



Tohoku University International Student Survey 2016



Tohoku University International Student Survey 2016

Institute for Excellence in Higher Education (IEHE)
Director Kimio HANAWA

In 2009, Tohoku University was selected for the Global 30 program in the MEXT Project for Establishing Core Universities for Internationalization. The university rapidly established and expanded three undergraduate degree courses and 15 graduate degree courses taught in English.

In 2014, Tohoku University was selected for the Top Global University Project. Since then, the university has developed the Global 30 project even further through partnerships/cooperation with world-renowned universities, and worked hard to create a research/education environment that is welcoming to outstanding international students.

As of May 2017, we have a record high of 2,027 international students, who comprise over 10% of the student body. In response to the greatly changing conditions surrounding international students, Tohoku University has taken steps to improve support and public relations for foreign students, such as establishing the International Support Office and engaging more actively in international PR.

This survey, which was given to all international students, is the second of its type (a similar one was implemented in 2012). Its goal is to comprehensively identify/understand obstacles facing both our international students and our university's international development, which will enable us to improve our educational support systems and provide better information internally and externally.

The subjects of the survey were degree and non-degree (i.e. research and exchange) students enrolled at Tohoku University. It was administered in both English and Japanese over the Web from December 2016 to January 2017. There were 605 valid respondents, with a valid response rate of about 28.0%. This relatively good collection rate indicates that student engagement with the survey was high.

We are deeply grateful to the international students who cooperated with the survey and hope that its results will help us make improvements to the quality of our research, education, and student support, and promote internationalization at Tohoku University.

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Tohoku University International Student Survey 2016 Report (Summary)

Survey Goals

The goal of this survey is to ascertain the study/research conditions for Tohoku University's international students, and comprehensively identify/understand obstacles facing both our international students and our university's international development, which will enable us to improve our educational support systems and provide better information internally and externally.

Executive Organization

Institute for Excellence in Higher Education, Global Learning Center, and offices involved in the promotion of international cooperation

Eligibility

Students enrolled at Tohoku University at the time of the survey as undergraduate students, graduate students, exchange students, and research students. 2,161 (number of enrolled international students as of November 1, 2016)

Survey period/method/collection rate

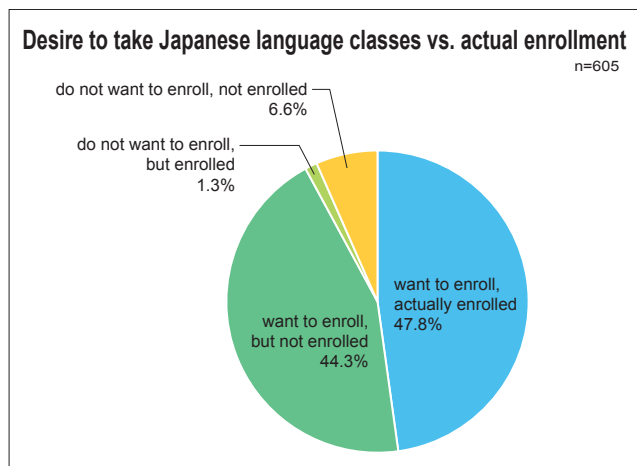
The survey was conducted from December 16, 2016 to January 10, 2017 via an online questionnaire in Japanese and English. The survey questions were divided into categories: "basic information," motivation for "study abroad/sources of information on study abroad," "support for everyday life," and "post-graduation career." Answers to free-comment sections were accepted in both Japanese and English.

There were 605 respondents, for a response rate of about 28.0%.

Summary of results

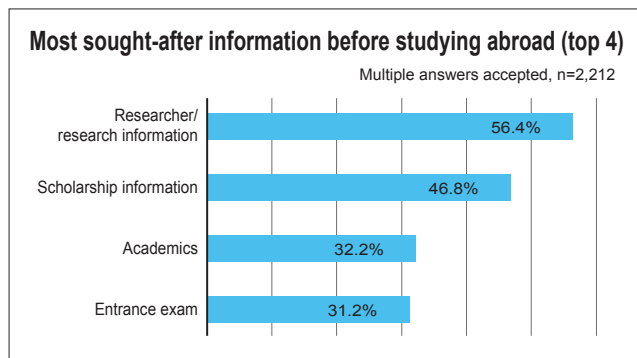
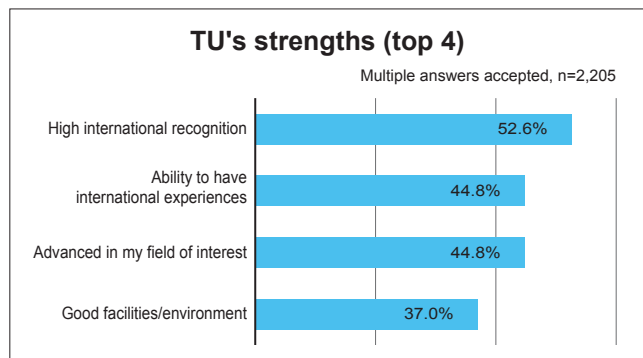
Basic information

- Although there were some discrepancies in response rates depending on the international students' statuses, faculties, and graduate schools, the respondents' countries/regions more or less reflected the makeup of TU's international student body.
- The majority of respondents use English in their student life. In daily life, the number of students who use English is roughly equal to the number who use Japanese.
- Although over 90% of respondents report they want to study Japanese, only about half of them (47.8%) were actually able to take Japanese language classes.



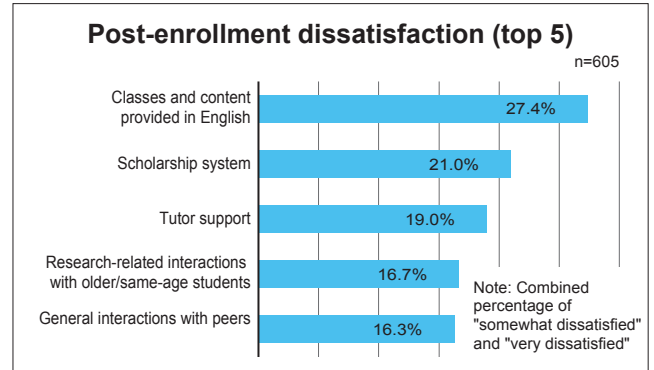
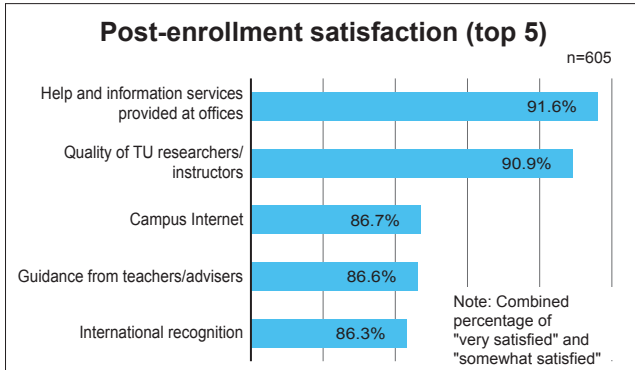
Motivation/preparation for study abroad

- Participants top motivations for studying abroad at Tohoku University are: "high international recognition" (52.6%), "ability to have international experiences" (44.8%), and "advanced in my field of interest" (44.8%).
- The most common sources used to find information before studying abroad are websites (61%); the most sought-after information is "researcher/research information" (56.4%), followed by "scholarship information" (46.8%)



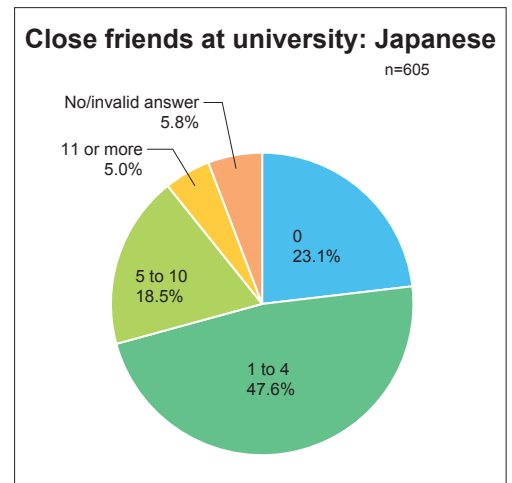
•Satisfaction

- Satisfaction levels are high for instructor research/educational activities, such as “quality of researchers and instructors” (90.9%), and “guidance from teachers/advisers” (86.6%). Also rated highly are students services such as “campus Internet environment” (86.7%) and “help and information services provided at offices” (91.6%).
- On the other hand, a relatively large percentage (27.4%) report dissatisfaction with “classes and content provided in English,” with satisfaction being particularly low among degree students at the undergraduate and graduate levels.



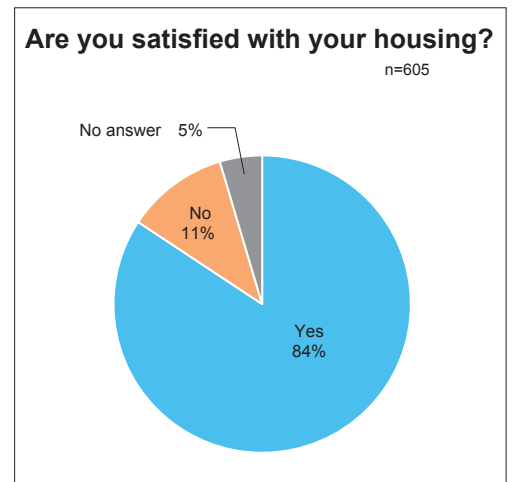
•Opportunities for interaction on campus

- Over 70% report that they have 4 or fewer close Japanese friends at the university, while about half report having 4 or fewer close friends at the university from their home countries. This result raises the concern that international students may feel isolated on campus.
- Overall 80.3% say that they want “more interaction with Japanese students.” The ratio is particularly high for undergraduate (93%) and exchange students (92.4%).
- The most common venues for interaction with Japanese people are “research departments/seminars” (73.1%) and “meetings/activities with tutors” (32.9%).



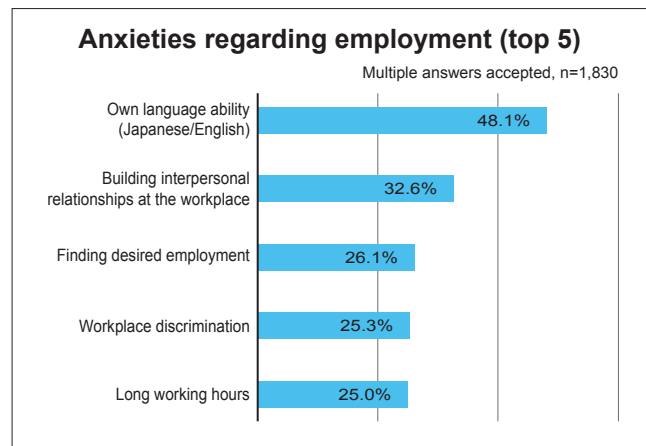
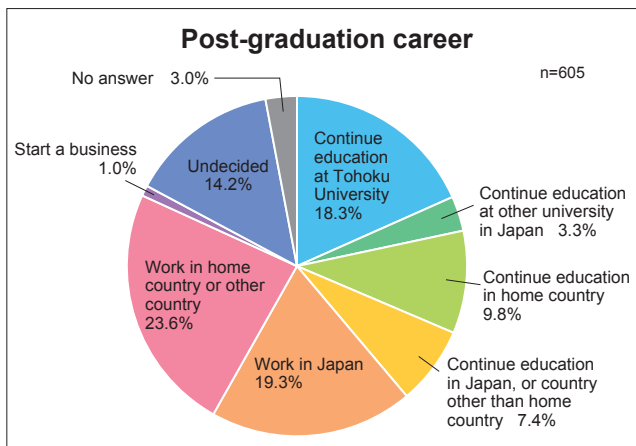
•Living environment

- 84.3% of respondents are satisfied with the living environment. Satisfaction is particularly high (89.4%) among exchange students (all of who live in university dormitories).
- In the free-comment section, University House Sanjo had a high satisfaction rating among the dormitories. On the other hand, some areas where improvements are desired are: “extending the move-in period,” and “improving dorm facilities.”



•Post-graduation career

- The top answers are “work in home country or another country” (23.6%), “work in Japan” (19.3%), and “continue education at Tohoku University” (18.3%). -The most commonly desired fields of employment are “research” (61.8%), followed by “technology” (32.9%), “specialized” (21.0%), and “education” (20.3%).
- Of students who use Japanese in their daily lives, 34.9% desire employment in Japan; of those who use English, 27.4% desire employment in home or other country. -Of the participants who use English in their daily lives, only 10.5% desire employment in Japan.
- The largest anxiety students feel about employment is “language ability” (48.1%). Of the participants who use Japanese in their daily lives, the top anxieties are “language ability” (53.3%), followed by “building interpersonal relationships at the workplace” (45.3%).
- The greatest needs regarding career support are “information on companies that will hire international students” (55.0%) and “basic explanations/knowledge regarding job-finding in Japan” (50.9%).
- There is high demand for internship information among students who use English in their daily lives; 52.2% of them want information on internships both in Japan and abroad, compared with 35.6% among Japanese language users. English-users tended to request overseas (27.2%) over domestic (9.7%) internship information.



Free-comment section (selection of typical answers)

- ▶ The procedures for course registration and information on available subjects should be presented more clearly on the website.
- ▶ I wanted more chances for the teachers and students to exchange opinions.
- ▶ The university should offer more classes conducted in English.
- ▶ The class content was advanced and interesting. My one concern is that opportunities to put the theories we learned in class into practice were limited.
- ▶ I wish the Japanese students were less shy about speaking in English. If nothing else, it will be necessary for the graduate students to give presentations in English at seminars etc.
- ▶ It would be good to hold evening Japanese classes for the doctoral students, as they will probably be living in Japan for a long time.
- ▶ I wish email sent to the students had been in English instead of Japanese. Almost all the messages were sent in Japanese, so I had to ask friends or teachers to translate them.
- ▶ I live in a dorm. It is inexpensive and pleasant.
- ▶ I wanted to stay at the International House longer. One year is too short. I would like to be able to live in dormitories until graduation.
- ▶ Procedures for joining clubs/circles should be explained.
- ▶ Information on halal food availability should be provided.

