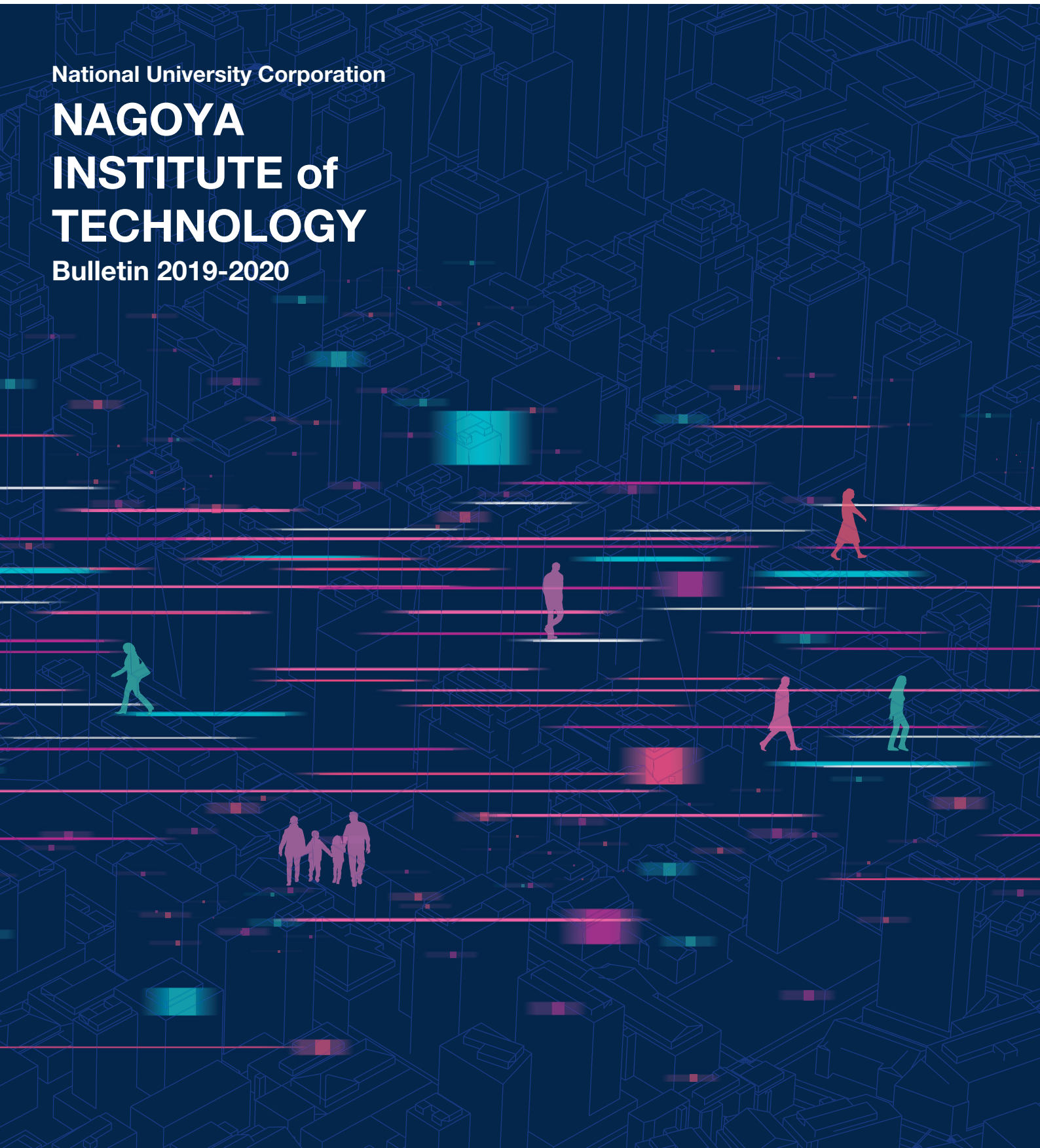


National University Corporation

NAGOYA INSTITUTE of TECHNOLOGY

Bulletin 2019-2020





— To Be an Institute That Takes the Lead in Future Society Based on Tradition —



Today we have entered an era characterised by increasing globalisation, digitalisation and social media usage, which will bring about a significant transformation towards a future society. Based on its 114 years of tradition, Nagoya Institute of Technology (NITech) will strive to further enhance its potential as an engineering institute to achieve its future vision.

Educational Objective—Frontrunner in Engineering Education

As part of its educational reform, NITech has introduced the Advanced Engineering Education Program, which is a double-linear education system, and the Creative Engineering Program, which is a new six-year integrated undergraduate and graduate course. These programs are intended to nurture a future engineering elite, so as to quickly and appropriately meet the demands of society and the industrial community for the development of such personnel. Under these programs, students autonomously study with high motivation for learning, following a curriculum of their own choice according to their individual goals. We believe that, as the frontrunner in engineering education, NITech should fulfil its roles in strengthening the development of doctoral human resources who will take the lead in the

knowledge-based society, providing recurrent education that meets the needs of people already in employment, and implementing and leading engineering education that flexibly adapts to changes in society.

Research Objective—Engineering Innovation Hub

NITech aims to function as an engineering innovation hub. The hub will be instrumental in linking people, knowledge and technologies through the networks among universities and research institutes at home and abroad, as well as industrial, governmental and financial circles, to create new values of technologies by leveraging our academic and technological prowess, and disseminate the values to people around the world. NITech will bolster its research capabilities by implementing international collaborations, and further augment joint research projects through cooperation among industry, government and academia. The synergy of these two efforts will drive our initiative towards becoming an engineering innovation hub. NITech maximises the advantages of a comprehensive research institute by connecting its cutting-edge research centers, the global joint research and education networks and industry-academia-government-finance collaboration organisations on an institute-wide basis. In doing so, we are seeking to create innovations and cultivate global leaders, towards the realisation of Society 5.0, which is Japan's vision for the future.

Objective of Campus Development—Diversity & Inclusion

We strive to attract excellent international students and set up overseas bases for dispatching Japanese students, by promoting systematic cooperation with universities and research institutions in foreign countries and through effective use of our overseas offices and alumni associations. We will expand the support system for female researchers and increase the ratio of female students. Optimally utilising the power of women enables NITech to further boost its vitality. Moreover, we work to encourage interchange with business personnel by enhancing internship programs as well as programs for working adults that let them learn together with other students. We aim to develop our campus into a center for creating and disseminating new values, by invigorating our institute through harmonious coexistence of diverse people and their mutual exchange to improve each other's capabilities.

Today society is on the cusp of a significant transformation. It is time for NITech to cherish and strengthen its traditions and achievements, and to make its presence better felt in the international community as a distinguished player in the forward-looking engineering field. NITech remains committed to reforming itself by sharing a common awareness not only with our faculty and staff members, but also with our students, alumni, business persons, and residents of local communities.

Hiroyuki Ukai
President, Nagoya Institute of Technology

| | |
|--|----|
| Message from the President | |
| Charter of Nagoya Institute of Technology | 2 |
| Educational Research Organization | 3 |
| Outline of Departments | 4 |
| Programs for International Students | 7 |
| Organization for Co-Creation Research and Social Contributions | 8 |
| NITech Frontier Research Institutes | 8 |
| Institute for General Support | 8 |
| Institute for Educational Study | 9 |
| Institute for Academic Research | 9 |
| Institute for Research Development | 11 |
| Overseas Liaison Office | 12 |
| Facilities on Campus | 12 |
| Library | 13 |
| International Academic Exchange Agreements Concluded | 14 |
| Number of International Students | 16 |
| Student Life at NITech | 17 |
| Number of Students | 18 |
| Management Organization | 20 |
| Number of Staff Members | 21 |
| NITech Facilities | 22 |
| Academic Calendar, History, Financial Summary for FY 2018 | 23 |
| Campus Map | 24 |
| Location | 25 |





Fundamental Mission

Nagoya Institute of Technology (NITech) was founded as the first national institution of higher education in central Japan in order to develop the region as Japan's center of industry. Maintaining a respect for this historic mission and acting as one of the leading engineering institutes in Japan, NITech shall therefore make its fundamental mission as follows: developing revolutionary science and technologies, fostering rich human resources, and contributing to peace and social welfare of the future by acting as a source to consistently produce and develop new industries and culture.



Monozukuri (Innovation)

NITech shall respect practical and creative research activities based on the independent ideas of its members, encourage global academic cooperation, and endeavor to create new values while believing in the unlimited possibilities of engineering beyond the constraints of conventional frameworks of engineering.

Hitozukuri (Education)

NITech shall devote itself to foster leading human resources whose unique qualities and international minds possess the ability to develop a new science and technologies based on engineering and change the world by exploring, creating, challenging, and taking action.

