall semester of the 3rd year. In addition, students speaking Japanese as a native language are, in principle, required to complete overseas studies. (2) Choosing method and timing for academic advisor a. One chief academic advisor and two or more sub-academic advisors are assigned. b. Students select their chief academic advisor from among the full-time teachers in the Department of Integrated Global Studies (see Attachment 5). c. Students decide on their chief academic advisor after consultation with their current tutor from September to October of the 3rd year; then they decide on their sub-academic advisors by the end of the 4th term of the 3rd year. d. Any change of chief academic advisor will be discussed and finalized at the IGS Academic Affairs Committee of the school. Those who wish to change their chief academic advisor must submit the form "Request for Change of Chief Academic Advisor for Graduation Thesis after receiving approval from the professors in charge." (3) Starting Timing of Graduation Thesis In principle, students start "Graduation Thesis" after their academic advisors are decided.
10. System of Responsibility (1) System of PDCA (Plan, Do, Check and Act) a. The Academic Affairs Committee of the school has been set up to implement and evaluate the educational curriculum. b. The Committee Chairperson, supported by the Vice-Chairperson, is responsible for its implementation. c. The program is implemented under the responsibility of the Chair and Vice-Chair of the Academic Affairs Committee. d. The dean is generally responsible for its evaluation and improvement. (2) Evaluation of the Program a. Perspectives for program evaluation: - Is the education curriculum systematically and appropriately arranged to attain its goals? - Are the contents of the lessons appropriate in relation to the system? - Has it been shown that students can attain the goals above the standard?

b. Method of evaluation

- After the final class of each semester is completed, students answer a questionnaire for class evaluation.

c. The perspective and method of feedback to the students

- Class evaluations are made in the Department of Integrated Global Studies using the professors' comments and the results of the students' questionnaires for improvement.
- Overall program evaluation is made from working in partnership with the Academic Affairs Committee of School, the School Head Office, and the Evaluation Committee.

**Attachment 1**

School of Integrated Arts and Sciences, Department of Integrated Global Studies Graduation Requirements (Course Registration List)

Type	Subject Type	Required No. of credits	Subjects and Credit count/ "Subject Name"	No. of credits for 1 subject	Type of course registration	Year in which the subject is taken (Note 1)
<b>Liberal Arts Education</b>						
<b>Peace Science Foudation Courses</b>						
	Peace Science Courses	2		2	Elective required	1
	Collaborative Peace Studies Courses	1		1	Required	1
<b>Basic Courses in University Education</b>						
	Introduction to University Education	2	"Introduction to University Education"	2	Required	1
	Introductory Seminar for First-Year Students	2	"Introductory Seminar for First-Year Students"	2	Required	1
	Advanced Seminar (Note 2)	(0)	"Advanced Seminar" Up to 1credit can be included in Area Courses (Courses in Arts and Humanities/Social Sciences and Courses in Natural Sciences)	1	Elective	1
<b>Common Subjects</b>						
<b>Area Courses (Note 3)</b>						
	Courses in Arts and Humanities/Social Sciences	4		1 or 2	Elective required	1
	Courses in Natural Sciences	4				
	Courses in Arts and Humanities/Social Sciences and Courses in Natural Sciences	(13) (Note 4)				
<b>Foreign Languages</b>						
	English	8	(Note 5)		Elective required	1
	Japanese					
	Non-English Foreign Languages(German, French, Spanish, Russian, Chinese, Korean, and Arabic)					
	Information and Data Science Courses (Note 6)	4	"Introduction to Information and Data Sciences"	2	Required	1
			"Fundamental Data Science"	2	Elective required	
			"Starting Programming from Scratch"			
	Health & Sports Courses	2		1 or 2	Elective required	1
	Social Cooperation Courses	(0)	Up to 4credits can be included in Area Courses (Courses in Arts and Humanities/Social Sciences and Courses in Natural Sciences)	2	Elective	1
	Foundation Courses (Note 3)	(13) (Note 4)		2	Elective required	1
<b>Sub-total 1: No. of credits for Liberal Arts Education</b>		42				
<b>Specialized Subjects</b>						
	Multidisciplinary Subjects (Note 7)	10		1	Elective required	2
	IGS Core Subjects (Note 8)	12		1 or 2	Elective required	1
	IGS Subjects (Note 9)	28		1 or 2	Elective required	2
	Project-Type Problem Solving Research	4	"Project-Type Problem Solving Research"	4	Required	3
	Global Internship Subjects	5	"Internship Orientation"	1	Required	2
			"Global Internship"	4		
	Elective Subjects (Note 10)	21		1 or 2	Elective	1
	Graduation Thesis	6		6	Required	4
<b>Sub-total 2: No. of credits for Specialized Subjects</b>		86				
<b>No. of credits required for graduation (Total of Sub-total 1 and Sub-total 2)</b>		128				