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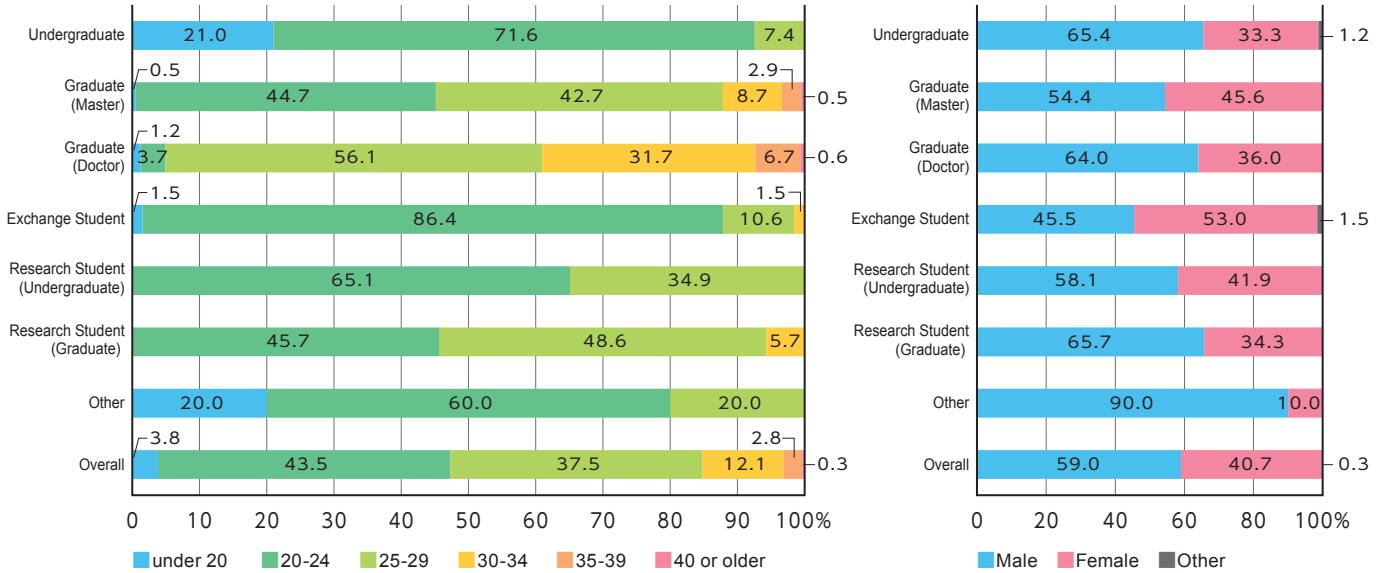
Basic information on respondents

1. Faculty, graduate school, or institutes you belong to

	Undergraduate	Graduate (Master)	Graduate (Doctor)	Exchange Student	Research Student (Undergraduate)	Research Student (Graduate)	Other	Overall
Faculty / Graduate School of Arts and Letters	3	1	1	9				14
Faculty / Graduate School of Education		1	1					2
Faculty / Graduate School of Law		1		1		1		3
Faculty of Economics / Graduate School of Economics and Management	5	49	10	7	16	3		90
Faculty / Graduate School of Science	14	21	26	4	1	6		72
School / Graduate School of Medicine		4	6					10
School / Graduate School of Dentistry		3	25		1	2		31
School / Graduate School of Pharmaceutical Sciences	1	4	3		1	3		12
School / Graduate School of Engineering	35	38	32	26	8	6	4	149
Faculty of Agriculture / Graduate School of Agricultural Science	11	5	4	4	6	2	1	33
Graduate School of International Cultural Studies	1	7	1	1				10
Graduate School of Information Sciences		20	12	1		4	1	38
Graduate School of Life Sciences		5	9	1	1	2		18
Graduate School of Environmental Studies		15	17	1				33
Graduate School of Biomedical Engineering	1	1	8		1	2		13
Graduate School of Educational Informatics		21			5	1		27
Institute for Materials Research	1	1	4	1			1	8
Institute of Development, Aging and Cancer (IDAC)								0
Institute of Fluid Science			2		1			3
Research Institute of Electrical Communication	1	5	1					7
Institute of Multidisciplinary Research for Advanced Materials		1	1			1		3
International Research Institute of Disaster Science				1	2	1		4
Division for Interdisciplinary Advanced Research and Education								0
Institute for Excellence in Higher Education	3			4			1	8
Center for Northeast Asian Studies		1						1
Frontier Research Institute for Interdisciplinary Sciences (FRIS)			1					1
Advanced Institute for Materials Research (AIMR)								0
Micro System Integration Center						1		1
Cyberscience Center								0
Other	5	2		5			2	14
Total	81	206	164	66	43	35	10	605

- Tohoku University (TU) has 2,161 international students (as of November 1, 2016), of which 28.0% responded to this survey.
- The response rate for undergraduate and graduate (master and doctoral) students was about 30% while the response rates of research students and exchange students were lower at 15% and roughly 24% respectively.
- Differences can be seen in the response rates at faculties (undergraduate schools), graduate schools, and research institutes. In science-related faculties, graduate schools, and research institutes, the response rate was over 30%. In humanities-related faculties and graduate schools, the rates were 6-9%, with the exception of the Faculty of Economics and Graduate School of Economics and Management (42.7%).

2. Age / Gender



3. Country/region of origin

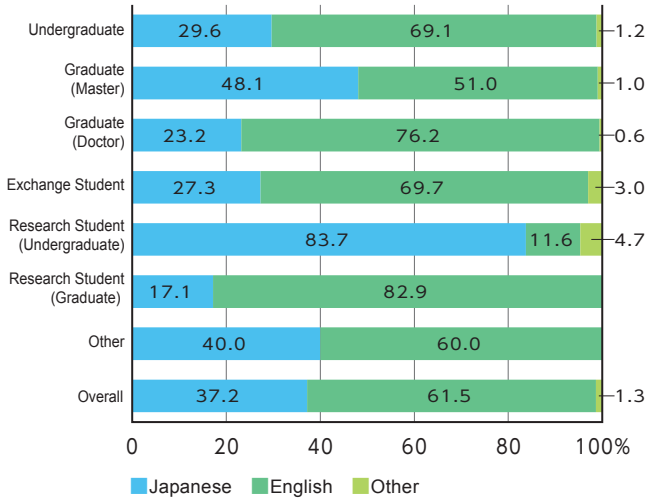
	Undergraduate	Graduate (Master)	Graduate (Doctor)	Exchange Student	Research Student (Undergraduate)	Research Student (Graduate)	Other	Overall
China	19	114	71	20	37	11		272
Indonesia	6	19	18	9		1	1	54
Korea	9	6	4	3		1	2	25
Thailand	10	4	6	3				23
France	4	6		5		2	4	21
Germany	3	1	3	6	1	7		21
Taiwan	3	7	2	6	1	2		21
Vietnam	3	5	8	2				18
Bangladesh		5	8		1			14
Malaysia	4	1	8					13
U.S.A.	6	3	2	1			1	13
India	2	2	3	1				8
Mongolia	2	2	3					7
Turkey	1	3	3					7
Sweden	1			2		2	1	6
Finland	1		2	2				5
Brazil		2	2					4
Russia		1	2	1				4
Philippines		1	1					2
Iran			1					1
Other	7	24	17	5	3	9	1	66
Total	81	206	164	66	43	35	10	605

● The largest number of TU's international students (about half) are from China, followed, in order, by Indonesia, Korea, Thailand, Taiwan, Malaysia, France, Vietnam, Germany, and America (as of November 1, 2016). The countries/regions of the participants in this survey more or less reflect the makeup of TU's international student body.

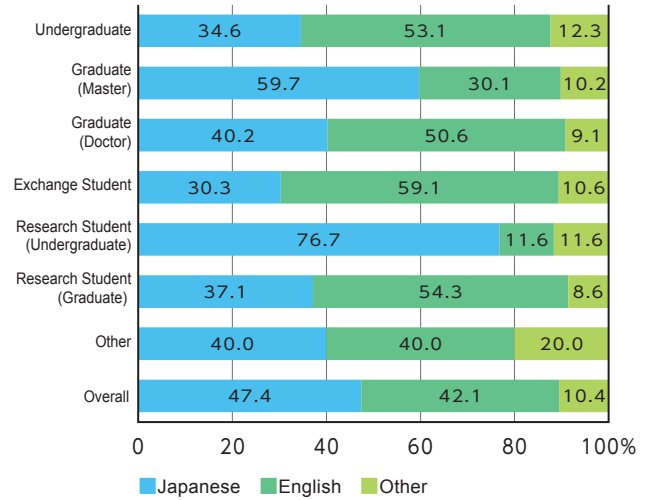
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Basic information on respondents

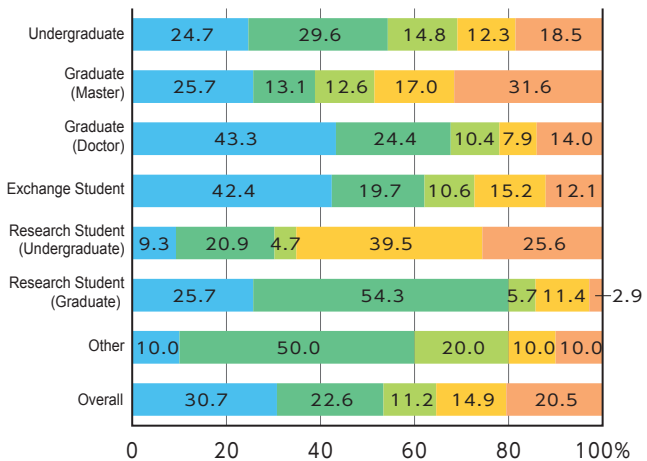
4. Language you use the most in academic life



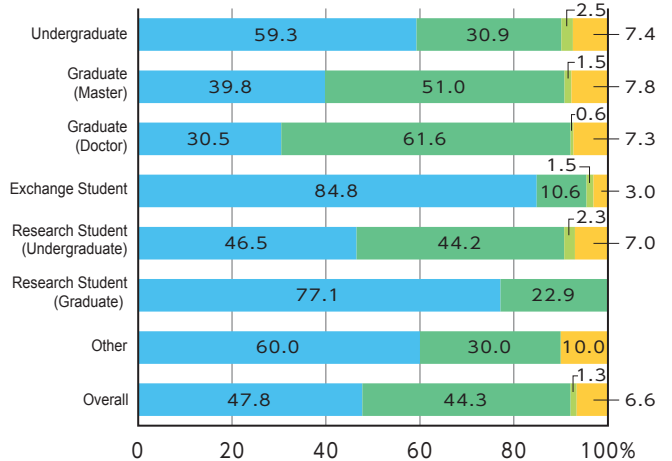
5. Language you use the most in everyday life



6. Level of Japanese



7. Japanese language classes taken

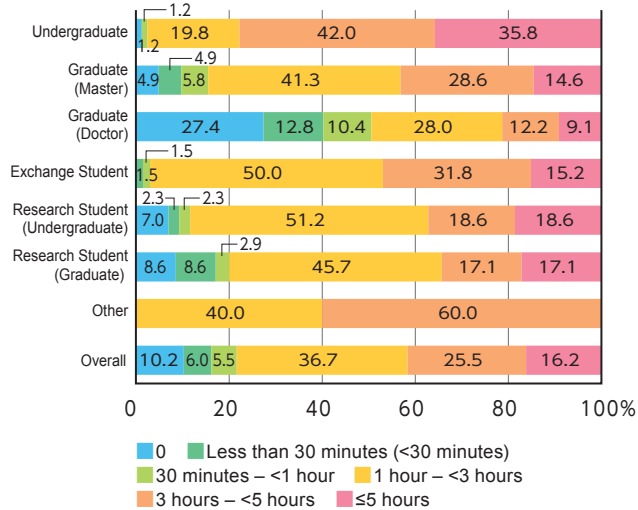


- Beginner: Minimum reading, writing, speaking in Japanese for everyday life.
- Intermediate-I: Simple conversational Japanese for everyday life. Can read and write.
- Intermediate-II: No Problem with conversation, reading and writing in Japanese for everyday life.
- Advanced-I: Able to read articles and editorial statements about your interests, write brief reports, understand lectures and state own opinion.
- Advanced-II: Able to read research papers, write papers, understand lectures and participate in discussions and presentations

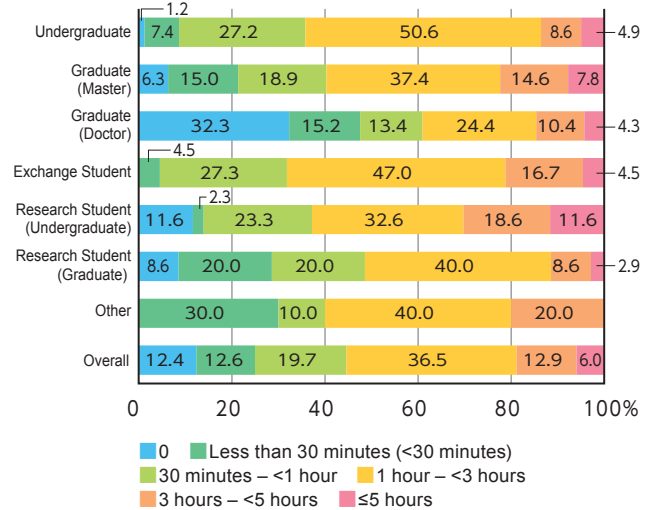
- I want to learn Japanese and am taking Japanese class(es)
- I want to learn Japanese but am not taking Japanese class(es)
- I don't want to learn Japanese but am taking Japanese class(es)
- I don't want to learn Japanese and am not taking Japanese class(es)

- Over half the students use English at the university, while using Japanese and English about equally in daily life.
- 80% of research students use Japanese both at the university and in daily life.
- The most commonly self-reported levels of Japanese proficiency were "basic" (30.7%), and "pre-intermediate," which combined accounted for half of all participants.
- Although over 90% of the international students reported they desire to study Japanese, only about half of them are actually taking Japanese language classes. This trend was particularly conspicuous among graduate students (master/doctoral).