Miraizukuri (Contribution)

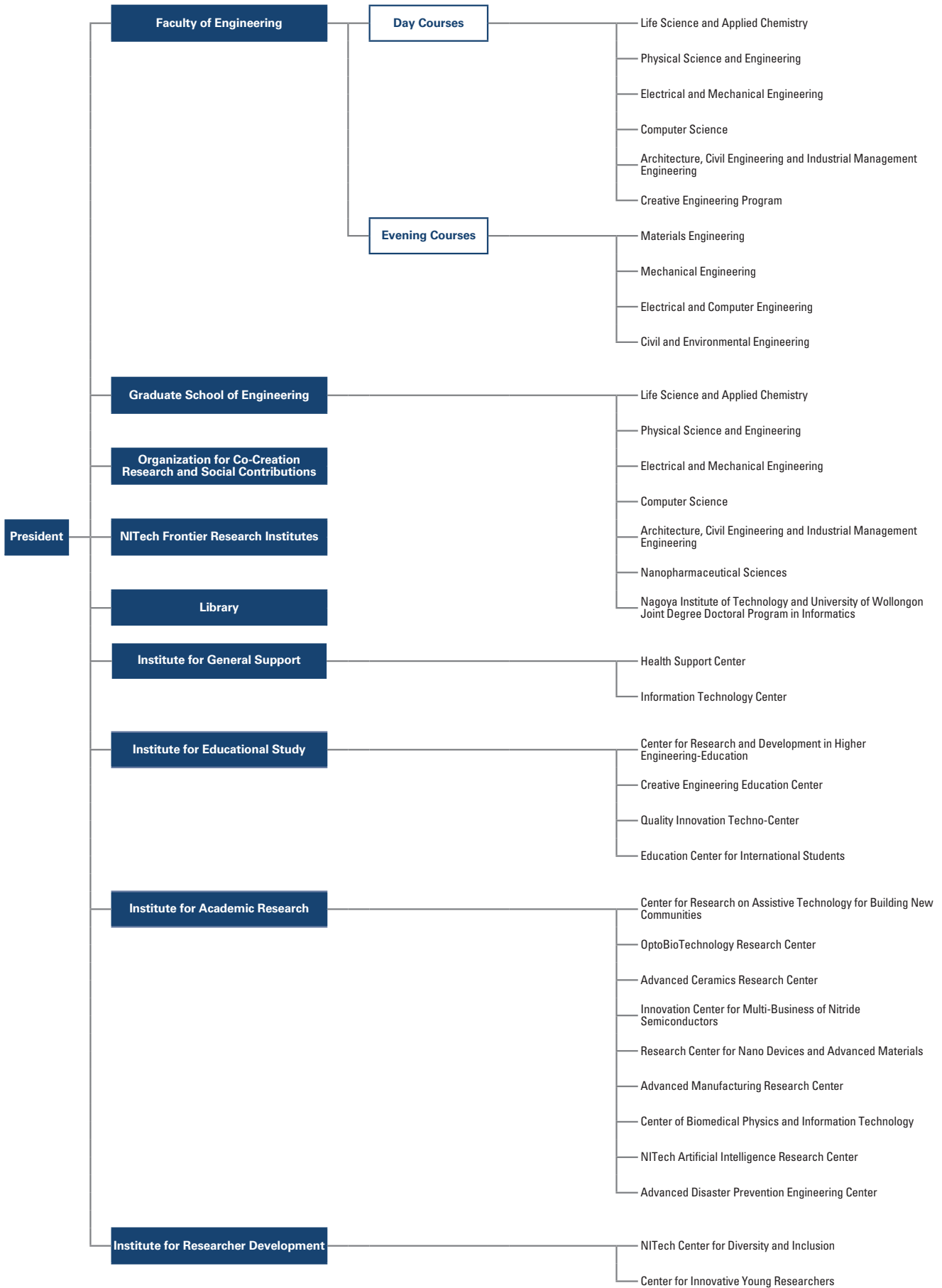
NITech, as an open institute with a public mandate, shall emphasize harmony and cooperation with local and international societies, and strive to make continuous efforts to realize a peaceful and prosperous society for the future.

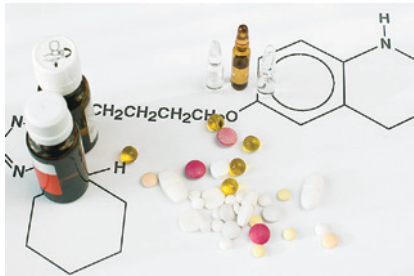

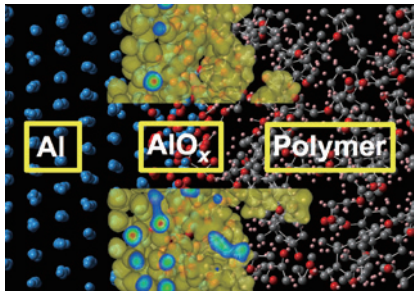
Enacted on the 1st of January 2012



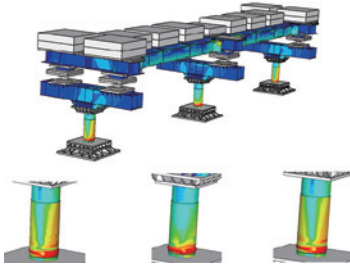
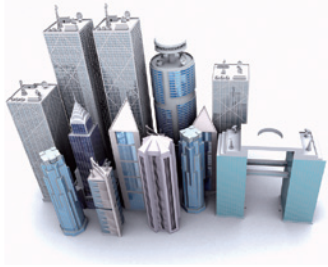

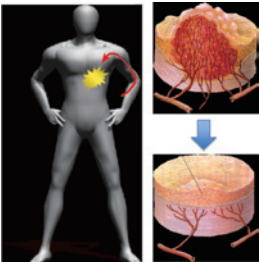
Educational Research Organization

2019. 04. 01



| | | Fields of Study |
|---|---|--|
| Life Science and Applied Chemistry | <p>Undergraduate</p> <ul style="list-style-type: none"> • Life and Materials Chemistry • Soft Materials • Advanced Ceramics  | <p>The objective of this Department is to cultivate engineers with basic knowledge and skills in chemistry as applicable to environmental and energy problems, and other important issues. Students will acquire knowledge enabling them to understand molecular design, organic and inorganic syntheses, elucidation of life phenomena, polymer materials, ceramics, material properties evaluation, analytical techniques, structural analysis, theoretical calculation, physical chemical phenomena, and process design. They will also gain the knowledge and skills to develop new materials, and the elucidation and regeneration of biological functions.</p> |
| | <p>Graduate</p> <ul style="list-style-type: none"> • Life and Materials Chemistry • Soft Materials • Advanced Ceramics  | <p>The objective of this Department is to cultivate professional engineers with advanced knowledge and skills in chemistry as applicable to environmental and energy problems, and other important issues. Students will acquire knowledge enabling them to understand molecular properties and biological functions, engineer the properties of molecular materials, convert energy, and exchange or transmit information. They will also gain advanced knowledge and skills to develop engineering materials, drug development and biomaterials, environmentally friendly materials, and various functional materials informed by the study of biological functions.</p> |
| Physical Science and Engineering | <p>Undergraduate</p> <ul style="list-style-type: none"> • Materials Function and Design • Applied Physics  | <p>This Department encompasses the creation of new simulation analyses and nano-scale measurement techniques and the design and development of innovative functional materials to support industrial development and the realization of a sustainable society. The integration of the scientific fields, "Materials Function and Design" and "Applied Physics", is important to cultivate human resources with advanced knowledge and skills in materials creation and physical properties analysis.</p> |
| | <p>Graduate</p> <ul style="list-style-type: none"> • Materials Function and Design • Applied Physics  | <p>The objective of this Department is to cultivate professional engineers who can create innovative materials and functional devices, which contribute to the solution of environmental and energy problems. The focus is to acquire cutting-edge knowledge and skills of material structure analysis and electronic structure control by elucidating important elementary processes in condensed and ultimate phases from the atomic and/or molecular level. Accordingly, students will develop advanced simulation analysis techniques, material property assessment techniques using nano-scale measurements, and physical properties and functional control techniques.</p> |

| | | Fields of Study |
|--|--|---|
| Electrical and Mechanical Engineering | <p>Undergraduate</p> <ul style="list-style-type: none"> • Electrical and Electronic Engineering • Mechanical Engineering  | <p>Many engineering products in our daily lives, such as automobiles, trains and electronic devices are designed by integrating electrical, electronic and mechanical systems. The unique feature of our program department is to provide our students many chances to learn a wide range of knowledge in Electrical and Electronic Engineering and Mechanical Engineering. Our graduates, equipped with both basic and application skills, are able to become engineers in a broad area of industry, requiring the technologies to develop and manufacture the above engineering products.</p> |
| | <p>Graduate</p> <ul style="list-style-type: none"> • Electrical and Electronic Engineering • Mechanical Engineering  | <p>The objective of this Department is to contribute to enriching our lifestyles through our advanced education and research, enhancing the further development of industrial and science technologies. Our program also aims at developing engineers who can contribute to technological innovation based on the fundamentals of Electrical and Electronic Engineering and Mechanical Engineering and cooperation between them.</p> |
| Computer Science | <p>Undergraduate</p> <ul style="list-style-type: none"> • Networks • Computational Intelligence • Multimedia and Human Computer Interaction  | <p>The Department of Computer Science offers attractive curricula in computer science and information technologies. We provide three fields. Each field consists of professional subjects in the form of lecture classes, training exercises and experiments. Before going on to the professional subjects, students learn basic subjects in the field such as programming, computer hardware and software, algorithms, information theory and mathematics.</p> |
| | <p>Graduate</p> <ul style="list-style-type: none"> • Networks • Computational Intelligence • Multimedia and Human Computer Interaction • Mathematics and Mathematical Science  | <p>The objective of this Department is to cultivate professional engineers who can leverage their advanced knowledge and skills in computer science and engineering to help create next-generation information systems and establish an advanced information society. Accordingly, students will acquire fundamental knowledge and skills related to advanced-function computing, network technology, computation theory, and mathematics, and gain advanced knowledge and skills essential for next-generation information systems.</p> |