Note 1: As for Liberal Arts Education, the number shown in the column of "Year in which the subject is taken" shows the standard year in which you take the course. If you fail to acquire credits, you can take the course later. As for Specialized Subjects, the number in the column of "Year in which the subject is taken" shows the year in which you can start taking the courses, and you can take the courses afterwards.

Note 2: It is not necessary to take courses from this subject type for graduation. Credits earned from this subject type are handled as described in the "Subjects and Credit count" section.

Note 3: You can include up to 8 credits from courses instructed in Japanese in Area Courses. If necessary, you can also take Foundation Courses instructed in Japanese after consultation with your tutor.

Note 4: You must acquire 13 credits from Area Courses and Foundation Courses.

Note 5: As for Foreign Languages courses, students who are native Japanese speakers must take 4 credits from English courses and 4 credits from Non-English Foreign Languages courses. Students who are not native Japanese speakers must take 8 credits from Japanese courses. Students who are admitted to be fluent in both English and Japanese must take 8 credits from Non-English Foreign Languages courses. The foreign language study plan will be decided in consultation with your tutor. For the detailed foreign language course requirements for graduation and the credit approval system for foreign language proficiency test, etc., please refer to the section relating to Foreign Languages courses in the Student Handbook.

Note 6: If you acquire more than 4 credits for Information and Data Science Courses in the Liberal Arts Education, you can count the excessive number of credits as credits for Area Courses.

Note 7: Multidisciplinary Subjects are instructed either in English or Japanese. If two courses are offered with the same course name and one is instructed in Japanese and the other in English, credits for only one of them can be acquired. You must take 10 credits in total from the three divisions of Human Studies, Social Studies and Natural Studies. You must take at least 2 credits from each division.

Note 8: You must take 12 credits from IGS Core Subjects, including 4 credits for the required courses.

Note 9: As for IGS Subjects, it is desirable for you to take subjects from all three fields ("Culture and Tourism," "Peace and Communication," and "Environment and Society") in a good balance. You must take at least 6 credits in total from each field.

Note 10: (1) If you acquire more than 8 credits for Foreign Languages courses in the Liberal Arts Education, you can include up to 6 excessive number of credits as credits for Elective Subjects.

(2) If you acquire more than 10 credits for Multidisciplinary Subjects in the Specialized Subjects, you can include up to 4 excessive number of credits as credits for Elective Subjects.

(3) If you acquire more credits for IGS Core Subjects or IGS Subjects in the Specialized Subjects than required for graduation, you can include the excessive number of credits as credits for Elective Subjects.

(4) You can include up to 16 credits from courses offered at the Department of Integrated Arts and Sciences in credits for Elective

(5) You can include up to 16 credits acquired at overseas universities in credits for Elective Subjects.

(6) You can include up to 10 credits acquired from courses offered at other schools, etc. in credits for Elective Subjects.