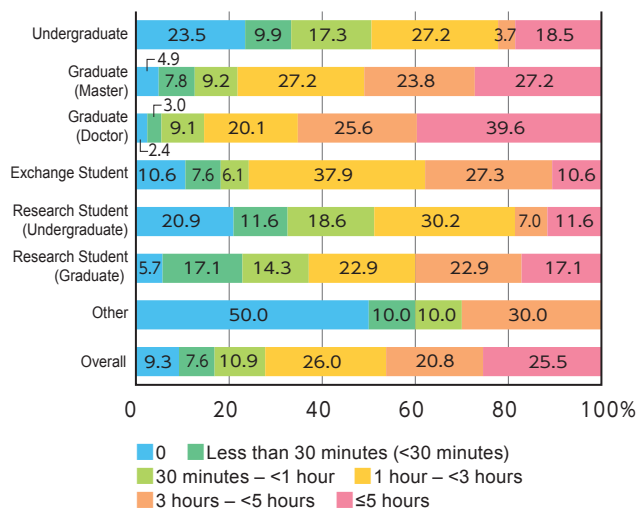
8. Class attendance



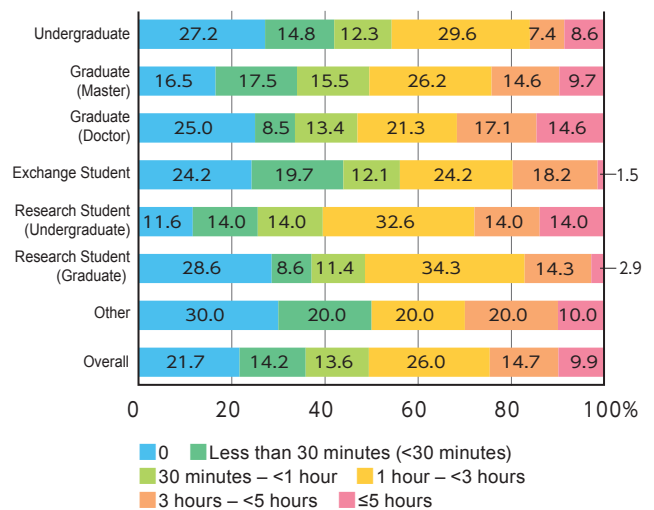
9. Class preparation and review



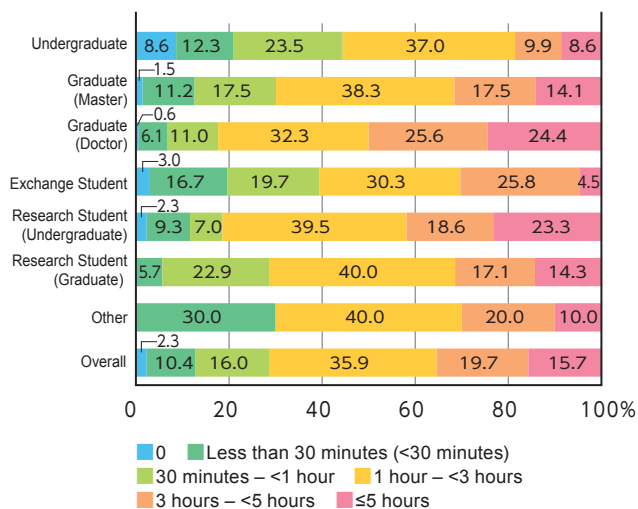
10. Writing research and academic papers



11. Studying for acquisition of a qualification



12. Studying to enhance your own knowledge

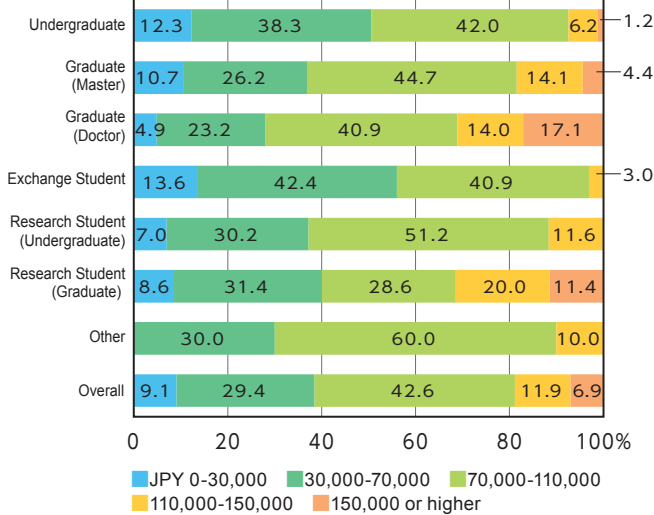


- Classes occupy the largest amount of time each day (35.8%) for undergraduate students.
- As they progress to subsequent school years, research and thesis-writing tends to occupy more time for undergraduate and graduate (both master and doctoral) students.

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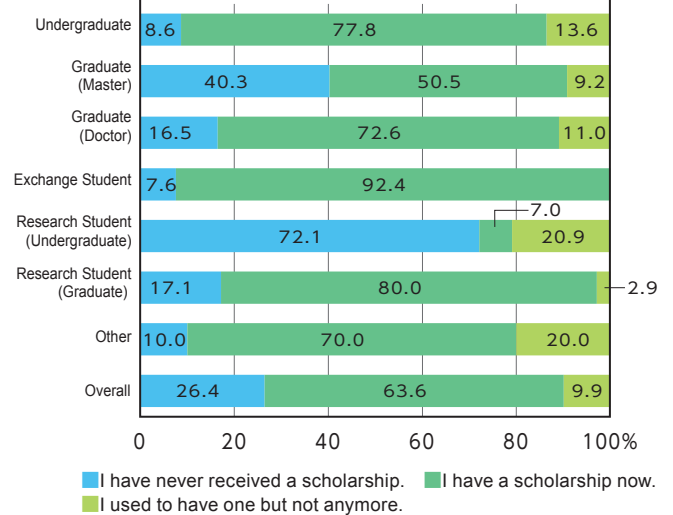
Basic information on respondents

13. Monthly living expenses



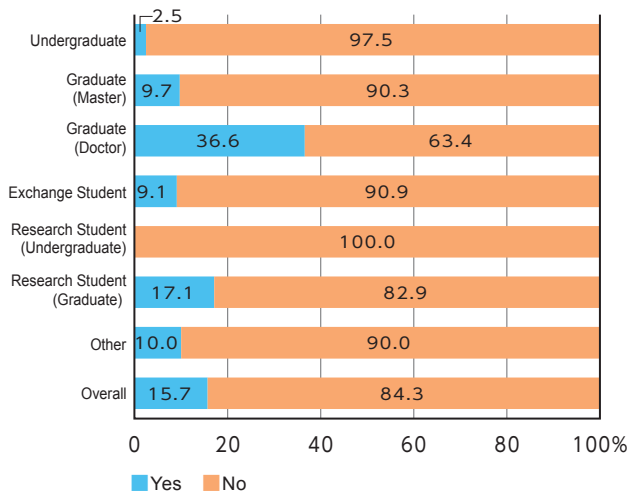
- About half of all international students subsist on JPY 70,000-110,000/month (42.6%), but some are living on less than JPY 70,000.
- For most participants (67.1%), monthly food costs are JPY 20,000-30,000.

14. Experience with scholarships



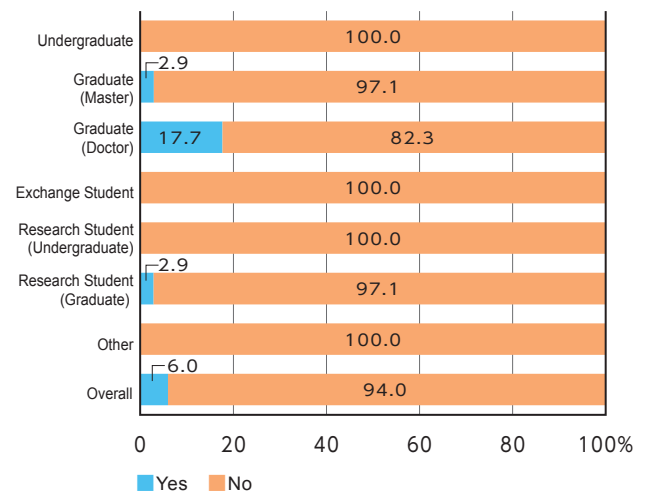
- 63.6% of international students are currently receiving scholarships.
- International exchange students had the highest rate of scholarship receipt at 92.4%; in contrast, research students had the lowest rate at 7.0%.

15. Spouse / Partner

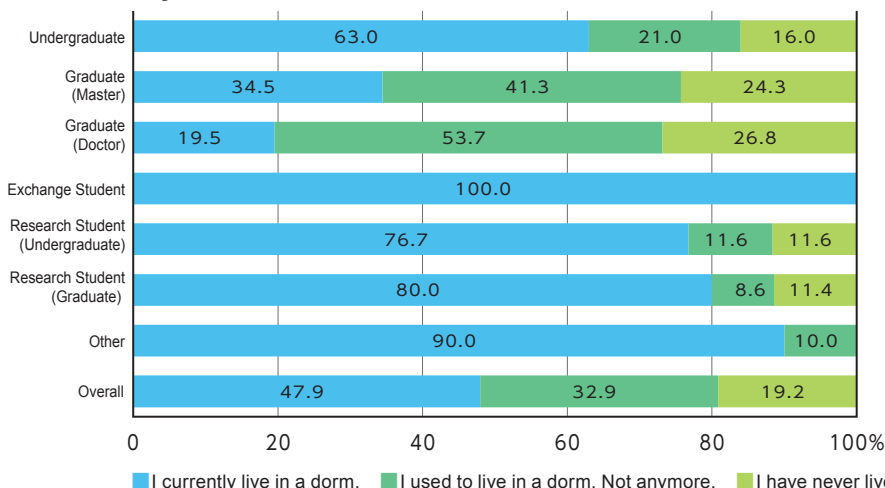


- Overall, 15.7% of international students have a spouse/partner, the highest rate being found among graduate students (doctoral) at 36.6%.
- Overall, 6.0% of international students have children, the highest rate being found among graduate students (doctoral) at 17.7%.

16. Children

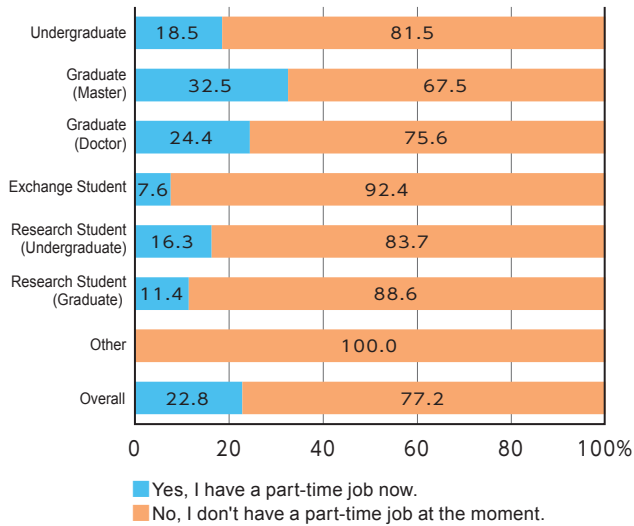


17. Dormitory residence

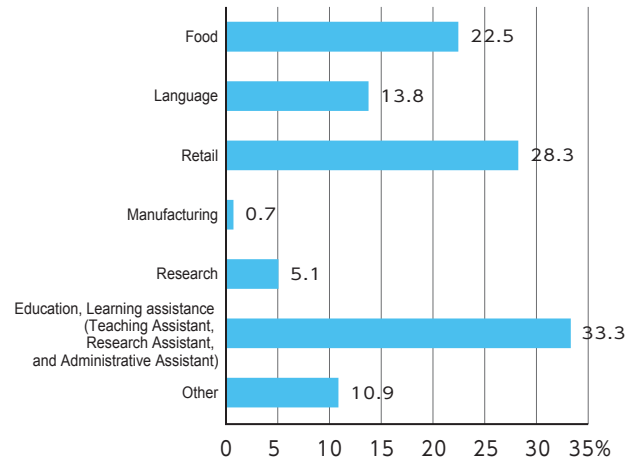


- Roughly half of the international students live in dormitories; including students who formerly lived in dormitories (32.9%), around 80% of international students have experience with TU's dormitories.
- All exchange students from TU's overseas academic exchange partner schools currently live at dormitories.
- As they progress to subsequent school years, the percentage of undergraduate and graduate (both master and doctoral) students living in dormitories decreases.