| | | Fields of Study | |
|--|--|--|--|
| Architecture, Civil Engineering and Industrial Management Engineering | <p>Undergraduate</p> <ul style="list-style-type: none"> • Architecture and Design • Civil and Environmental Engineering • Systems Management and Engineering  | <p>The objective of this department is to develop human resources with advanced engineering knowledge and practical ability to build a sustainable society, who can solve various issues concerning architecture, design, social infrastructure, land formation, environment, disaster prevention, management engineering, system management, and so forth. In order to achieve this goal, the department consists of the three fields: Architecture and Design, Civil and Environmental Engineering, and Systems Management and Engineering.</p> | |
| | <p>Graduate</p> <ul style="list-style-type: none"> • Architecture and Design • Civil and Environmental Engineering • Systems Management and Engineering  | <p>This department fosters leaders who can contribute to the creation of a sustainable society and new interdisciplinary fields, through advanced education and research aimed at solving problems concerning architecture and design, civil and environmental engineering, and systems management and engineering.</p> | |
| Creative Engineering Program | <p>Undergraduate + Graduate (2 years)</p> <ul style="list-style-type: none"> • Materials and Energy • Computer and Social Engineering  | <p>The Creative Engineering Program was newly established in 2016 in order to train engineers and researchers who will change future industry and society through technology. This program serves as a six-year integrated undergraduate and graduate course, with a cross-sectorial curriculum covering the entire field of engineering, and various practical classes such as "Laboratory Rotation". Through these studies, students are expected to become comprehensive engineers with a knowledge of engineering in a wide range of fields.</p> | |
| Nanopharmaceutical Sciences | <p>Graduate (doctoral course)</p> <ul style="list-style-type: none"> • Synthesis of Functional Medicine • Drug Delivery • Nanoengineering for Medicine  | <p>The Department of Nanopharmaceutical Sciences was established in cooperation with the Graduate School of Engineering at the Nagoya Institute of Technology and the Graduate School of Pharmacy at Nagoya City University. This Department has three Divisions: Division for the Synthesis of Functional Medicine (fine organic synthesis and biotechnology); Division of Drug Delivery (science of drug delivery, science of drug dynamics, and protein engineering); and Division of Nanoengineering for Medicine (nanobioengineering biomechanics, and nanoimaging). Graduate students in this department study engineering and pharmacy on an equal basis, and will become core researchers and engineers in various fields of research and development, such as new drugs, functional foods, and cosmetics.</p> | |

| Fields of Study | |
|---|--|
| Nagoya Institute of Technology and University of Wollongong Joint Degree Doctoral Program in Informatics | <p style="color: green; margin: 0;">Graduate (doctoral course)</p> <div style="display: flex; align-items: center;">  </div> <p style="margin-top: 10px;">The Joint Degree Doctoral Program in Informatics is a joint doctoral degree program between the Nagoya Institute of Technology and the University of Wollongong in Australia, which was established in March 2018. Students who graduate from the program are awarded a joint degree from both institutions. The program is designed to turn out researchers who can create super smart societies, contribute to the fourth industrial revolution, and lead the world in pioneering new areas of study within the field of informatics. Our aim is to develop practical researchers and engineers who will serve as global leaders, paving the way for new projects at multinational companies, particularly IT firms developing a worldwide presence.</p> |

Programs for International Students

International Graduate Program for Global Engineers

NITech has launched a master course program for manufacturing technology. The program is designed for overseas students who want to develop a career in the Japanese manufacturing industry. Several manufacturing companies in the region cooperate with the program, some of whom offer students internship opportunities. Graduates of this program are recommended to seek employment at these companies.

- Types of scholarships: MEXT scholarships, NITech scholarships

Aichi Scholarship Program

Aichi Prefectural Government is offering this scholarship to students from Asian countries who wish to work for manufacturing companies in Aichi Prefecture after completing their master's courses. This program comprises six months as a Research Student and two years on a master's course. Students of this program come to NITech every October and start attending intensive Japanese classes as a Research Student. After the six-month Research Student period, the students enroll in a master's course in April and begin studying in their major field.

- Types of scholarships: Aichi Prefectural Government
- Career plan: Work for manufacturing companies in Aichi Prefecture

Non-degree Research Student Program

The purpose of this program is not to earn a degree but to study a specific topic under a supervisor of the faculty. It can be also a preparatory course for proceeding to graduate school. The program starts every April and October. Please note that Research Students are not eligible for scholarships or tuition exemption.



Organization for Co-Creation Research and Social Contributions



To strengthen the co-creation relationship between the organizations and industry, the Center for Social Contribution and Collaboration and the Instrument and Research Technology Center were integrated and reorganized into the Organization for Co-Creation Research and Social Contributions.

The Organization is organized in three divisions: the External Affairs Division, which is responsible for planning organizational research projects; the Business Creation/Human Resource Development Division, which is responsible for managing and operating joint research and social collaboration projects and human resource development projects; and the Equipment Sharing Division, which is responsible for promoting management and utilization of educational research facilities.

With this new organizational structure, we will fulfill the university's role of open innovation, expand the "exchange of knowledge and human resources", and make proposals to ensure attractive organizational results.



NI Tech Frontier Research Institutes



The NI Tech Frontier Research Institutes for Materials Science and for Information Science, based on our research activities, has been organized to foster new global leaders. The objectives of the institutes are to create innovations in the fields of energy, healthcare and computer-related technology through international joint research, and to promote advanced engineering education through the integration of research and education, for developing industries and communities.

The Frontier Research Institute for Materials Science focuses on green, energy and healthcare research, while the Frontier Research Institute for Information Science focuses on life support and social computing research.



Institute for General Support



Health Support Center

This Center provides health support for all members of the university, and offers early diagnosis and treatment, prevention of relapse, and onset prevention. Under the School Health and Safety Law together with the Labour Safety and Health Law, we organize a health check for all workers and students. Anyone can have a personal consultation with an internal physician (MD), psychiatrist (MD), clinical psychologist, or nurse. First aid is also available.



Information Technology Center

The Information Technology Center opened in April 2006. This organization provides the information infrastructure for the Nagoya Institute of Technology. The Center consists of three sections: 1) Database administration, 2) Course management systems, and 3) Network management and network security. We are also developing a new system for administrative offices and educational services based on IT technology. We carry out education and research in the areas of computer networks, information media, and computer and network security.



Center for Research and Development in Higher Engineering-Education

The Center for Research and Development in Higher Engineering Education was established in April 2005 to support the engineering education system of NITech. The Center consists of three offices: the Admission Research Office, the Educational Research and Development Office, and the Career Support Office.



Creative Engineering Education Center

The Center aims to plan and support the implementation of the new educational curriculum of the Creative Engineering Program, which provides students cross-disciplinary viewpoints as well as multilateral values based on a deep understanding of science and technology and proficiency in engineering methodologies.

The Center comprises three departments: 1) the Creative Engineering Educational Planning and Evaluation Department, to plan and evaluate the Creative Engineering Program; 2) the International Cooperative Education Department, to coordinate international cooperation on education and prepare educational materials; and 3) the Social and Industrial Cooperative Education Department, to support business and social project-based learning and coordinate regional cooperative hands-on studies.



Quality Innovation Techno-Center

The Quality Innovation Techno-Center was established by a ministerial ordinance in April 2002 to provide advanced practical education on quality innovation, not only to students but also to people already in employment, and to carry out research and development on educational systems for quality innovation. The main objective of this Center is to attempt to have young people develop their dreams and ambitions as well as an adventurous and challenging spirit toward quality innovation in the 21st century by offering an environment for technical education based on both intramural and extramural practice. The following are examples of our activities: intramural education to further enrich practical education in workshops for students and graduate students, education for extramural business workers, and technical lectures for junior high and high school students.



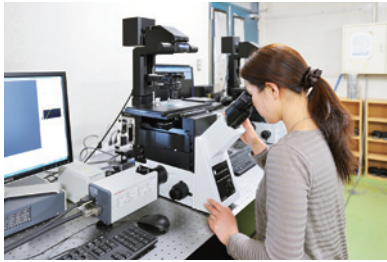
Education Center for International Students

The Center aims to support the educational activities of international students through Japanese language courses and various activities related to Japanese culture. The Center provides three Japanese language courses for international students. Each course consists of several classes which meet the language fluency level and the purposes of each student. The Center thereby helps international students develop into internationally focused individuals who can play an active role in international society. The following are examples of our activities: tours of industrial sites and seminars on Japanese culture, career support seminars, and multi-cultural tours with Japanese students.



Center for Research on Assistive Technology for Building New Communities

Science and technology are still expected to solve issues in Japan as a hyper-aged society. It is not enough to simply contribute toward helping those who are aged. The more anticipated contribution is to assist them to participate in their communities. Thus, it is indispensable for us to have fresh ideas on technologies that focus on the living areas of older people, ideas that can emerge by connecting people with science, society, and engineering. From this point, the Center aims to carry out continuous and comprehensive research on assistive technologies for building new communities, through fieldwork and deep study. Such new communities would enable people of all generations to cooperate and live together happily.



OptoBioTechnology Research Center

Life science utilizing optotechnology is a rapidly growing research field. "Optogenetics" has recently brought about outstanding breakthroughs in brain science, while the established "optical measurement" technique was awarded the Nobel Prize in 2008. The Center contributes to our community by creating a new field of industry, which is based on an engineering approach to life science that focuses on light reactions. By elucidating the physics of light, and in order to manufacture bio-inspired new materials, we aim to improve the health-related quality of life. The membrane protein rhodopsin, for instance, which is a light-driven ion-pump that has already been applied in the field of optogenetics, is still to be optimized to give the best performance and safety. Across three departments, we will spur each other on in enhancing our respective research activities in tight collaboration and in promoting the integration of interdisciplinary research fields beyond the Center.