## Academic achievements of Integrated Global Studies (IGS) Program

## The evaluation items and evaluation criteria

Academic Achievements		Evaluation Criteria		
Evaluation Items		Excellent	Very Good	Good
Knowledge and Understanding	(1) The knowledge and understanding of the important characteristics and basic theoretical framework of individual academic disciplines.	Being able to fully understand the important characteristics and basic theoretical framework of individual academic disciplines in a systematic manner, and explain them.	Being able to understand the important characteristics and basic theoretical framework of individual academic disciplines, and explain them.	Being able to partially understand the important characteristics and basic theoretical framework of individual academic disciplines, and explain them.
	(2) The knowledge and understanding of <i>one's own language and culture</i> and <i>other languages and cultures</i> that are prerequisite abilities for communication with people from different cultures and areas of specialization.	Being able to fully understand, appropriately explain, and comprehend <i>one's own language and culture</i> and <i>other languages and cultures</i> that are prerequisite abilities for communication with peoples from different cultures and areas of specialization.	Being able to fully understand, explain, and comprehend <i>one's own language and culture</i> and <i>other languages and cultures</i> that are prerequisite abilities for communication with peoples from different cultures and areas of specialization.	Being able to understand, generally explain, and comprehend <i>one's own language and culture</i> and <i>other languages and cultures</i> which are prerequisite abilities for communication with peoples from different cultures and areas of specialization.
	(3) The knowledge and understanding to fully recognize the mutual relations and their importance among individual academic disciplines.	Being able to fully understand, recognize, and appropriately explain the mutual relations and their importance among individual academic disciplines.	Being able to fully understand, recognize, and explain the mutual relations and their importance among individual academic disciplines.	Being able to understand, recognize, and partially explain the mutual relations and their importance among individual academic disciplines.
Abilities and Skills	(1) The ability to collect and analyze necessary literature or data among various sources of information in individual academic disciplines.	Being able to fully collect and precisely analyze necessary literature or data among various kinds of information in individual academic disciplines.	Being able to fully collect and analyze necessary literature or data among various kinds of information in individual academic disciplines.	Being able to collect and partially analyze necessary literature or data among various kinds of information in individual academic disciplines.
	(2) The ability to specify necessary theories and methods for the consideration of important issues.	Being able to exactly specify necessary theories and methods for the consideration of important issues, and fully make use of them.	Being able to exactly specify necessary theories and methods for the consideration of important issues, and make use of them.	Being able to specify necessary theories and methods for the consideration of important issues, and partially make use of them.
	(3) The ability to summarize one's own research in reports or academic papers, deliver presentations at seminars or research meetings, and explain it in an easy way so that people in different cultures and areas of specialization understand.	Being able to summarize research results in reports or academic papers, deliver presentations at seminars or research meetings, and precisely explain it in an easy way so that people in different cultures and areas of specialization understand.	Being able to summarize research results in reports or academic papers, deliver presentations at seminars or research meetings, and explain it in an easy way so that people in different cultures and areas of specialization understand.	Being able to summarize research results in reports and academic papers, deliver presentations at seminars or research meetings, and partially explain it in an easy way so that people in different cultures and areas of specialization understand.
Comprehensive Abilities	(1) The ability to think in an interdisciplinary way to discover issues based on ethical research practices and subjective intellectual interests, and propose a plan to solve them.	Being able to take initiative to discover issues based on ethical research practices and subjective intellectual interests, and propose an effective plan to solve them based on interdisciplinary viewpoints.	Being able to take initiative to discover issues based on the ethics in research and subjective intellectual interests, and propose a plan to solve them based on interdisciplinary viewpoints.	Being able to discover issues based on the ethics in research and subjective intellectual interests, and partially propose a plan to solve them based on integrated viewpoints.
	(2) The ability to conduct research from a global perspective by combining knowledge, understanding, competence, and skills, based on flexible creativity and imagination.	Being able to effectively display one's ability to conduct research from a global perspective by combining knowledge, understanding, competence, and skills, based on flexible creativity and imagination.	Being able to display one's ability to conduct research from a global vision by combining knowledge, understanding, competence, and skills, based on flexible creativity and imagination.	Being able to partially display one's ability to conduct research from a global vision by combining knowledge, understanding, competence, and skills, based on flexible creativity and imagination.
	(3) The ability to take action cooperatively to advance research to resolve the problem by sharing issues with people from different cultures and areas of specialization, and explaining one's own ideas logically and simply.	Being able to share issues with people from different cultures and areas of specialization, logically and simply explain one's own ideas on ways of solving issues, and fully demonstrate leadership in discussions.	Being able to share issues with people from different cultures and areas of specialization, logically and simply explain one's own ideas on ways of solving issues, and demonstrate leadership in discussions.	Being able to share issues with people from different cultures and areas of specialization, explain one's own ideas on ways of solving issues, and partially demonstrate leadership in discussions.

## Placement of Liberal Arts Education in the Major Program

<p>The Program in Integrated Global Studies places Liberal Arts Education as an <i>opportunity to cultivate the foundations of the ability to understand things in an interdisciplinary and comprehensive fashion by broadly encouraging an interest in study</i>, rather than just <i>to acquire the basic knowledge and techniques directly leading to students' specialties</i>. The detailed academic contents to be acquired are as follows:</p> <ul style="list-style-type: none"> <li>• Rich sensibility and flexible ideas, understanding of peace from a diversified standpoint, and understanding mutual relationships among specialized fields of research, etc.</li> </ul> <p>↓</p> <p>Broaden students' perspectives, and change their viewpoints</p> <ul style="list-style-type: none"> <li>• Acquisition of language skills, basic knowledge, the ability to utilize information, and understand of one's own language and culture and other languages and cultures, etc.</li> </ul> <p>↓</p> <p>Create a foundation for learning.</p>
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## Curriculum Schedule of Integrated Global Studies