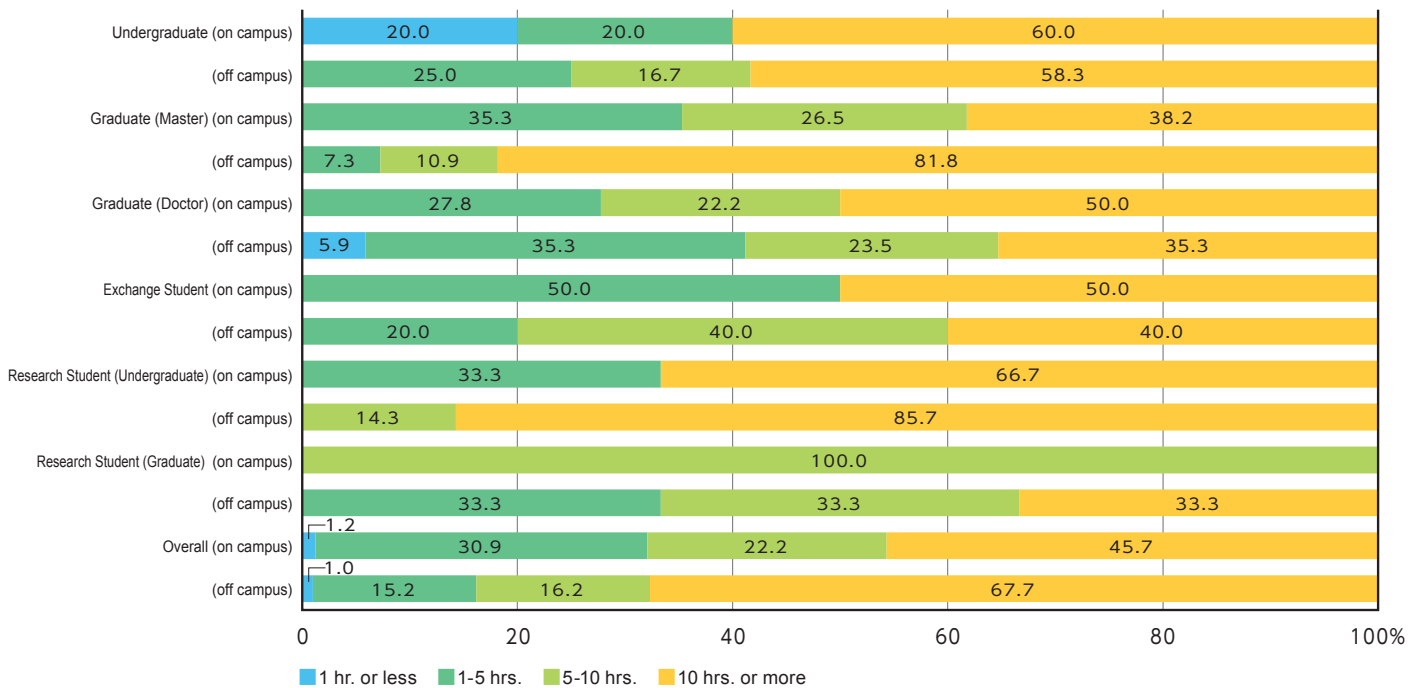
18. Part-time job



19. What field / industry is your part-time job?



20. How much time do you spend on your part-time job weekly including Teaching Assistant, Research Assistant, and Administrative Assistant work?

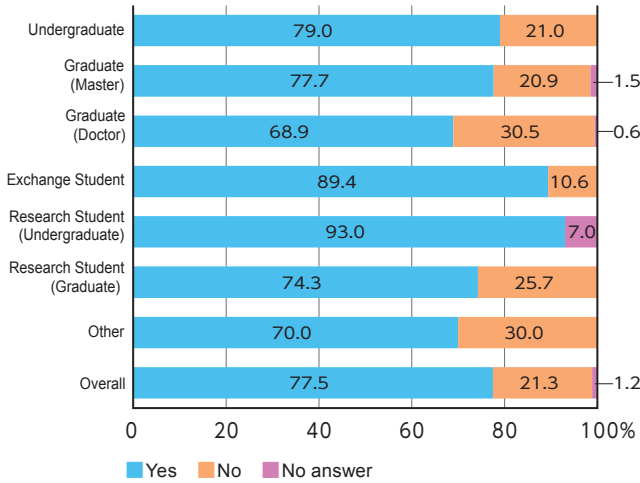


- 22.8% of international students work at part-time jobs, with graduate students (master) having the highest rate of employment (32.5%).
- Regarding the types of employment international students are engaged in, on-campus employment as teaching assistants, research assistants, and administrative assistants account for the highest percentage (33.3%).
- Weekly working hours for on-campus part-time employment are divided between relatively short (1-5 hours/week) and long (10 or more hours/week).
- Weekly working hours for off-campus part-time employment are 10 or more hours/week for 67.7% of the jobs. Over 80% of graduate and undergraduate students work 10 or more hours/week.

2

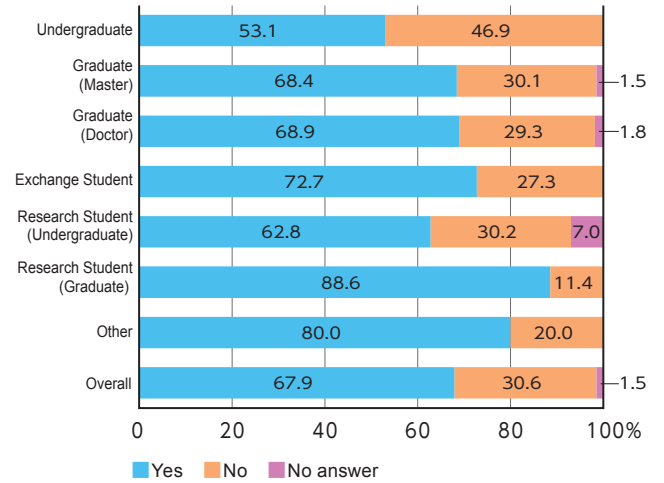
Motivation for study abroad / sources of information on study abroad

1. Is Japan your first choice for countries in which you want to study abroad?



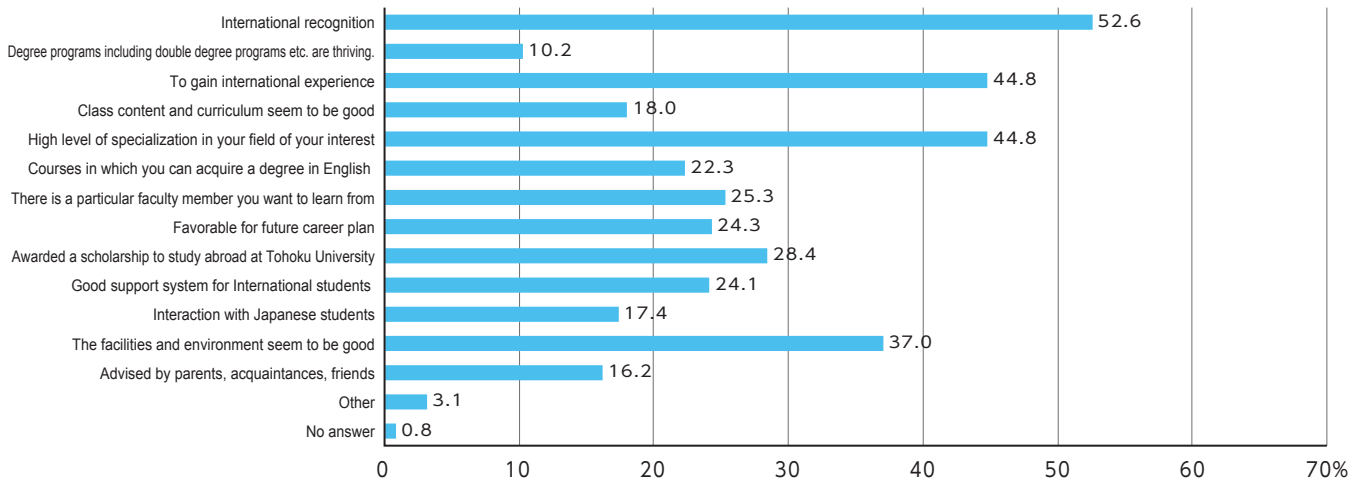
- 77.5% of international students responded that Japan was their first choice for studying abroad.
- Compared to degree students (undergraduate, graduate), a higher percentage of exchange students and research students responded that Japan was their first choice.

2. Is Tohoku University your first choice for universities at which you want to study in Japan?



- Overall, 67.9% of international students responded that Tohoku University was their first choice of university; 30.6% responded that it was not their first choice.
- A low percentage (53.1%) of undergraduate students responded that Tohoku University was their first choice of university.

3. What about Tohoku University seemed appealing to you? (Multiple answers possible) [Overall]



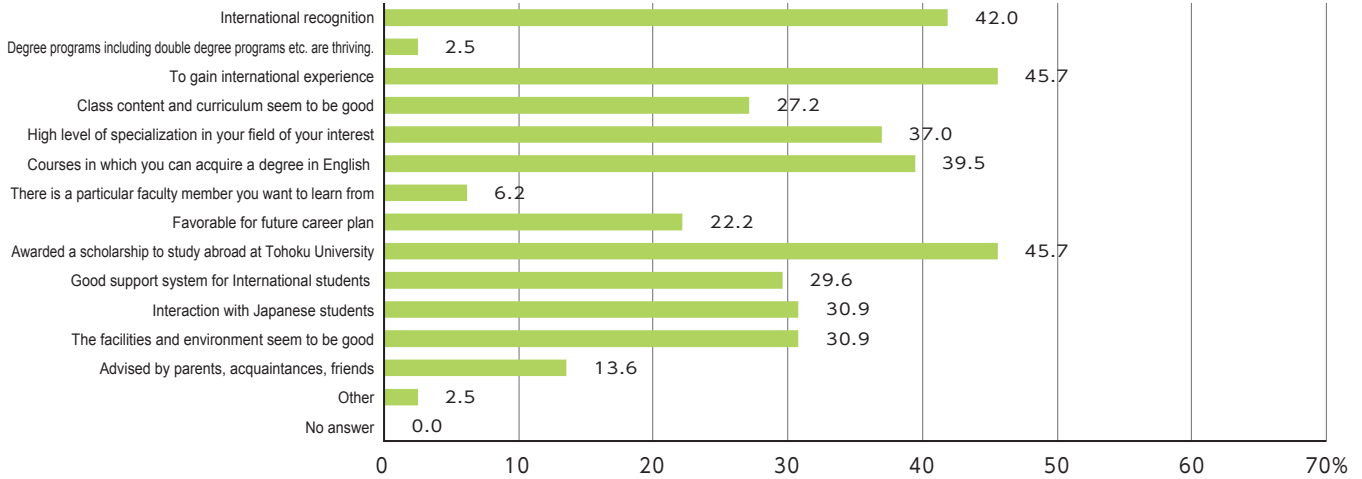
- Participants rated TU's strengths as follows: "high international recognition" (52.6%), "ability to have international experiences" (44.8%), "advanced in my field of interest" (44.8%), "good facilities/environment" (37.0%).
- By enrollment status, participants rated TU's strengths as follows: among undergraduate students, "ability to have international experiences" and "ability to receive Tohoku University scholarships" (45.7%) were highest; among graduate students, "high international recognition" (55.4%) and "high recognition in my field of interest" (46.2%) were highest; among exchange students, "ability to have international experiences" (60.6%) was highest. This indicates that student perspectives on Tohoku University's strengths differ depending on enrollment status.



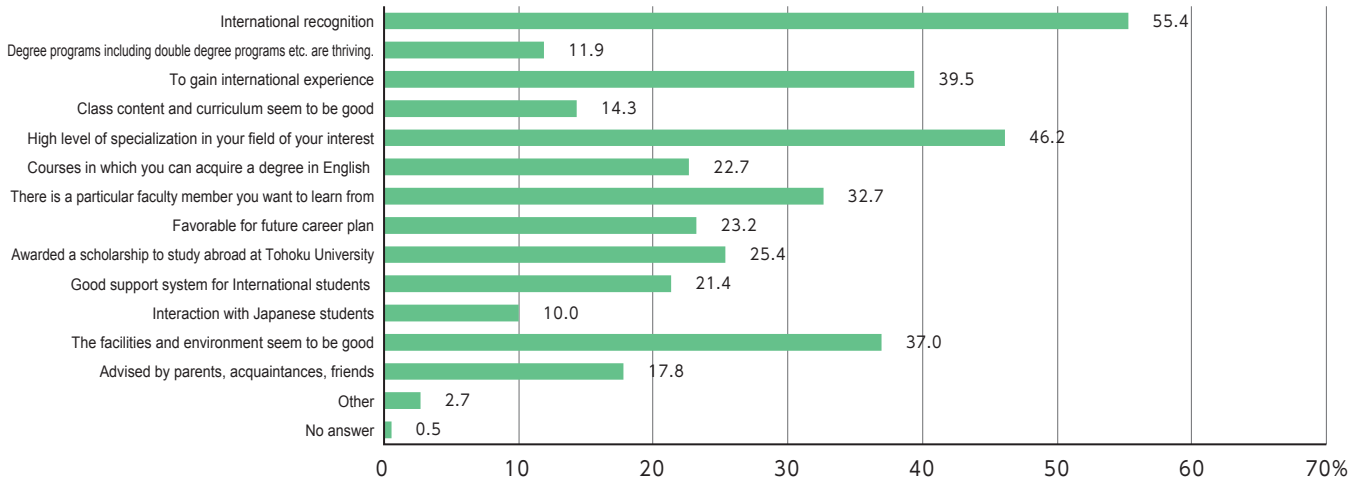
- ▶ Tradition of Research First.
- ▶ Sendai is a livable city; cost of living is low.
- ▶ Tohoku University has strong cooperative ties with my home university.