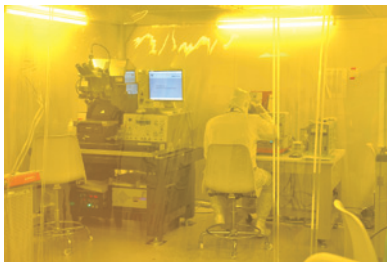
Advanced Ceramics Research Center

Our mission is research into fundamental ceramics science and development of advanced intelligent ceramics for solving environmental and energy problems in the 21st century. Our Research Center was established in 1973 at the Tsurumai (Nagoya) campus as the Ceramics Research Laboratory (CRL), which in 1977 moved to Tajimi City. In 2012, the CRL was reorganized into the Advanced Ceramics Research Center (ACRC) for the purpose of developing intelligent ceramics. The pottery industry in this East-Gifu region has a long history. The ACRC has long supported industrial research in many companies in this local area and has contributed to ceramics science as well as academic education for research engineers worldwide. Recently, national projects and collaborations with other organizations and companies have led to excellent academic and technological work in the field of ceramics and related materials.



Innovation Center for Multi-Business of Nitride Semiconductors

The Innovation Center for Multi-Business of Nitride Semiconductors was established as the base of industry-university-government cooperation for developing practical applications of GaN-based power devices with NITech's pioneering crystal growth technique to fabricate GaN film on Si substrates. The project realizes energy-saving semiconductors with high-added value by taking advantage of the existing production lines for Si devices in collaboration with corporations dedicated to developing equipment for crystal growth and device processing, large-diameter and high-quality materials, and devices for home appliances, communications, automobiles, etc. The development processes of equipment, materials, and devices are permanently conducted under one roof.



Research Center for Nano Devices and Advanced Materials

The Research Center for Nano Devices and Advanced Materials was established on April 1, 2003, following the wind-up of a 10-year project—the "Research Center for Micro-Structure Devices"—on March 31, 2003. The purpose of the Center is to conduct research on the physical properties of materials with a micro-structure (nano-structure) and their application to electronic and photonic devices, taking over the research work into "Heteroepitaxial Crystals with Micro-Structures", "Basic Characterization", and "Device Fabrication and Its Characterization" studied at the previous research Center.



Advanced Manufacturing Research Center

This Center was established to provide a co-creation space centered on the open innovation platform, where universities and many companies participate, for the proposal and development of advanced manufacturing systems (global needs) and for the development of advanced elemental technologies (advanced seeds for universities). We aim to make a Center that can be an innovation hub to foster collaboration between universities, regions, and industries, and to promote such research and development.



Center of Biomedical Physics and Information Technology

This center brings novel solutions and ideas to the forefront for problems in public health, medical care, and product design by combining experiment, computational science, and data science in the fields of biomedical physics and information technology. The goal is to foster individuals with multifaceted and creative thinking by founding a new research field in collaboration with leading research centers in Japan and overseas.



NITech Artificial Intelligence Research Center

The NITech AI Research Center contributes toward the development of society and industry as an “Innovation Hub” based on realistic AI technologies. Through tight collaboration with related engineering areas in NITech, we provide realistic solutions to issues and problems in society and industry. The NITech AI Research Center pursues the following four missions: (1) Develop advanced and innovative intelligent computing technologies; (2) Contribute to industries and regional society with wide-ranging outputs; (3) Engage in global activities in academia and industry; and (4) Provide education in AI technologies. To this end, the NITech AI Research Center founded the Advanced Intelligent Computing Research Division, Data Science Division, Information Technology Division, and Society Cooperative Research Division. In particular, the NITech AI Research Center has committed itself to strengthening Japanese industry and academia by playing the central role at the International Joint Conference on Artificial Intelligence 2020 (IJCAI 2020) to be held in Japan in 2020.



Advanced Disaster Prevention Engineering Center

Prediction, mitigation and control of huge natural disasters such as earthquakes, tsunamis and typhoons will be the final goal of ADPEC. By clarifying the process and mechanism of each type of natural disaster and developing various kinds of technologies utilized to deal with such huge disasters, we aim to establish a world leading research center for disaster prevention and mitigation. Meanwhile, we will make every effort to help prevent and mitigate huge disasters based on the viewpoint of useful and easily acceptable technologies. We always keep in mind that the technology we develop should be able to make a real contribution to the construction of a robust society that can stand firm in the face of a natural disaster.

Institute for Research Development



NITech Center for Diversity and Inclusion

The NITech Center for Diversity and Inclusion (CDI) was established in October 2017, replacing the Center for Gender Equality. The CDI's missions are to encourage the advancement of female researchers' careers and to create an inclusive environment for researchers with family care responsibilities. To fulfill these missions, the CDI conducts various activities that help enhance research abilities and support to balance research and family commitments based on the NITech CAN program, which aims to develop and utilize diverse human resources. Furthermore, we commit ourselves to building a system, in cooperation with local industry, to train the next generation by organizing an alumnae network.



Center for Innovative Young Researchers

The Center for Innovative Young Researchers was established in 2009, and has supported young researchers conducting interdisciplinary and integrated research that lead to new academic achievements at the international level. Since 2009, the Center has fostered 18 innovative young researchers through the “Program to Train Innovative Young Researchers through Industry-Academia-Government Collaboration” and since 2013 through the “Program to Disseminate and Establish a Tenure Track System” financed by the Ministry of Education, Culture, Sports, Science and Technology. Since 2015, the Center has taken charge of tenure review for all newly employed research associates in order to train young researchers from an overall institutional standpoint. Thirty-two Tenure Track assistant professors (TT assistant professors) belong to the Center as of April 2019.

Overseas Liaison Office

The aim of the overseas liaison office is to introduce our university, NITech, promote our public relations activities and provide information and support for students wishing to study at NITech. Support is also given for joint research, as well as academic and educational exchange for researchers at NITech and other foreign universities.

Contact: intpromo@adm.nitech.ac.jp

| Name of the office | Country | Location | Installation |
|-----------------------------------|----------|---|--------------|
| NITech Liaison Office in Beijing | China | Beijing University of Chemical Technology (BUCT) | June 2011 |
| NITech Liaison Office in Malaysia | Malaysia | Universiti Teknologi MARA (UiTM) | March 2013 |
| NITech Europe Liaison Office | Germany | Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU) | July 2013 |

Facilities on Campus

NITech Cosmo Village

NITech Cosmo Village is an international dormitory for both international and Japanese students.

A unit consists of eight private rooms, two shower rooms, a kitchen, dining space and laundry room.

Four buildings can accommodate 208 students including women.

The Village aims to promote educational, research and cultural exchange between international and Japanese students.



Learning commons "LI:NCs"

The NITech Hall adjacent to the library has a learning commons "LI:NCs" on the second floor. The students can freely use LI:NCs for self-learning except during the times of lectures or events.



As the information center of NITech, the NITech library serves the students, faculty, and staff of NITech by collecting, cataloging, conserving books and other materials, and providing smooth access to them for research, study and education. There are various rooms available.



Floor Plan

| | |
|------------------|--|
| 4th floor | Serials (Technology), Seminar Room |
| 3rd floor | Serials (Natural Science, Technology, Industry), Study Booths, Seminar Room, Current Serials, NITech University Document Room, International Exchange Corner |
| 2nd floor | Books (Technology, the Arts, Language), Serials (Social Sciences, Natural Science), PC/AV Corner, Media Room, Reading Area, Seminar Room, Regional Collaboration Corner, PC Corner, Stacks, Refresh Corner |
| 1st floor | Books (Natural Science, Technology, General, Philosophy, History, Social Sciences, Literature, Industry), Counter, Electronic Resources Corner, Browsing Corner, Information Corner, Stacks |
| Basement | Closed Stacks |

Opening hours

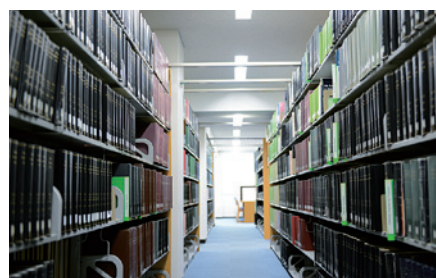
| | | |
|----------------|---------------------------|------------------|
| Semester Hours | Monday – Friday | 8 : 45 – 21 : 45 |
| | Sat. – Sun, Nat. Holidays | 8 : 45 – 16 : 45 |
| Vacation Hours | Monday – Friday | 8 : 45 – 16 : 45 |



The collection

(as of 31 March 2019)

| Print | Japanese | Foreign | Total |
|-------------------|----------|---------|---------|
| Books | 258,316 | 206,360 | 464,676 |
| Journals | 2,450 | 3,173 | 5,623 |
| Electric Books | 534 | 20,141 | 20,675 |
| Electric Journals | 99 | 7,356 | 7,455 |



Library Use in AY2018

| | |
|-------------------|-----------------|
| Open Days | 319 days |
| Users | 255,778 persons |
| Book Lending | 48,988 volumes |
| Copying Documents | 1,155 cases |

NITech Repository Use

(as of 31 March 2019)

| | |
|----------------|---------|
| Items Archived | 4,663 |
| Item Views | 54,665 |
| Item Downloads | 458,212 |

NITech Repository system (<https://nitech.repo.nii.ac.jp/>)

You can search and read scholarly literature (doctoral dissertations, academic papers etc.) produced at the Nagoya Institute of Technology using the NITech Repository System.