Academic achievements	1st grade		2nd grade		3rd grade		4th grade		
	Spring semester	Fall semester	Spring semester	Fall semester	Spring semester	Fall semester	Spring semester	Fall semester	
Knowledge and Understanding	The knowledge and understanding of the important characteristics and basic theoretical framework of individual academic disciplines.	○Peace Science Courses	○Peace Science Courses	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects
		○Basic Courses in University Education	○Area Courses						
		○Area Courses	○Health and Sports Courses						
		○Foundation Courses	○Foundation Courses						
		○Health and Sports Courses							
	The knowledge and understanding of one's own language and culture and other languages and cultures that are prerequisite abilities for communication with people from different cultures and areas of specialization.	○Peace Science Courses	○Peace Science Courses	○Foreign Languages	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects
		○Foreign Languages	○Foreign Languages	○Specialized Subjects					
		○Area Courses	○Area Courses						
	The knowledge and understanding to fully recognize the mutual relations and their importance among individual academic disciplines.	○Peace Science Courses	○Peace Science Courses	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects
		○Basic Courses in University Education	○Area Courses						
		○Area Courses	○Foundation Courses						
		○Foundation Courses							
Abilities and Skills	The ability to collect and analyze necessary literature or data among various sources of information in individual academic disciplines.	○Information and Data Science Courses		○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	
						◎Project-Type Problem Solving Research	◎Project-Type Problem Solving Research		
	The ability to specify necessary theories and methods for the consideration of important issues.	◎Introductory Seminar for First-Year Students		○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects
						◎Project-Type Problem Solving Research	◎Project-Type Problem Solving Research		
	The ability to summarize one's own research in reports or academic papers, deliver presentations at seminars or research meetings, and explain it in an easy way so that people in different cultures and areas of specialization understand.	◎Introductory Seminar for First-Year Students		○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects
						◎Project-Type Problem Solving Research	◎Project-Type Problem Solving Research	◎Graduation Thesis	◎Graduation Thesis
Comprehensive Abilities	The ability to think in an interdisciplinary way to discover issues based on ethical research practices and subjective intellectual interests, and propose a plan to solve them.			○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	
						◎Global Internship Subjects	◎Global Internship Subjects	◎Graduation Thesis	◎Graduation Thesis
	The ability to conduct research from a global perspective by combining knowledge, understanding, competence, and skills, based on flexible creativity and imagination.			○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects
				○Elective Subjects	○Elective Subjects	○Elective Subjects	○Elective Subjects	○Elective Subjects	○Elective Subjects
	The ability to take action cooperatively to advance research to resolve the problem by sharing issues with people from different cultures and areas of specialization, and explaining one's own ideas logically and simply.			○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects	○Specialized Subjects
								◎Graduation Thesis	◎Graduation Thesis

Liberal Arts Education Subjects Specialized Subjects Graduation Thesis (◎) Required (○) Elective/required (△) Free elective

# Attachment 5

## Integrated Global Studies (IGS) Program Faculty list

As of April 1, 2026

Name	Position	Reference
Seki Koki	Professor	Department Head
Villeneuve Masumi	Professor	
Katayanagi Mari	Professor	
Shibata Miki	Professor	
Nishi Makoto	Professor	
Hosaka Tetsuro	Professor	
Yamada Toshihiro	Professor	
Iwamoto Yoko	Associate Professor	
Takee Tomoko	Associate Professor	
Kawamoto Naoe	Associate Professor	
Qu Meng	Associate Professor	
Kondo Masayuki	Associate Professor	
Shirakawa Toshiyuki	Associate Professor	
Taguchi Yoko	Associate Professor	
Tanaka Shinpei	Associate Professor	
Taferner Robert	Associate Professor	
Rigsby Curtis Andrew	Associate Professor	
Watanabe Chiho	Associate Professor	
Wang Kunyang	Assistant Professor	
Kawaguchi Kenta	Assistant Professor	
Candelaria John Lee Pamplona	Assistant Professor	
Komada Natsuki	Assistant Professor	
Zollet Simona	Assistant Professor	
Yoshida Mariko	Assistant Professor	

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