[By enrollment status]

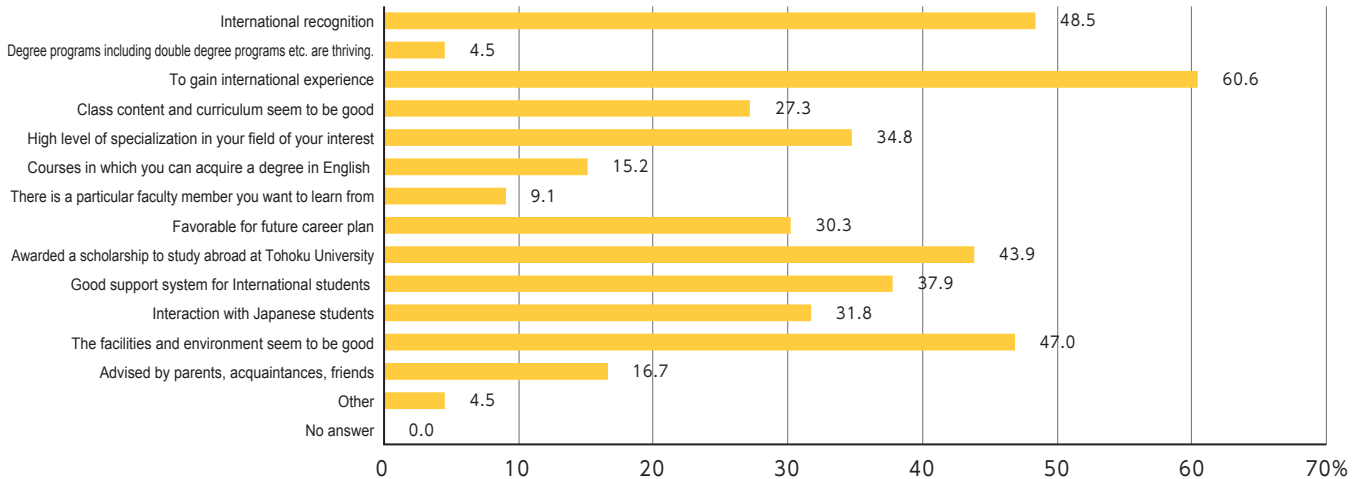
Undergraduate



Graduate



Exchange Student

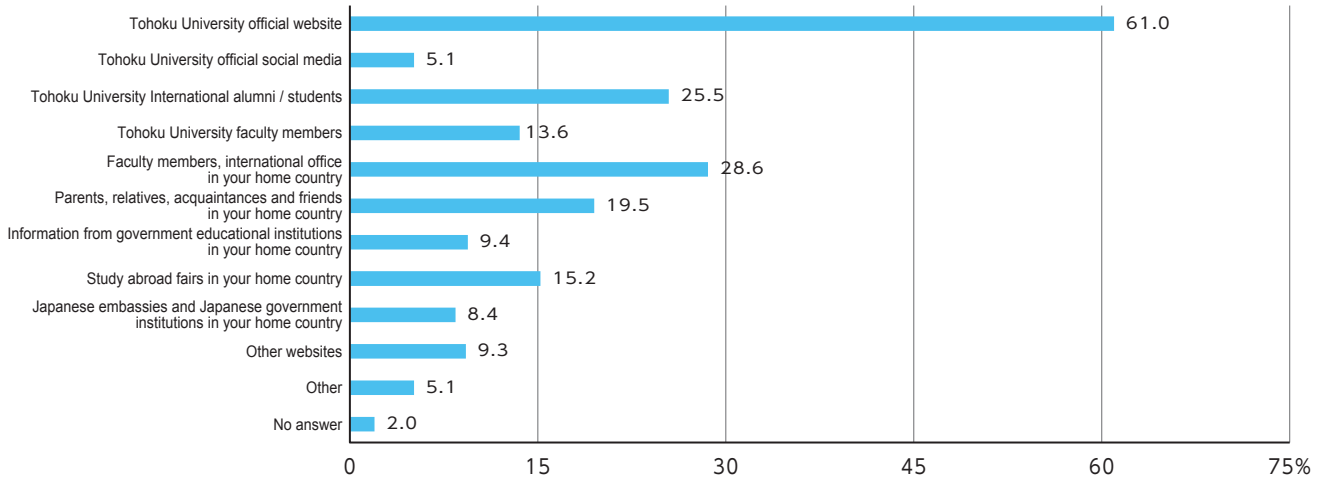


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Motivation for study abroad / sources of information on study abroad

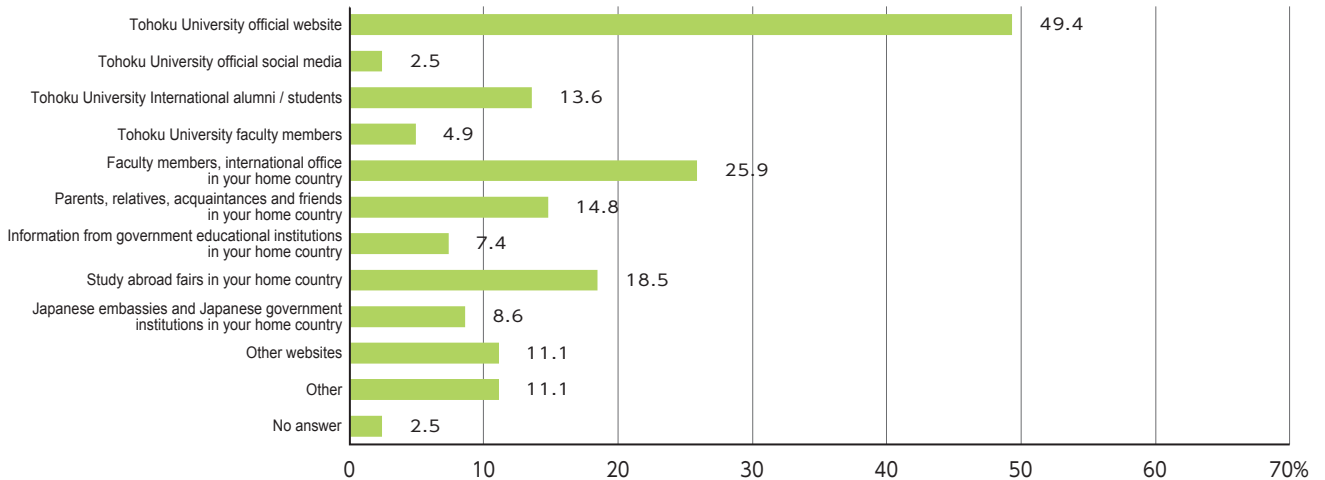
4. Before studying in Japan, how did you find out about Tohoku University and its study abroad program? (Multiple answers possible)

[Overall]

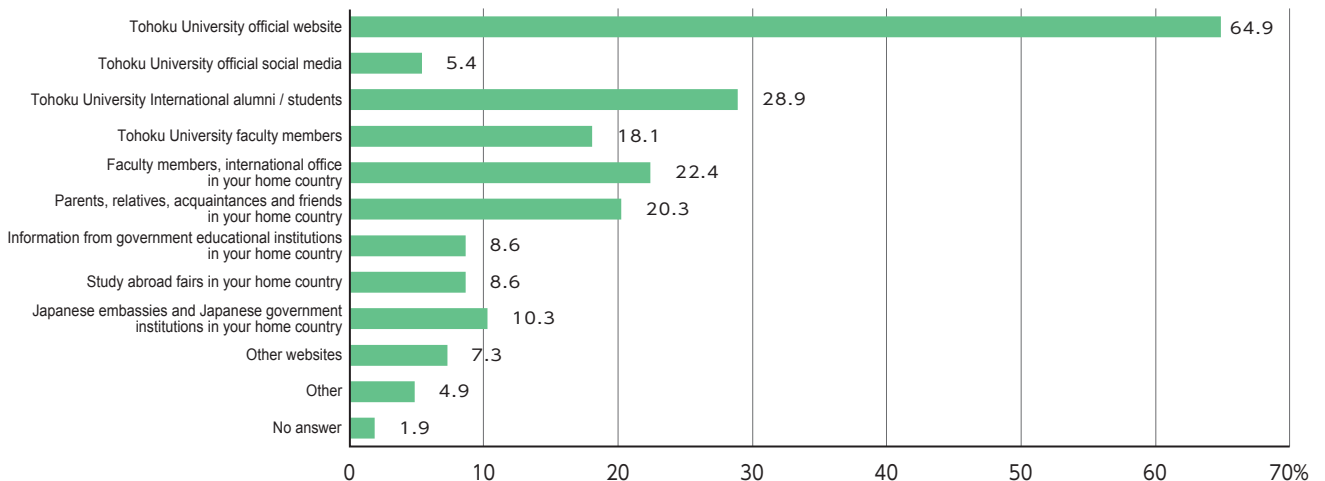


[By enrollment status]

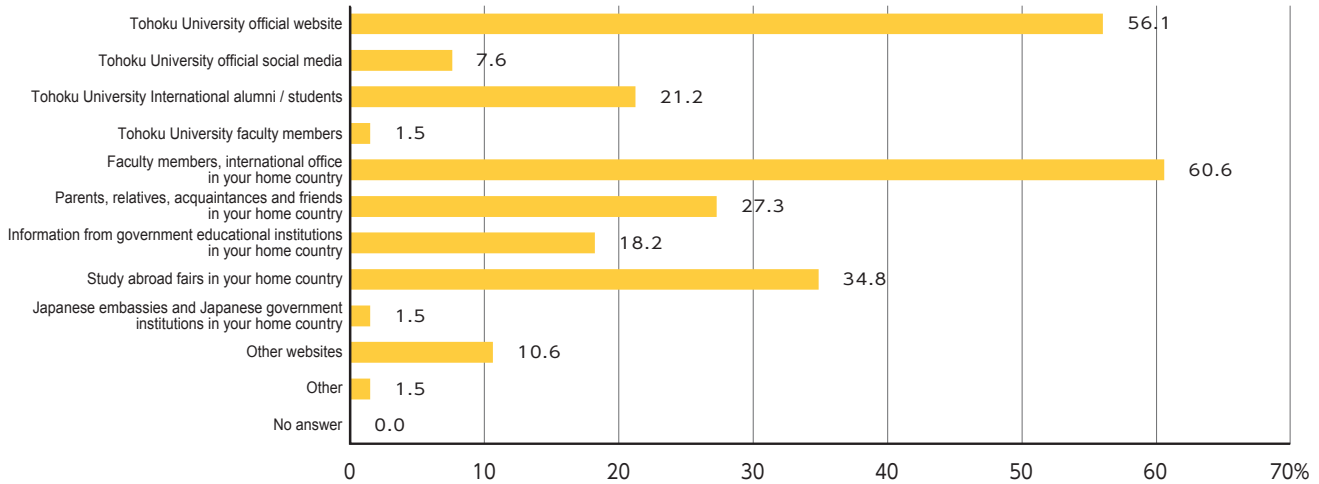
Undergraduate



Graduate

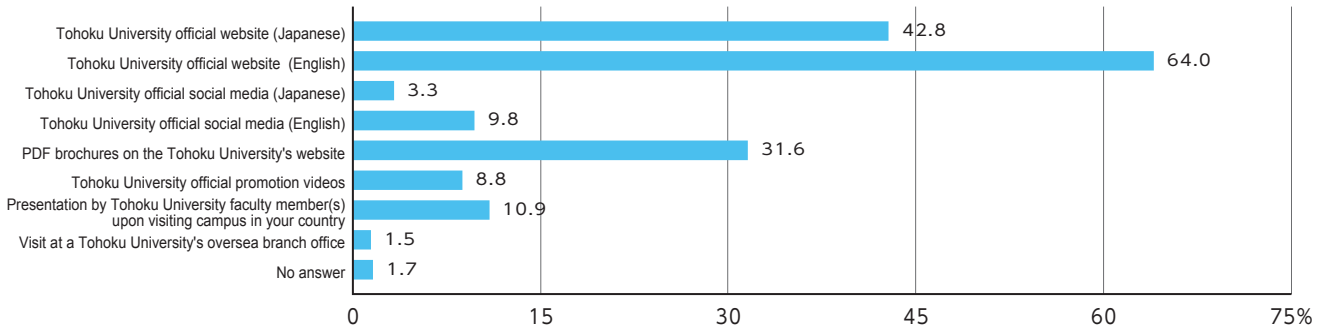


Exchange Student



- Before studying abroad, 61.0% of participants use “Tohoku University’s websites” as an information source.
- The most commonly used information sources other than the websites are “instructors, and career counseling or international exchange office in home country” (28.6%); “students who formerly studied, or are currently studying, abroad at Tohoku University” (25.5%); and “parents, relatives, acquaintances, or friends in home country” (19.5%).
- Exchange students use “instructors, career counseling or international exchange office in home country” (60.6%) at a higher rate than the website as their information source.
- Besides the Tohoku University website, participants also mentioned the “G30 website” and “Japan Student Services Organization (JASSO) website.”

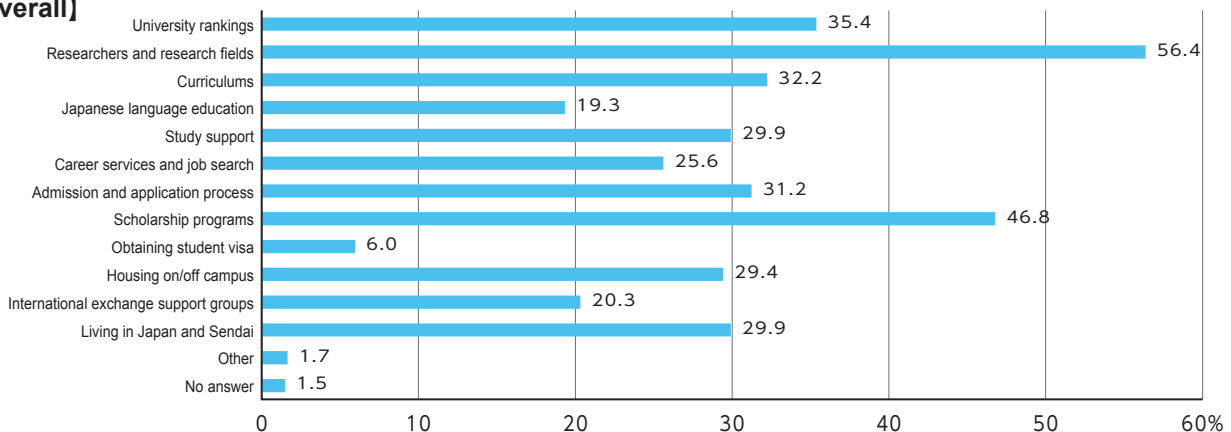
5. What information source did you refer to when deciding to go to Tohoku University? (Multiple answers possible)



- Before studying abroad, 64.0% of participants use the “English version of the Tohoku University website” as an information source. The next-most used information sources were the “Japanese version of the TU website” (42.8%), and “pamphlets (PDF) available on TU websites” (31.6%).