International Academic Exchange Agreements Concluded

| | |
|-----------------------------------|----|
| Number of University Partnerships | 67 |
| Number of Department Partnerships | 17 |
| Number of Countries & Regions | 32 |

- ☆ About Student Exchange Indicators:
- Exchange of students WITH tuition waiver program
 - Exchange of students WITHOUT tuition waiver program

(as of 1 May 2019)

| Countries & Regions | Partners | Department Partners | Conclusion | Program | | | | |
|-------------------------------------|--|--|------------|--------------------|------------------|----------------|-----------------------------|---|
| | | | | ☆ Student Exchange | Faculty Exchange | Joint Research | Sharing Scientific Material | |
| Asia | Afghanistan | Kabul University | | 2005 | ○ | ○ | ○ | ○ |
| | Bangladesh | Bangladesh University of Engineering & Technology | | 1999 | ○ | ○ | ○ | ○ |
| | China | Shaanxi University of Science & Technology | | 1990 | ○ | ○ | ○ | ○ |
| | | Tsinghua University | | 2008 | ● | ○ | ○ | ○ |
| | | Xi'an Jiaotong University | | 1996 | ● | ○ | ○ | ○ |
| | | Zhejiang University | | 1997 | ○ | ○ | ○ | ○ |
| | | Beijing Institute of Technology | | 1997 | ○ | ○ | ○ | ○ |
| | | Beijing University of Chemical Technology | | 2005 | ● | ○ | ○ | ○ |
| | | The Institute of Carbon Fibers and Composites, Beijing University of Chemical Technology (Advanced Ceramics Research Center) | ○ | 2007 | | ○ | ○ | ○ |
| | | Tongji University | | 2006 | ● | ○ | ○ | ○ |
| | | Institute of Semiconductors, Chinese Academy of Sciences | | 2007 | | ○ | ○ | ○ |
| | | Fudan University | | 2007 | | ○ | ○ | ○ |
| | | Sun Yat-sen University | | 2008 | | ○ | ○ | ○ |
| | | Sichuan Academy of Social Sciences | | 2008 | | ○ | ○ | ○ |
| | | College of Materials, Xiamen University (Dept. of Physical Science and Engineering) | ○ | 2009 | | ○ | ○ | ○ |
| | | Dalian Neusoft University of Information | | 2010 | ● | ○ | ○ | ○ |
| | | Changchun University (Library) | ○ | 1995 | | | ○ | ○ |
| | | Jilin University (Library) | ○ | 1995 | | | ○ | ○ |
| | India | Anna University | | 1996 | ● | ○ | ○ | ○ |
| | | Indian Institute of Technology, Bombay | | 2002 | ○ | ○ | ○ | ○ |
| | | Central Glass and Ceramic Research Institute | | 2005 | | ○ | ○ | ○ |
| | | University of Delhi | | 2007 | ○ | ○ | ○ | ○ |
| | | National Institute of Technology, Tiruchirapalli | | 2009 | ● | ○ | ○ | ○ |
| | | Institute of Minerals and Materials Technology, Council of Scientific & Industrial Research (Advanced Ceramics Research Center) | ○ | 2013 | | ○ | ○ | ○ |
| | | Centre for Photonics and Nanotechnology, Sona College of Technology (Dept. of Electrical and Mechanical Engineering, Graduate School of Engineering) | ○ | 2014 | | ○ | ○ | ○ |
| | Indonesia | Udayana University | | 2003 | ● | ○ | ○ | ○ |
| | | Hanyang University | | 2003 | ● | ○ | ○ | ○ |
| | Republic of Korea | School of Electrical Engineering and Computer Science, Seoul National University (Dept. of Computer Science and Engineering, Graduate School of Engineering) | ○ | 2005 | | ○ | ○ | ○ |
| | | Department of Industrial Engineering, Graduate School of Engineering, Seoul National University (Dept. of Architecture, Civil Engineering and Industrial Management Engineering, Graduate School of Engineering) | ○ | 2015 | | ○ | ○ | ○ |
| | | Myongji University | | 2010 | ● | ○ | ○ | ○ |
| | Malaysia | Universiti Teknologi MARA | | 2005 | ● | ○ | ○ | ○ |
| | | Universiti Teknologi Malaysia | | 2006 | ● | ○ | ○ | ○ |
| Universiti Tun Hussein Onn Malaysia | | | 2017 | ● | ○ | ○ | ○ | |
| Republic of the Union of Myanmar | University of Computer Studies, Yangon | | 2018 | ● | ○ | ○ | ○ | |
| Sultanate of Oman | Sultan Qaboos University | | 2003 | ○ | ○ | ○ | ○ | |
| Republic of the Philippines | Bohol Island State University | | 2016 | ● | ○ | ○ | ○ | |
| Thailand | Thammasat University | | 2004 | ● | ○ | ○ | ○ | |
| | Thai-Nichi Institute of Technology | | 2007 | ● | ○ | ○ | ○ | |
| | Chulalongkorn University | | 2008 | ● | ○ | ○ | ○ | |
| | King Mongkut's Institute of Technology Ladkrabang | | 2018 | ● | ○ | ○ | ○ | |
| Taiwan | National Taipei University of Technology | | 2005 | ● | ○ | ○ | ○ | |
| Turkey | Department of Metallurgical and Materials Engineering, Dumlupinar University (Dept. of Life Science and Applied Chemistry) | ○ | 2019 | ○ | ○ | ○ | ○ | |
| Vietnam | Institute of Materials Science, Vietnamese Academy of Science and Technology | | 2008 | ○ | ○ | ○ | ○ | |
| | Hanoi University of Science and Technology | | 2008 | ● | ○ | ○ | ○ | |

| Countries & Regions | | Partners | Department Partners | Conclusion | Program | | | |
|---------------------|--|---|---------------------|------------|--------------------|------------------|----------------|-----------------------------|
| | | | | | ☆ Student Exchange | Faculty Exchange | Joint Research | Sharing Scientific Material |
| Oceania | Australia | Faculty of Engineering, Architecture and Information Technology, School of Civil Engineering, The University of Queensland (Dept. of Architecture, Civil Engineering and Industrial Management Engineering, Graduate School of Engineering) | ○ | 2016 | ○ | ○ | ○ | ○ |
| | | University of Wollongong | | 2017 | ● | ○ | ○ | ○ |
| | New Zealand | Auckland University of Technology | | 2018 | ○ | ○ | ○ | ○ |
| Europe | Austria | Vienna University of Technology | | 2014 | ● | ○ | ○ | ○ |
| | Bulgaria | St. Cyril and St. Methodius University of Veliko Turnovo | | 2013 | ● | ○ | ○ | ○ |
| | Finland | Aalto University | | 2003 | ○ | ○ | ○ | ○ |
| | France | École Nationale Supérieure de Céramique Industrielle (ENSCI) & Université de Limoges | | 2003 | ● | ○ | ○ | ○ |
| | | | | 2003 | ● | ○ | ○ | ○ |
| | | EFREI, Engineering School of Information and Digital Technologies & ESIGETEL, Engineering School of Digital Sciences | | 2015 | ● | ○ | ○ | ○ |
| | | École Spéciale des Travaux Publics, du Bâtiment et de L'Industrie (ESTP) | | 2009 | ● | ○ | ○ | ○ |
| | | École d'Ingénieurs Généralistes (ESIGELEC) | | 2010 | ● | ○ | ○ | ○ |
| | | The University of Poitiers | | 2010 | ● | ○ | ○ | ○ |
| | Germany | Faculty of Electrical Engineering and Information Technology, Chemnitz University of Technology (Dept. of Computer Science and Engineering, Graduate School of Engineering) | ○ | 2006 | | ○ | ○ | ○ |
| | | | | 2011 | ● | ○ | ○ | ○ |
| | | Friedrich-Alexander University Erlangen-Nuremberg | | 2019 | ● | ○ | ○ | ○ |
| | | Faculty of Chemistry and Earth Science, Friedrich Schiller University Jena (Dept. of Life Science and Applied Chemistry, Graduate School of Engineering) | ○ | 2019 | ○ | ○ | ○ | ○ |
| | Italy | The University of Milan | | 2004 | ○ | ○ | ○ | ○ |
| | | Department of Engineering & Management, the University of Padova (Dept. of Computer Science and Engineering, Graduate School of Engineering) | ○ | 2011 | ○ | ○ | ○ | ○ |
| | | The University of Salerno | | 2018 | ● | ○ | ○ | ○ |
| | Norway | Faculty of Engineering and Science, University of Agder (Dept. of Electrical and Mechanical Engineering, Graduate School of Engineering) | ○ | 2017 | ○ | ○ | ○ | ○ |
| | Poland | Poznan University of Technology | | 2018 | ● | ○ | ○ | ○ |
| | | Lodz University of Technology | | 2018 | ● | ○ | ○ | ○ |
| | Romania | "Alexandru Ioan Cuza" University of Iasi | | 1999 | ○ | ○ | ○ | ○ |
| | | "Gheorghe Asachi" Technical University of Iasi | | 2018 | ○ | ○ | ○ | ○ |
| Russia | Mendeleev University of Chemical Technology of Russia | | 1991 | ● | ○ | ○ | ○ | |
| Spain | Universidad Politécnica de Valencia | | 2000 | ● | ○ | ○ | ○ | |
| | The University of Alcalá | | 2015 | ● | ○ | ○ | ○ | |
| | Universitat Autònoma de Barcelona | | 2016 | ○ | ○ | ○ | ○ | |
| | Universitat de València | | 2019 | ○ | ○ | ○ | ○ | |
| Sweden | Luleå University of Technology | | 2013 | ● | ○ | ○ | ○ | |
| Switzerland | EMPA Swiss Federal Laboratories for Materials and Science and Technology, Laboratory for Advanced Materials Processing (Advanced Ceramics Research Center) | ○ | 2016 | ○ | ○ | ○ | ○ | |
| United Kingdom | Imperial College London | | 1991 | ○ | ○ | ○ | ○ | |
| | The University of Leeds | | 1991 | ○ | ○ | ○ | ○ | |
| | The Institute of Particle Science and Engineering, The University of Leeds (Advanced Ceramics Research Center) | ○ | 2007 | | ○ | ○ | ○ | |
| | The University of Sheffield | | 2005 | | ○ | ○ | ○ | |
| North America | U.S.A | University of Arkansas – Fort Smith | | 2007 | ○ | ○ | ○ | ○ |
| | | Clemson University | | 2008 | ○ | ○ | ○ | ○ |
| | | University of Florida | | 2010 | ○ | ○ | ○ | ○ |
| South America | Brazil | University of Brasilia | | 1999 | ● | ○ | ○ | ○ |
| | | Graduate Program in Electrical and Computer Engineering, Federal University of Technology Parana | ○ | 2014 | | ○ | ○ | ○ |