6. What kind of information do you wish you had more of when considering studying at Tohoku University? (Multiple answers possible)

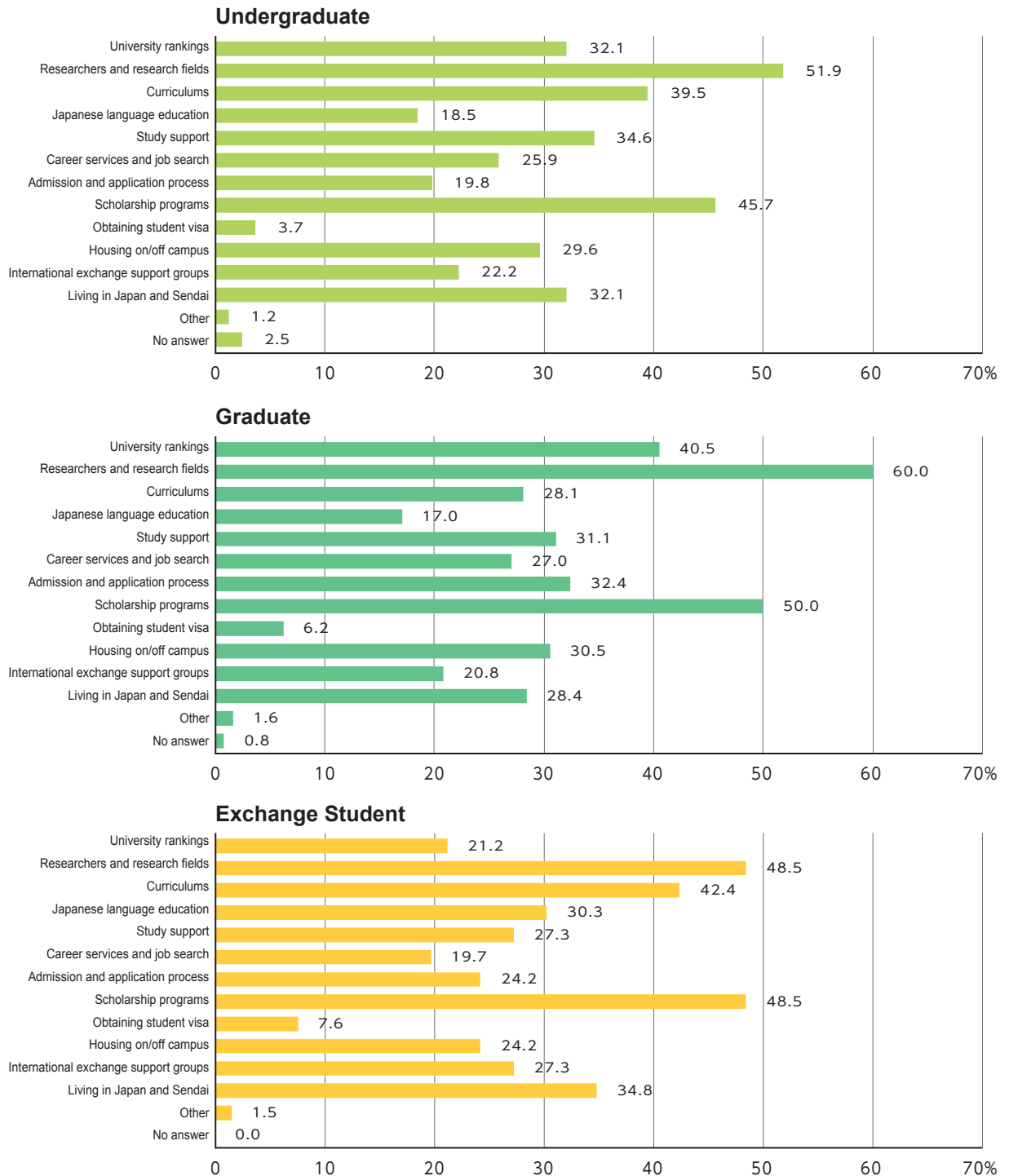
[Overall]



2

Motivation for study abroad / sources of information on study abroad

【By enrollment status】



● Research/academic-related information were the top items participants wanted before studying abroad, with “researcher/research information” (93.1%) first, followed by “scholarship information” (77.4%), “university ranking” (60.2%), “information on academics” (32.2%), “entrance exam information” (31.2%), and “academic support information.”

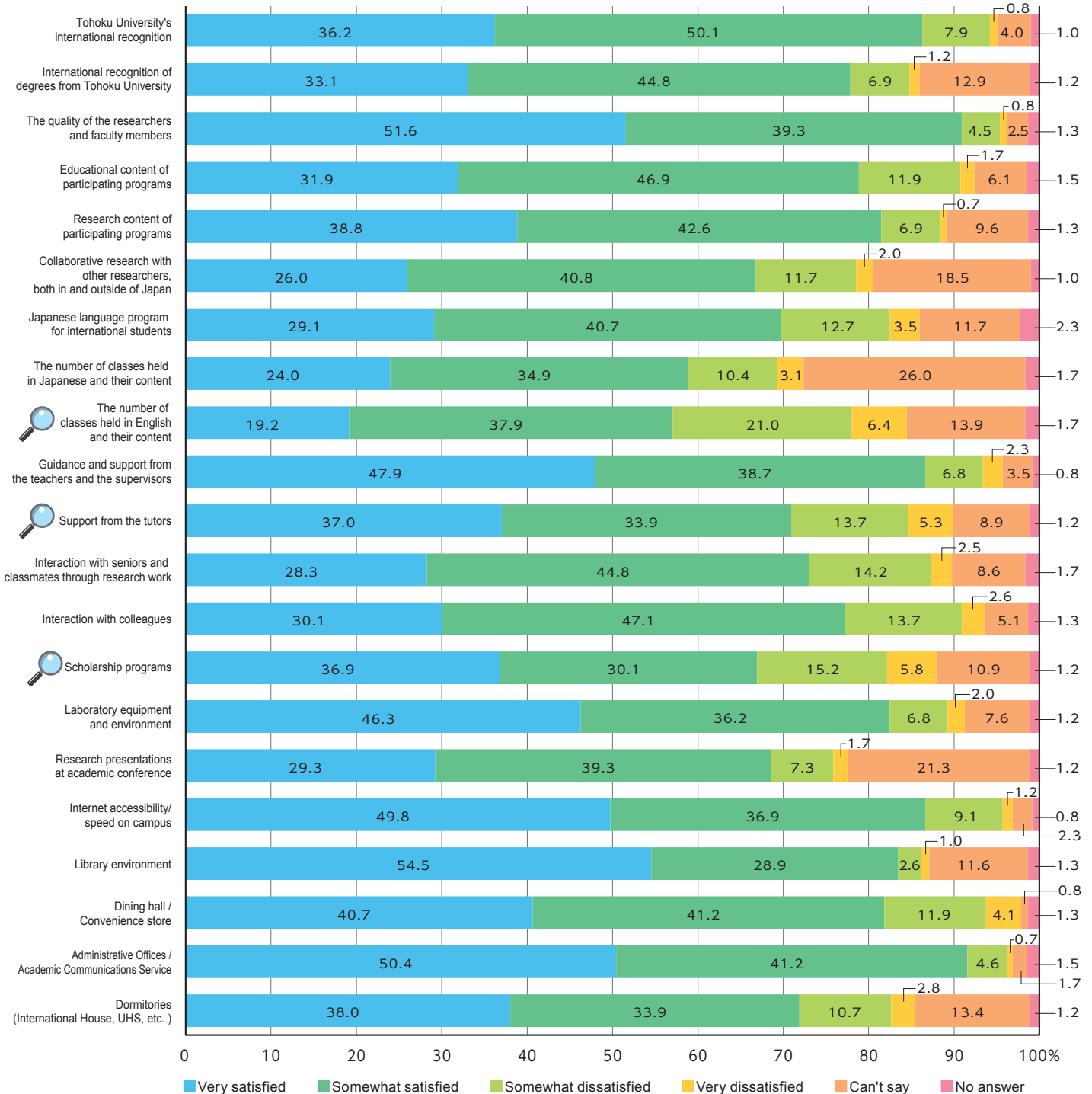


- ▶ The procedures for course registration and information on available subjects should be presented more clearly on the website.
- ▶ Information on halal food availability should be provided.
- ▶ Procedures for participating in clubs should be provided.

3

Level of satisfaction with study / research environment

1. Please tell us how satisfied (or dissatisfied) you are with your learning experience at Tohoku University.



- Concerning TU's learning/research environment, international students are highly satisfied with items related to instructor research/educational activities, e.g. "quality of researchers and instructors" (90.9% combined for "very" and "somewhat" satisfied), and "guidance from teachers/advisers" (86.6% combined) etc.
- They are also highly satisfied with campus facilities, e.g. "campus Internet environment" (86.7% combined) and "library environment" (83.4% combined), and student services, e.g. "help and information services provided at offices" (91.6% combined).
- Relatively speaking, many are dissatisfied with "classes and content provided in English" (27.4% combined for "very" or "somewhat" dissatisfied) and "scholarship system" (21.0% combined).

3

Level of satisfaction with study / research environment



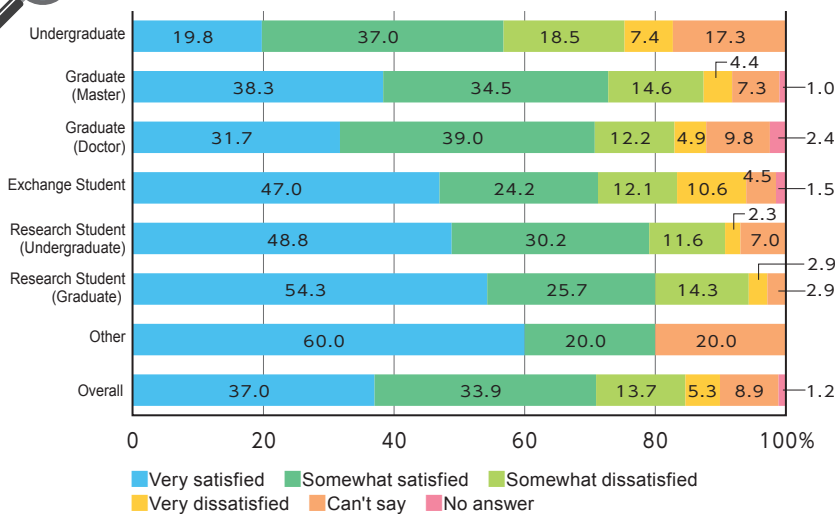
The number of classes held in English and their content



- By enrollment status, the participants who responded they were “somewhat” or “very” dissatisfied with “classes and content provided in English” were mostly undergraduate students (37.0%), master graduate students (29.6%), and doctoral graduate students (29.9%).
- Examining the above in terms of language usage, many international students who mainly use English at the university responded they are “somewhat” or “very” dissatisfied (29.3%).



Support from the tutors



- Overall satisfaction with the tutor system is high (70.9% combined for “very” and “somewhat” satisfied). However, examining this by enrollment status, responses of “somewhat” or “very” dissatisfied were given at high rates by undergraduate students (25.9%) and exchange students (22.7%).
- In terms of interaction with students other than tutors, in response to Q44 (“general interaction with peers e.g. students in your year”), 23.7% of exchange students responded that they were dissatisfied or somewhat dissatisfied.



Scholarship programs

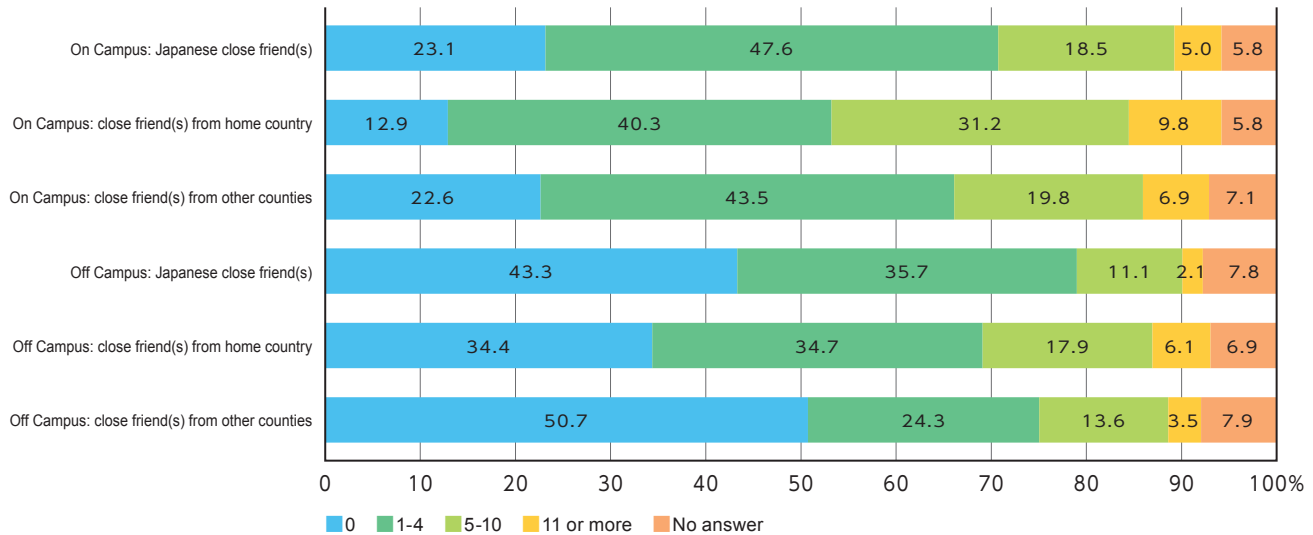


- 67% of participants responded that they were somewhat or very satisfied with the “scholarship system,” with exchange students exhibiting the highest levels of satisfaction.
- On the other hand, 21.0% of the participants were dissatisfied. Master graduate students showed the highest levels of dissatisfaction (28.7% combined for “somewhat” or “very” dissatisfied), followed by research students (28.0% combined), and undergraduate students (24.7% combined).

4

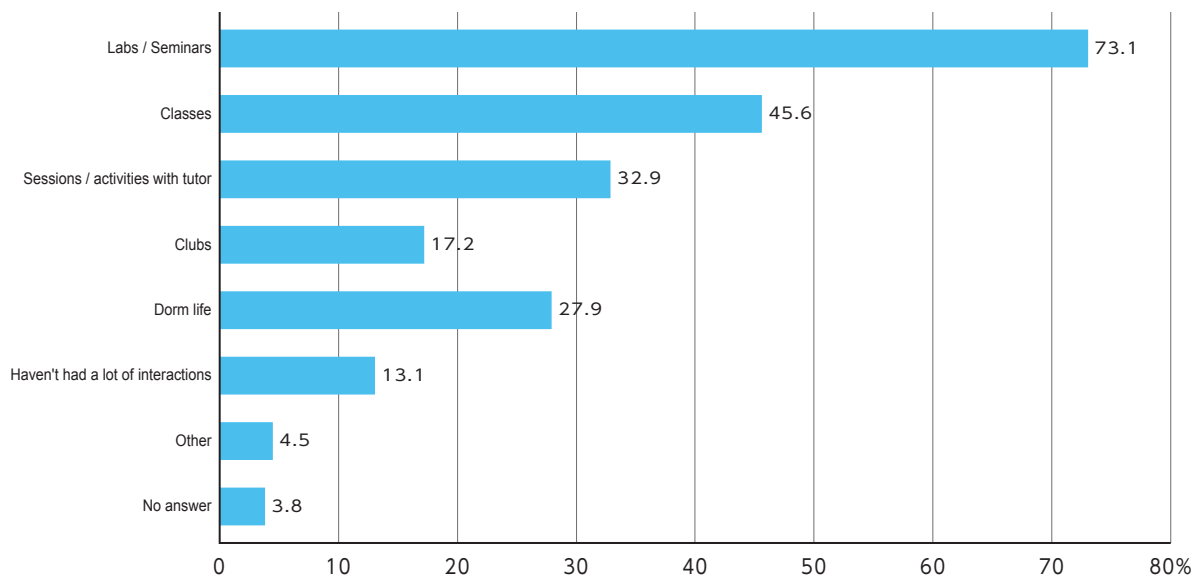
Level of satisfaction with support for everyday life / international students

1. Please tell us about your friends. Tell us how many for each category.



- Many students indicated they have absolutely no (0) close Japanese friends at the university (23.1%) or outside the university (43.3%). Over 70% responded that they have 4 or fewer close Japanese friends at the university, while about 80% reported having 4 or fewer Japanese friends outside the university. The ratio of students reporting they have 0 Japanese friends is high for research students (34.9%).
- Isolation among international students is a concern, as 12.9% reported having no (0) close friends from their home countries at the university, while nearly half reported having 4 or fewer friends total.

2. In which situation have you interacted with Japanese students on campus? (Multiple answers possible)

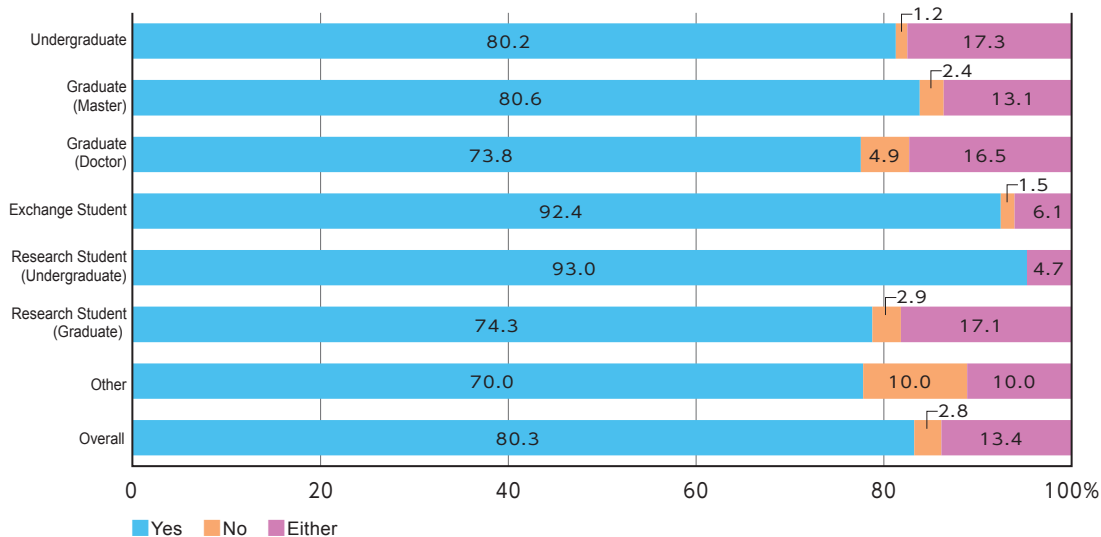


- The most common venues for interaction with Japanese people were "research departments / seminars" (73.1%); with the exception of the undergraduate students (43.2%), over 60% gave this response, regardless of enrollment status.
- It is also clear that "meetings/activities with tutors" (32.9%) provide important opportunities for interaction with Japanese people.
- Overall, 27.9% of participants chose dormitory activities, but this answer was selected by a greater proportion of undergraduate and exchange students (about 40%).

4

Level of satisfaction with support for everyday life / international students

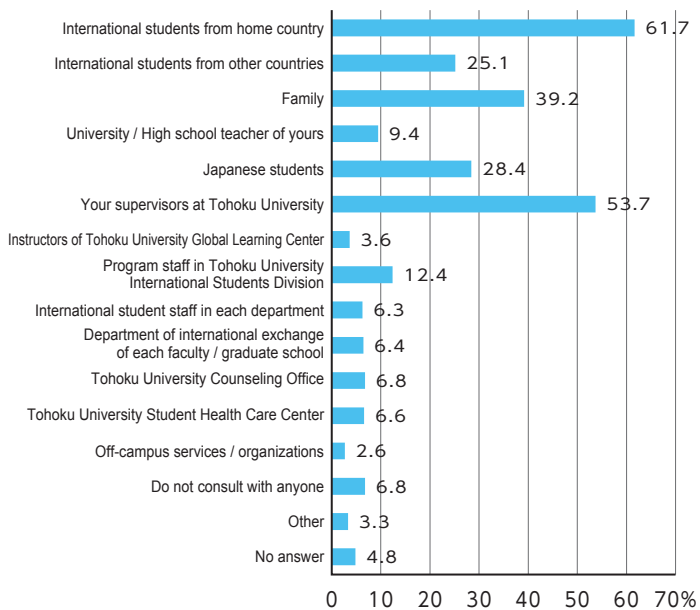
3. Do you want to have more interactions with Japanese students?



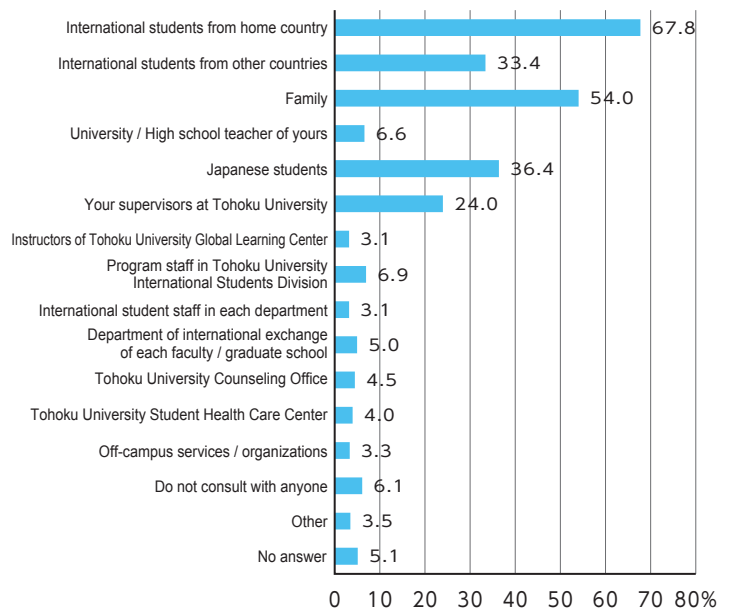
- Overall 80.3% responded that they want “more interaction with Japanese students.” In particular, a high ratio of undergraduate (93%) and exchange students (92.4%) gave this response.
- When asked what kinds of opportunities for interaction they wanted (Q62; multiple answers possible), “participation in events” (61.1%) was selected the most, followed by “interactions that teach about Japanese culture / history / social customs” (45.3%), and “everyday interactions” (44.9%). Among doctoral graduate students, “interactions that teach about Japanese culture/history/social customs” (57.9%) are desired more than “everyday interactions” (33.9%).
- As for reasons for not wanting interaction (Q63; multiple answers possible), high proportions of students responded “I do not have time” (45.9%) and “I am not good at Japanese or communicating” (31.6%).

4. Who do you consult regarding anxieties or concerns?

[About academic life]

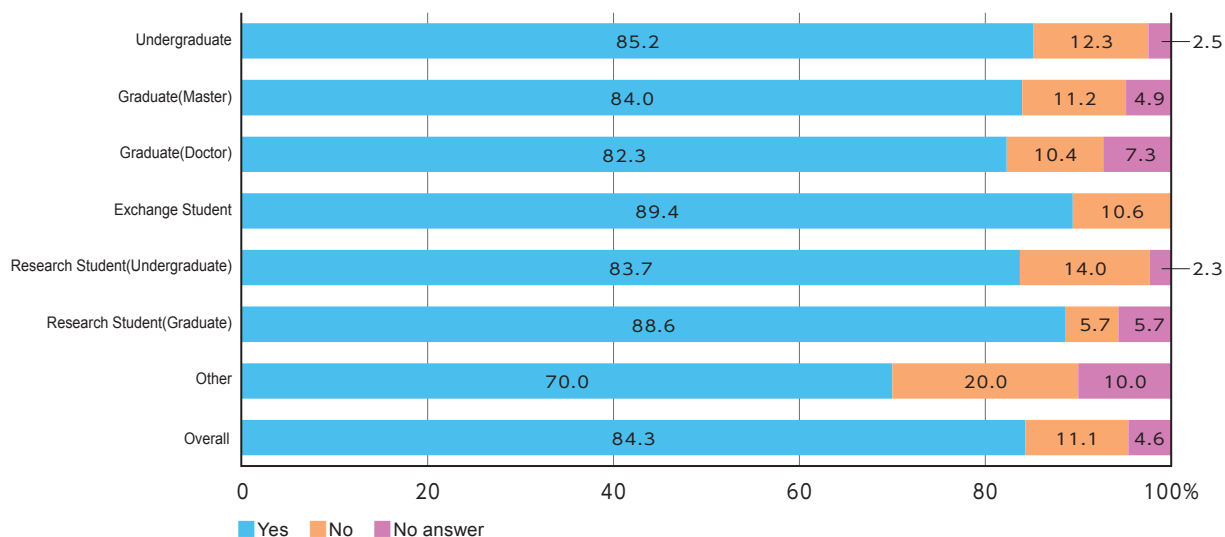


[About daily life]



- Participants who replied that they consult with other international students from their home countries was high, regarding both their studies (61.7%) and student life (67.8%).
- For the other choices as well, the same trend held for consultations about study and student life, with the exception that the proportions differ in the case of “hosting / advising instructor” (studies: 53.7%, student life 24.0%).

5. Are you satisfied with your housing environment?



- Overall, 84.3% of students responded that they are satisfied. A particularly large ratio of exchange students (89.4%), who all live in university dormitories, indicated they are satisfied.
- In the free-comment section, University House Sanjo had a high satisfaction rating among the dormitories.
- The same free-comment section also indicated that many students use subsidized housing, such as public apartments etc. On the other hand, some areas where students want improvement were mentioned, such as “extending the move-in period,” and “improving dorm facilities.”



Derived from answers to
3 Satisfaction with learning/research environment
4 Satisfaction with support for everyday life/international students
 *Student comments are quoted verbatim (translated when necessary)

Quality and Content of Curriculum/Education

- ▶ I wanted more chances for the teachers and students to exchange opinions. The teachers just constantly lectured for the entire class; it was hard to maintain focus for all 90 minutes, and I often felt bored.
- ▶ Tohoku University is famous for its research, so it's unfortunate that there are no classes taught in English for statistics, research methodology, etc. in the medical and dental schools.
- ▶ The university should offer more classes conducted in English. Because all the classes are in Japanese, it is not possible to get a complete education. One might as well just read a textbook on one's own instead. It was difficult to understand with just the English slides and textbook, so it would be desirable to teach classes in English.
- ▶ I belong to a FGL graduate course, but some of the classes and seminars were conducted in Japanese.
- ▶ Many of the Japanese language classes are held in the morning as it is assumed that MEXT scholarship students and exchange students will take them. It would be good to hold evening classes too for the doctoral students, who will probably be living in Japan for longer.
- ▶ The class content was advanced and interesting. My one concern is that opportunities to put the theories we learned in class into practice were limited. Theory is very interesting, and absolutely necessary to one's academic credentials, but for students solving practical problems is also very valuable.

Study/Research/Career Support

- ▶ My adviser was very busy, and only had time to see the students just before their graduation papers / theses were due, so during that period, the students couldn't do anything else. Academic advisers should be aware of any problems the students are having, and help them out at an earlier stage. Otherwise the students might not be able to graduate.

- ▶ I wish email sent to the students had been in English instead of Japanese. Almost all the messages were sent in Japanese, so I had to ask friends or teachers to translate them.
- ▶ For the FGL students, although there is a good path for becoming a researcher, there needs to be more career support from the university for students who want to seek employment in Japan.

Interaction with Japanese Students

- ▶ Studying Japanese was important for me, but I wish the Japanese students were less shy about speaking in English. If nothing else, it will be necessary for the graduate students to give presentations in English at seminars etc. It would allow the international and Japanese students to have more discussions about their research too.
- ▶ There should be more events that enable exchange between Japanese and international students. I was surprised to learn the IPLA and IMAC-U students got better treatment in this respect. Also, I felt there was some resistance to allowing foreigners into the clubs / circles.
- ▶ There should be more chances for interaction with Japanese students. Unless one joins a circle, opportunities for interaction are limited.
- ▶ Although I could not communicate with the Japanese students, the support for international students was welcoming.