Number of International Students

(as of 1 May 2019)

| Classification Countries & Regions | Undergraduate | | Graduate School | | | | Research Students | | Total | | |
|--|--------------------|-------------------|--------------------|-------------------|--------------------|-------------------|--------------------|-------------------|--------------------|-------------------|-------|
| | Govt. Supported | Self Supported | Master's Courses | | Doctor's Courses | | Govt. Supported | Self Supported | Govt. Supported | Self Supported | Total |
| | | | Govt. Supported | Self Supported | Govt. Supported | Self Supported | | | | | |
| Afghanistan | | | | | 3 | | | | 3 | 0 | 3 |
| Bangladesh | | | 2 | 2 | 2 | | | | 4 | 2 | 6 |
| Brazil | | | | | 1 | 1 | | | 1 | 1 | 2 |
| China | | 24 | | 73 | | 19 | | 65 | 0 | 181 | 181 |
| China (Taiwan) | | | | | | | | 2 | 0 | 2 | 2 |
| Democratic Republic of the Congo | | | | | | 1 | | | 0 | 1 | 1 |
| Egypt | | | | | 2 | 2 | | 1 | 2 | 3 | 5 |
| Ethiopia | | | | 1 | | | | | 0 | 1 | 1 |
| Fiji | | | | 1 | | | | | 0 | 1 | 1 |
| France | | | | | | 1 | | 3 | 0 | 4 | 4 |
| Greece | 1 | | | | | | | | 1 | 0 | 1 |
| India | 1 | | 2 | 1 | 1 | 11 | | | 4 | 12 | 16 |
| Indonesia | | | | 2 | | 1 | | | 0 | 3 | 3 |
| Iran | | | 1 | | | 1 | | | 1 | 1 | 2 |
| Malaysia | | 22 | 1 | | | | | | 1 | 22 | 23 |
| Mauritania | | | | | | | 1 | | 1 | 0 | 1 |
| Mongolia | | 17 | | 1 | | | | | 0 | 18 | 18 |
| Morocco | | | | 1 | | | | | 0 | 1 | 1 |
| Nepal | | | | | | 2 | | | 0 | 2 | 2 |
| Republic of Korea | 12 | 24 | 1 | 3 | | 1 | | 1 | 13 | 29 | 42 |
| Senegal | | | | 1 | | | | | 0 | 1 | 1 |
| Spain | | | | | | | | 1 | 0 | 1 | 1 |
| Sri Lanka | 1 | | | | | | | | 1 | 0 | 1 |
| Sudan | | | 1 | 1 | | | | | 1 | 1 | 2 |
| Pakistan | | | 1 | | 1 | | | | 2 | 0 | 2 |
| Togo | | | | 1 | | | | | 0 | 1 | 1 |
| Turkey | | | | | | 1 | | | 0 | 1 | 1 |
| Uganda | | | | 1 | | | | | 0 | 1 | 1 |
| Vietnam | | 16 | 2 | 7 | 2 | 2 | | | 4 | 25 | 29 |
| Total | 15 | 103 | 11 | 96 | 12 | 43 | 1 | 73 | 39 | 315 | 354 |
| | 118 | | 107 | | 55 | | 74 | | 354 | | |

Note: Govt. Supported ; Japanese Government Scholarship Students
 Self Supported ; Foreign Government Sponsored Students and Privately Financed Students



Cultural Experience on a One-day Trip



One-day Trip –Matsumoto Castle–



One-day Trip –Nagoya Port–



Cultural Event –Calligraphy Class–



Cultural Event –Tea Ceremony Lesson–



Number of Students (as of 1 May 2019)

Faculty of Engineering (Day Courses)

| Departments | Enrollment | | Current Enrollment | | | | | | | | | | | | | | |
|---|------------|------------|--------------------|---------|----------|----------|---------|----------|----------|----------|----------|----------|----------|------------|------------|----------|-------------|
| | Annual | Total | 1st Year | | | 2nd Year | | | 3rd Year | | | 4th Year | | | Total | | |
| | | | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Life Science and Applied Chemistry | 210 [2] | 840 [4] | 153 (2) | 72 (0) | 225 (2) | 150 (2) | 65 (1) | 215 (3) | 152 (0) | 58 (4) | 210 (4) | 147 (1) | 67 (2) | 214 (3) | 602 (5) | 262 (7) | 864 (12) |
| Physical Science and Engineering | 105 [2] | 420 [4] | 106 (3) | 3 (0) | 109 (3) | 101 (3) | 8 (0) | 109 (3) | 100 (0) | 8 (0) | 108 (0) | 104 (0) | 5 (0) | 109 (0) | 411 (6) | 24 (0) | 435 (6) |
| Electrical and Mechanical Engineering | 200 [2] | 800 [4] | 177 (2) | 31 (0) | 208 (2) | 180 (4) | 28 (2) | 208 (6) | 190 (14) | 35 (4) | 225 (18) | 196 (13) | 30 (4) | 226 (17) | 743 (33) | 124 (10) | 867 (43) |
| Computer Science | 145 [2] | 580 [4] | 136 (1) | 14 (1) | 150 (2) | 138 (6) | 14 (0) | 152 (6) | 143 (3) | 12 (1) | 155 (4) | 144 (3) | 3 (0) | 147 (3) | 561 (13) | 43 (2) | 604 (15) |
| Architecture, Civil Engineering and Industrial Management Engineering | 150 [2] | 600 [4] | 118 (2) | 39 (2) | 157 (4) | 119 (1) | 44 (2) | 163 (3) | 128 (6) | 39 (3) | 167 (9) | 120 (5) | 38 (3) | 158 (8) | 485 (14) | 160 (10) | 645 (24) |
| Creative Engineering Program | 100 | 400 | 76 (0) | 25 (0) | 101 (0) | 76 (0) | 33 (0) | 109 (0) | 77 (0) | 22 (0) | 99 (0) | 81 (0) | 23 (0) | 104 (0) | 310 (0) | 103 (0) | 413 (0) |
| Life and Materials Engineering* | | | | | | | | | | | | 16 (4) | 2 (0) | 18 (4) | 16 (4) | 2 (0) | 18 (4) |
| Environmental and Materials Engineering* | | | | | | | | | | | | 7 (1) | 0 (0) | 7 (1) | 7 (1) | 0 (0) | 7 (1) |
| Mechanical Engineering* | | | | | | | | | | | | 35 (6) | 3 (1) | 38 (7) | 35 (6) | 3 (1) | 38 (7) |
| Electrical and Electronic Engineering* | | | | | | | | | | | | 26 (3) | 1 (0) | 27 (3) | 26 (3) | 1 (0) | 27 (3) |
| Computer Science* | | | | | | | | | | | | 39 (2) | 0 (0) | 39 (2) | 39 (2) | 0 (0) | 39 (2) |
| Architecture and Design* | | | | | | | | | | | | 14 (0) | 3 (1) | 17 (1) | 14 (0) | 3 (1) | 17 (1) |
| Civil Engineering and Systems Management* | | | | | | | | | | | | 7 (0) | 2 (0) | 9 (0) | 7 (0) | 2 (0) | 9 (0) |
| Total | 910 [10] | 3,640 [20] | 766 (10) | 184 (3) | 950 (13) | 764 (16) | 192 (5) | 956 (21) | 790 (23) | 174 (12) | 964 (35) | 936 (38) | 177 (11) | 1,113 (49) | 3,256 (87) | 727 (31) | 3,983 (118) |

Note: () International students

[] Students incorporated into 3rd Year

Reorganized on 1 April 2016

* Department before reorganization

Faculty of Engineering (Evening Courses)

| Departments | Enrollment | | Current Enrollment | | | | | | | | | | | | | | | | | |
|-------------------------------------|------------|-------|--------------------|--------|-------|----------|--------|-------|----------|--------|-------|----------|--------|-------|----------|--------|-------|-------|--------|-------|
| | Annual | Total | 1st Year | | | 2nd Year | | | 3rd Year | | | 4th Year | | | 5th Year | | | Total | | |
| | | | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Materials Engineering | 5 | 25 | 3 | 4 | 7 | 5 | 0 | 5 | 5 | 1 | 6 | 4 | 0 | 4 | 4 | 1 | 5 | 21 | 6 | 27 |
| Mechanical Engineering | 5 | 25 | 5 | 1 | 6 | 4 | 1 | 5 | 4 | 0 | 4 | 4 | 1 | 5 | 5 | 0 | 5 | 22 | 3 | 25 |
| Electrical and Computer Engineering | 5 | 25 | 5 | 1 | 6 | 5 | 0 | 5 | 7 | 0 | 7 | 7 | 0 | 7 | 8 | 0 | 8 | 32 | 1 | 33 |
| Civil and Environmental Engineering | 5 | 25 | 4 | 1 | 5 | 4 | 1 | 5 | 5 | 1 | 6 | 3 | 3 | 6 | 6 | 2 | 8 | 22 | 8 | 30 |
| Total | 20 | 100 | 17 | 7 | 24 | 18 | 2 | 20 | 21 | 2 | 23 | 18 | 4 | 22 | 23 | 3 | 26 | 97 | 18 | 115 |

Graduate School of Engineering (Master's Courses)

| Departments | Enrollment | | Current Enrollment | | | | | | | | |
|---|-----------------|-------------------|--------------------|----------------|-----------------|-----------------|----------------|-----------------|-------------------|-----------------|--------------------|
| | Annual | Total | 1st Year | | | 2nd Year | | | Total | | |
| | | | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Life Science and Applied Chemistry | 165 | 330 | 150 (3) | 39 (1) | 189 (4) | 134 (5) | 52 (4) | 186 (9) | 284 (8) | 91 (5) | 375 (13) |
| Physical Science and Engineering | 78 | 156 | 77 (0) | 5 (1) | 82 (1) | 83 (2) | 2 (0) | 85 (2) | 160 (2) | 7 (1) | 167 (3) |
| Electrical and Mechanical Engineering | 138 | 276 | 205 (13) | 10 (1) | 215 (14) | 212 (11) | 7 (2) | 219 (13) | 417 (24) | 17 (3) | 434 (27) |
| Computer Science | 110 | 220 | 127 (9) | 11 (2) | 138 (11) | 127 (12) | 9 (2) | 136 (14) | 254 (21) | 20 (4) | 274 (25) |
| Architecture, Civil Engineering and Industrial Management Engineering | 95 [10] | 180 [10] | 87 (7) | 33 (8) | 120 (15) | 102 (10) | 29 (14) | 131 (24) | 189 (17) | 62 (22) | 251 (39) |
| Total | 586 [10] | 1,162 [10] | 646 (32) | 98 (13) | 744 (45) | 658 (40) | 99 (22) | 757 (62) | 1,304 (72) | 197 (35) | 1,501 (107) |

Note: () International students

[] Short-term special course students

Graduate School of Engineering (Doctor's Courses)

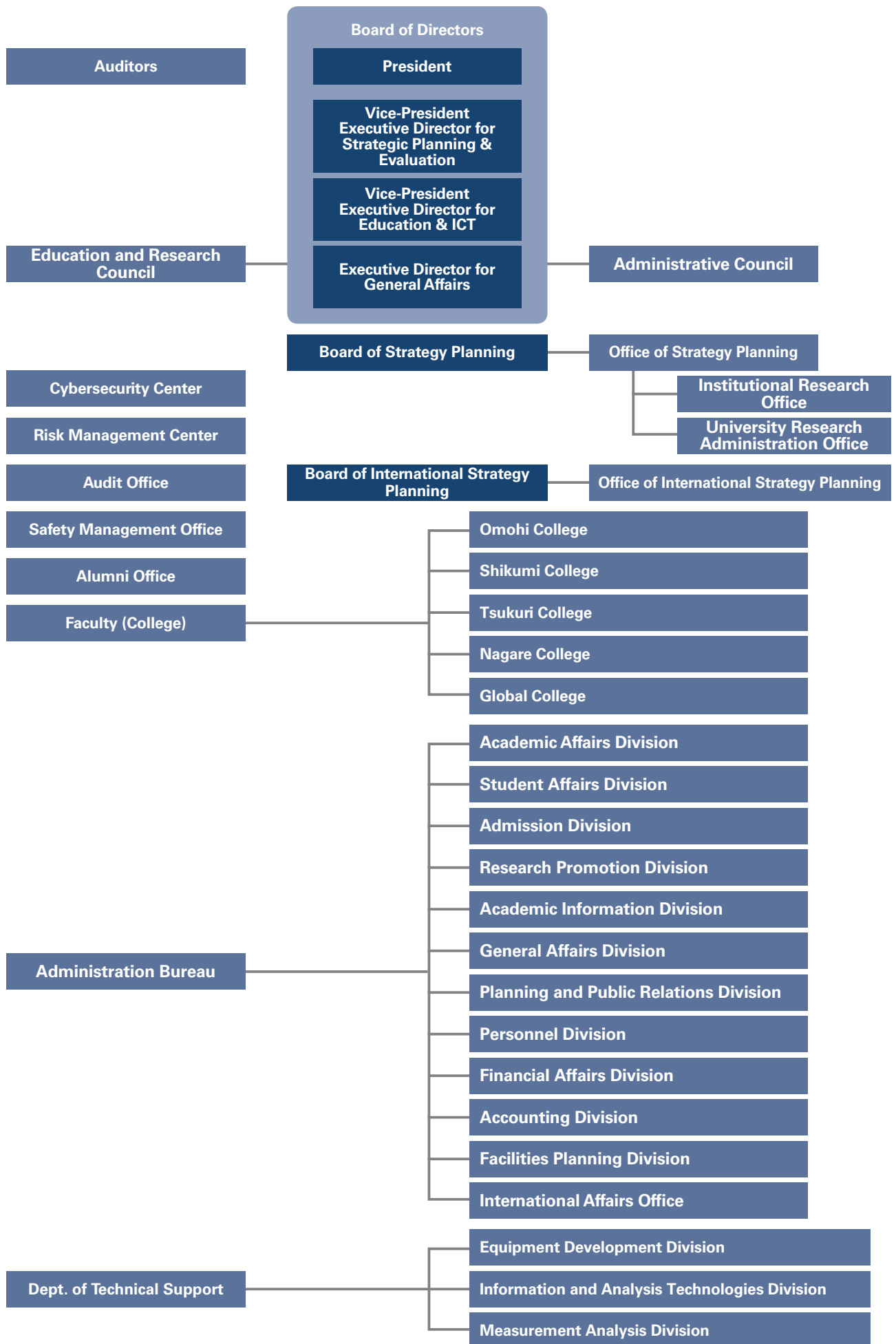
| Departments | Enrollment | | Current Enrollment | | | | | | | | | | | |
|--|------------|------------|--------------------|--------------|----------------|----------------|---------------|----------------|----------------|---------------|----------------|-----------------|----------------|-----------------|
| | Annual | Total | 1st Year | | | 2nd Year | | | 3rd Year | | | Total | | |
| | | | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Life Science and Applied Chemistry | 9 | 27 | 8 (2) | 4 (2) | 12 (4) | 10 (2) | 2 (0) | 12 (2) | 6 (0) | 2 (1) | 8 (1) | 24 (4) | 8 (3) | 32 (7) |
| Physical Science and Engineering | 5 | 15 | 5 (2) | 2 (1) | 7 (3) | 5 (4) | 1 (1) | 6 (5) | 6 (2) | 2 (1) | 8 (3) | 16 (8) | 5 (3) | 21 (11) |
| Electrical and Mechanical Engineering | 9 | 27 | 11 (7) | 0 (0) | 11 (7) | 11 (5) | 0 (0) | 11 (5) | 10 (2) | 3 (2) | 13 (4) | 32 (14) | 3 (2) | 35 (16) |
| Computer Science | 7 | 23 | 6 (0) | 0 (0) | 6 (0) | 4 (0) | 1 (1) | 5 (1) | 5 (0) | 1 (0) | 6 (0) | 15 (0) | 2 (1) | 17 (1) |
| Architecture, Civil Engineering and Industrial Management Engineering | 7 | 21 | 15 (3) | 2 (0) | 17 (3) | 5 (2) | 5 (2) | 10 (4) | 14 (2) | 9 (2) | 23 (4) | 34 (7) | 16 (4) | 50 (11) |
| Cooperative Major in Nanopharmaceutical Sciences | 3 | 9 | 3 (1) | 0 (0) | 3 (1) | 1 (0) | 0 (0) | 1 (0) | 5 (2) | 0 (0) | 5 (2) | 9 (3) | 0 (0) | 9 (3) |
| Nagoya Institute of Technology and University of Wollongong Joint Degree Doctoral Program in Informatics | 2 | 4 | 1 (1) | 0 (0) | 1 (1) | 1 (1) | 1 (1) | 2 (2) | | | | 2 (2) | 1 (1) | 3 (3) |
| Engineering Physics, Electronics and Mechanics* | | | | | | | | | 3 (1) | 0 (0) | 3 (1) | 3 (1) | 0 (0) | 3 (1) |
| Computer Science and Engineering* | | | | | | | | | 5 (1) | 0 (0) | 5 (1) | 5 (1) | 0 (0) | 5 (1) |
| Architecture, Civil Engineering and Industrial Management Engineering* | | | | | | | | | 6 (1) | 4 (0) | 10 (1) | 6 (1) | 4 (0) | 10 (1) |
| Frontier Materials* | | | | | | | | | 1 (0) | 0 (0) | 1 (0) | 1 (0) | 0 (0) | 1 (0) |
| Scientific and Engineering Simulation* | | | | | | | | | 3 (0) | 0 (0) | 3 (0) | 3 (0) | 0 (0) | 3 (0) |
| Total | 42 | 126 | 49 (16) | 8 (3) | 57 (19) | 37 (14) | 10 (5) | 47 (19) | 64 (11) | 21 (6) | 85 (17) | 150 (41) | 39 (14) | 189 (55) |