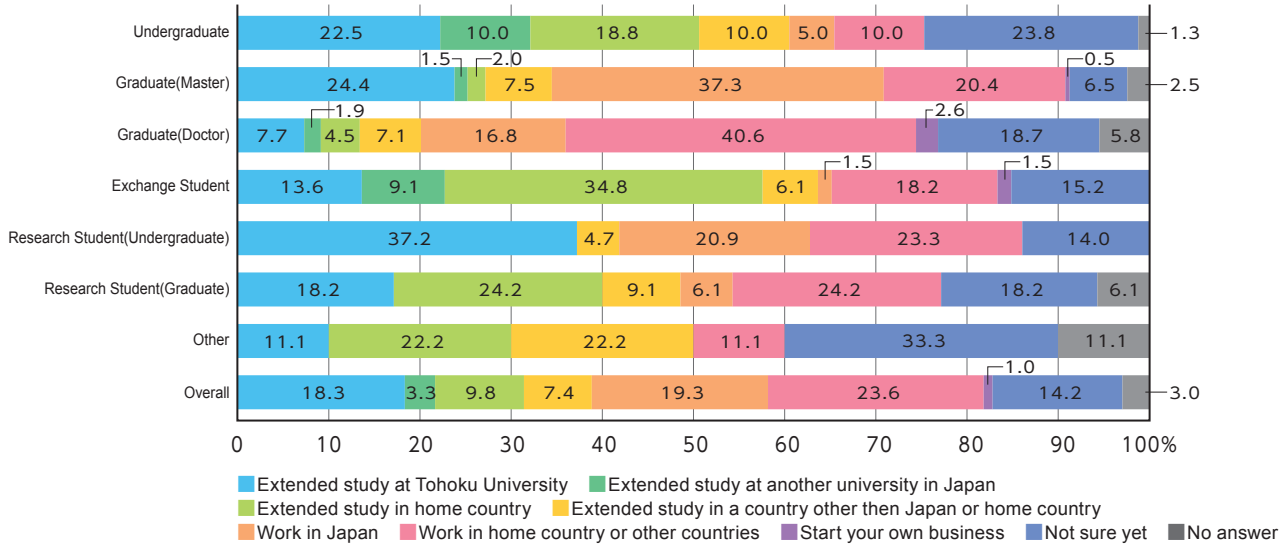
Facilities

- ▶ It's strange that the library closes at 22:00.
- ▶ There isn't enough variety on the cafeteria menu. The Seiryō cafeteria doesn't have a salad bar. Even in cafeterias that have salad bars, they quickly run out, and most of the side dishes are fried food. The English food descriptions are not sufficient for Muslims among the students. Just a logo with a picture of a pig next to items containing pork would be a big help.
- ▶ I wanted to stay at the International House longer. One year is too short. I would like to be able to live in dormitories until graduation.
- ▶ I live in a dorm. It is inexpensive and pleasant.
- ▶ It's inconvenient that the campus bus was discontinued.

5

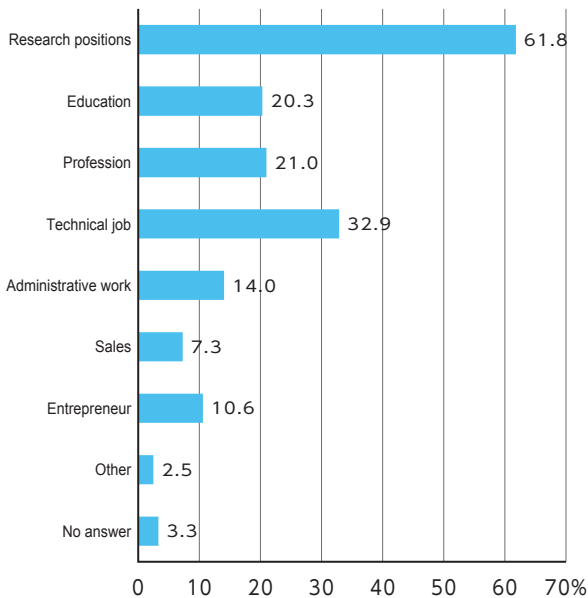
Post-graduation career

1. What are you most likely to do after completing your course / program at Tohoku University?



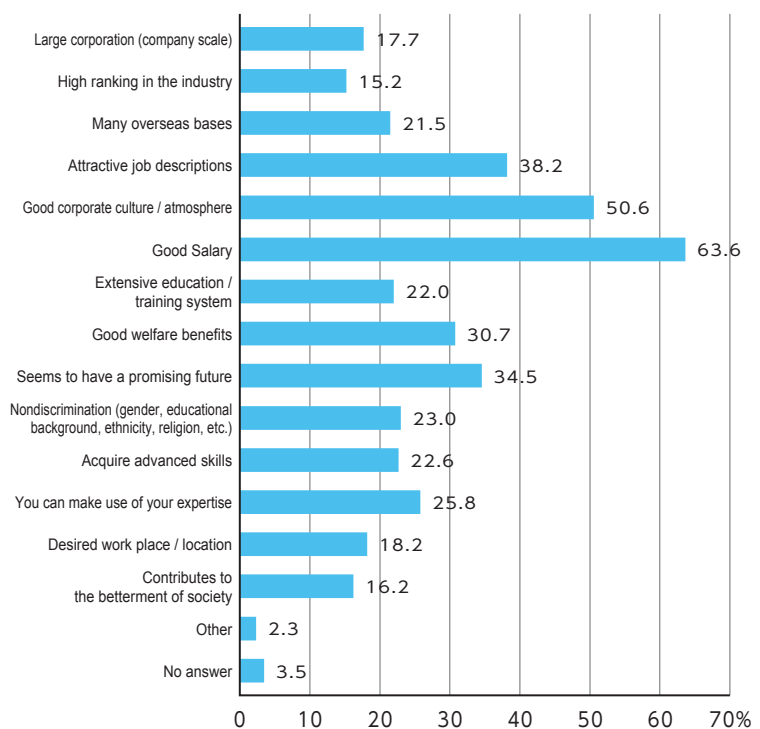
- Overall most participants say that in the future they plan to work in their “home country or another country” (23.6%), followed by “work in Japan” (19.3%) and “continue education at Tohoku University” (18.3%).
- Of the participants who use Japanese in their daily lives, 34.9% plan to “work in Japan.” -Of the participants who use English in their daily lives, 27.4% plan to work in their “home country or another country”, while only 10.5% plan to “work in Japan.”

2. In which industry would you like a career? (Multiple answers possible)



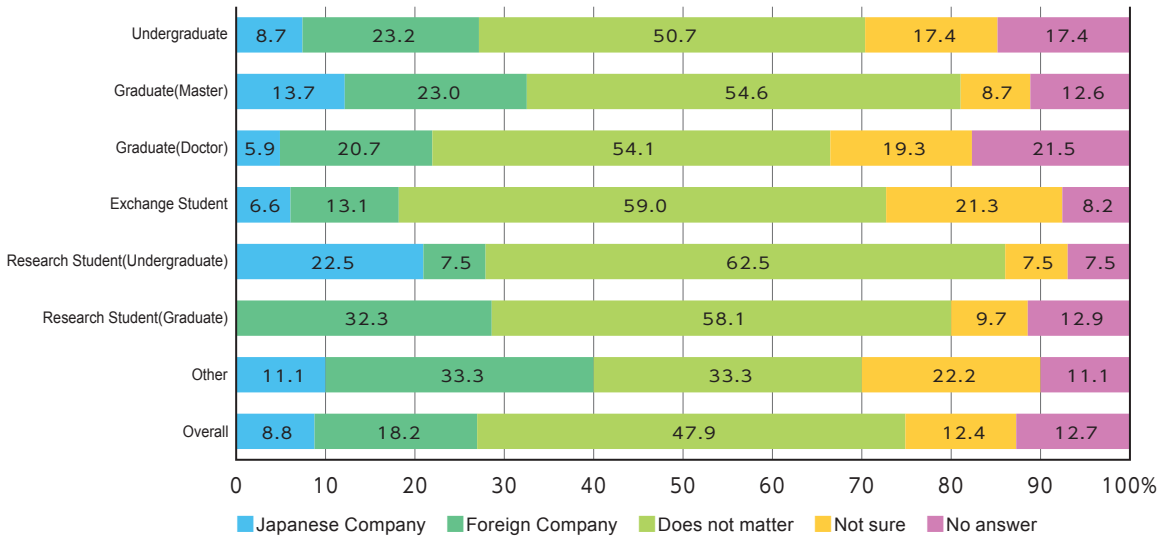
- Overall, the most commonly desired field of employment was “research” (61.8%), followed by “technology” (32.9%), “specialized” (21.0%), and “education” (20.3%).
- Of the participants who use Japanese in their daily lives, 22.7% said their desired type of employment was “office work,” but this was true of just 8.3% of those who use English in their daily lives.
- Of the participants who use English in their daily lives, the largest percentage (35.8%) said their desired field of employment was “technology.”

3. What factors are most important to you when looking for a job? (Multiple answers possible)



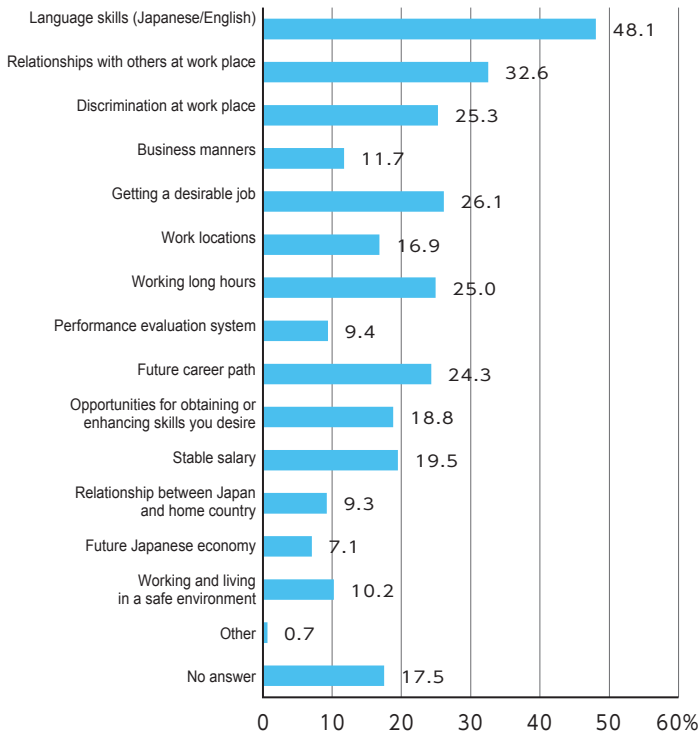
- The most sought after qualities of employment were “good salary / compensation” (63.6%), followed by “good workplace atmosphere” (50.6%), “interesting work content” (38.2%), and “future potential.” Only 17.7% answered they wanted to work at a “large corporation.”
- Of the participants who use Japanese in their daily lives, 51.1% said they desire “interesting work content;” in contrast, this was true of 30.1% of those who use English in their daily lives. The English-speakers highly rated “ability to use specialization” (32.3%) in contrast to the Japanese speakers (15.6%), indicating differences in goals correlated with languages the students used.

4. What kind of company would you like to work for ?



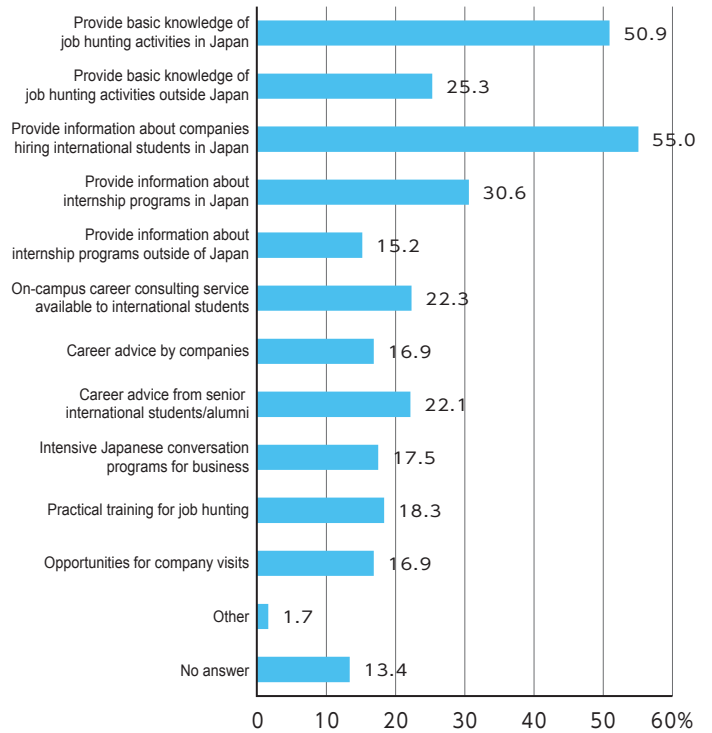
- Of those who want to work at corporations, the majority stated they would work at “any kind of company” (47.9%), followed by “foreign-owned company” (18.2%). Only 8.8% responded “Japanese company.”
- Of those who stated they would work at “any kind of company,” 63.2% use Japanese in their daily lives, while 49.5% use English. Among students who use English, the total percentage of “don’t know” and “no answer” responses reached 36%.

5. What are some things you are worried about when looking for a job? <Multiple answers possible>



- The causes of student anxiety regarding employment are “language ability” (48.1%), followed by “interpersonal relationships at the workplace” (32.6%), and “finding work in desired field” (26.1%).
- Of the participants who use Japanese in their daily lives, a conspicuous percentage (45.3%) said one of their anxieties was whether or not they could “build interpersonal relationships at the workplace”; in contrast, this was true of just 24.5% of those who use English in their daily lives.

6. What kind of career-search support do you wish to have at Tohoku University? <Multiple answers possible>



- Overall, the greatest needs regarding career support are “information on companies that will higher international students” (55.0%), followed by “basic explanations/knowledge regarding job-finding in Japan” (50.9%). Trailing these were “information on internships in Japan” (30.6%).
- Of the participants who use English in their daily lives, 52.2% wanted information on internships both in Japan and abroad, which was a higher percentage than Japanese language users (35.6%).



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