Note: () International students

Reorganized on 1 April 2016

* Department before reorganization

Management Organization



Number of Staff Members

Directors

(as of 1 May 2019)

| President | | | Executives | | | Auditors | | | Total | | |
|-----------|--------|-------|------------|--------|-------|----------|--------|-------|-------|--------|-------|
| Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 1 | | 1 | 3 | | 3 | 1 | 1 | 2 | 5 | 1 | 6 |

Academic Staff (Full-time)

(as of 1 May 2019)

| Age | Professors | | | Associate Professors | | | Assistant Professors | | | Total | | |
|--------------|------------|--------|-------|----------------------|--------|-------|----------------------|--------|-------|-------|--------|-------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| ~24 | | | 0 | | | 0 | | | 0 | 0 | 0 | 0 |
| 25~34 | | | 0 | 3 | 0 | 3 | 26 | 5 | 31 | 29 | 5 | 34 |
| 35~44 | 2 | | 2 | 56 | 8 | 64 | 19 | | 19 | 77 | 8 | 85 |
| 45~54 | 56 | 1 | 57 | 47 | 3 | 50 | 5 | | 5 | 108 | 4 | 112 |
| 55~64 | 81 | 9 | 90 | 21 | 0 | 21 | 1 | | 1 | 103 | 9 | 112 |
| 65~ | | | 0 | | | 0 | | | 0 | 0 | 0 | 0 |
| Total | 139 | 10 | 149 | 127 | 11 | 138 | 51 | 5 | 56 | 317 | 26 | 343 |

Staff (Full-time)

(as of 1 May 2019)

| Administrative Staff | | | Technical Staff | | | Medical Staff | | | Total | | |
|----------------------|--------|-------|-----------------|--------|-------|---------------|--------|-------|-------|--------|-------|
| Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 73 | 50 | 123 | 38 | 11 | 49 | 0 | 2 | 2 | 111 | 63 | 174 |

Note: Excludes fixed-term or re-employment contract holders

Foreign Academic and Administrative Staff

(as of 1 May 2019)

| Countries | Professors | Associate Professors | Assistant Professors | Administrative Staff | Technical Staff | Medical Staff | Total |
|-------------------|------------|----------------------|----------------------|----------------------|-----------------|---------------|-------|
| Brazil | | | 1 | | | | 1 |
| China | 2 | 1 | 2 | | | | 5 |
| India | | 1 | | | | | 1 |
| Ireland | 1 | | | | | | 1 |
| Nepal | 1 | | | | | | 1 |
| Republic of Korea | 1 | 1 | 1 | | | | 3 |
| United States | | 2 | | | | | 2 |
| Australia | | 1 | | | | | 1 |
| Total | 5 | 6 | 4 | 0 | 0 | 0 | 15 |

(as of 1 May 2019)

| Facilities | | Building | Area | Address |
|---|--|--------------------|---|---|
| Gokiso Campus | Engineering Department and General Education School Buildings | 105,553 | m ² | Gokiso-cho, Showa-ku, Nagoya 466-8555 |
| | Administration Office | 3,299 | | |
| | Organization for Co-Creation Research and Social Contributions | 3,428 | | |
| | NITech Frontier Research Institutes | 303 | | |
| | Library | 5,577 | | |
| | Institute for General Support | 1,881 | | |
| | Institute for Educational Study | 1,409 | | |
| | Institute for Academic Research | 2,944 | | |
| | Institute for Researcher Development | 232 | | |
| | NITech Hall | 1,667 | 138,664 | |
| | Gymnasiums | 2,479 | | |
| | Bld. No.55 : Facilities for Extracurricular Activities | 1,729 | | |
| | Bld. No.57 : Facilities for Extracurricular Activities | 485 | | |
| | University Hall | 4,478 | | |
| | NITech International House | 2,155 | | |
| | NIT Club (Guest House) | 264 | | |
| | Kouyukaikan | 589 | | |
| | NITech Mart | 303 | | |
| | Others | 2,103 | | |
| | Total | 140,878 | 138,664 | |
| Chikusa Campus | Chikusa Athletic Field | 412 | 34,439 | 2-512-1, Kitachikusa, Chikusa-ku, Nagoya 464-0083 |
| | Student Dormitories (Kowa-ryo) | 2,933 | 7,336 | |
| | Total | 3,345 | 41,775 | |
| Advanced Ceramics Research Center | 2,754 | 20,943 | 10-6-29, Asahigaoka, Tajimi 507-0071 | |
| TAJIMI EKIMAE area | [1,067] | | 3-101-1 Hon-machi, Tajimi, 507-0033 | |
| Gamagori Yacht-House | [224] | | 1-7, Kaiyou-cho, Gamagori, 443-0014 | |
| Shonaigawa Boat-House | 376 | 635 | 358-3, Nishinagare, Daitoro-cho, Nakagawa-ku, Nagoya 454-0944 | |
| Shidami Extracurricular-Activity Facilities | 246 | [87] 7,683 | 2678, Minamihara, Nakashidami, Moriyama-ku, Nagoya 463-0002 | |
| Kisokomakogen Seminar House | 378 | [4,628] | 129-10, Shinkai, Kisomachi, Kiso-gun, Nagano 397-0002 | |
| Hazama area (NITech Cosmo Village) | 3,803 | 3,955 | 27, Hazama-cho, Showa-ku, Nagoya 466-0062 | |
| Total | [1,291] 151,780 | [4,715] 213,655 | | |

[] : on lease

Academic Calendar

ACADEMIC YEAR 2019

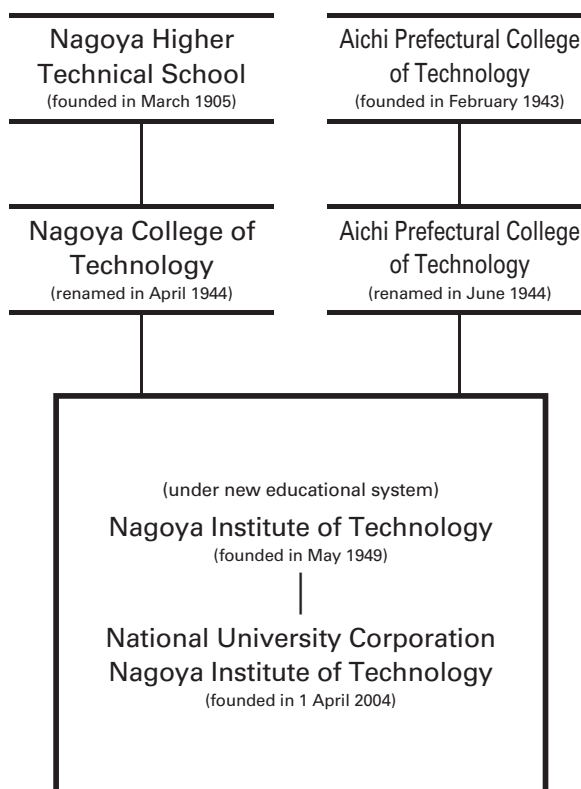
(1 April 2019 ~ 31 March 2020)

| | |
|-------------------|------------------------|
| 1st Semester | 1 April ~ 30 September |
| Entrance Ceremony | 6 April |
| 2nd Semester | 1 October ~ 31 March |
| Commencement | 26 March |

HOLIDAYS AND VACATIONS

| | |
|--|-------------------------|
| Saturdays and Sundays | |
| National Holidays | 24 days |
| Nagoya Institute of Technology Anniversary | 1 November |
| Summer Holiday | 9 August ~ 30 September |
| Winter Holiday | 24 December ~ 5 January |
| Spring Holiday | 21 February ~ 31 March |

History



Financial Summary for FY 2018 (Interim Figures)

Revenues

unit: million yen

| Item | Amount (JPY) |
|---|---------------|
| Grants from the government | 4,715 |
| Tuition fees and others | 3,689 |
| Costs for grants and cooperative research, etc. | 2,391 |
| Grants for facilities maintenance and others | 113 |
| Carry-over from the previous year | 259 |
| Total | 11,167 |

Expenditures

| Item | Amount (JPY) |
|--|---------------|
| Personnel | 6,040 |
| Education, research and operating costs | 2,218 |
| Costs for grants and cooperative research etc. | 2,299 |
| Facilities maintenance | 113 |
| Carry-over to the next year | 498 |
| Total | 11,167 |



- (a) NITech Hall
 - (b) Health Support Center
 - (c) Library
 - (d) Administration Bureau
 - (e) Administration Bureau (Dept. of Student Affairs)
 - (f) NIT Club (Guest House)
 - (g) University Hall
 - (h) NITech International House
 - (i) Gymnasium
 - (j) Facilities for Extra-Curricular Activities
 - (k) NITech Mart
 - (l) NITech Cosmo Village
- ※ The numbers from ① to ⑤⑦ are the building numbers.

University Hall

University Hall includes a banquet room, cafeteria, barbershop, travel counter, and coopshop (selling books, stationery, electronics, appliances, general merchandise, etc.). There are also meeting rooms for the use of students.

NITech Mart

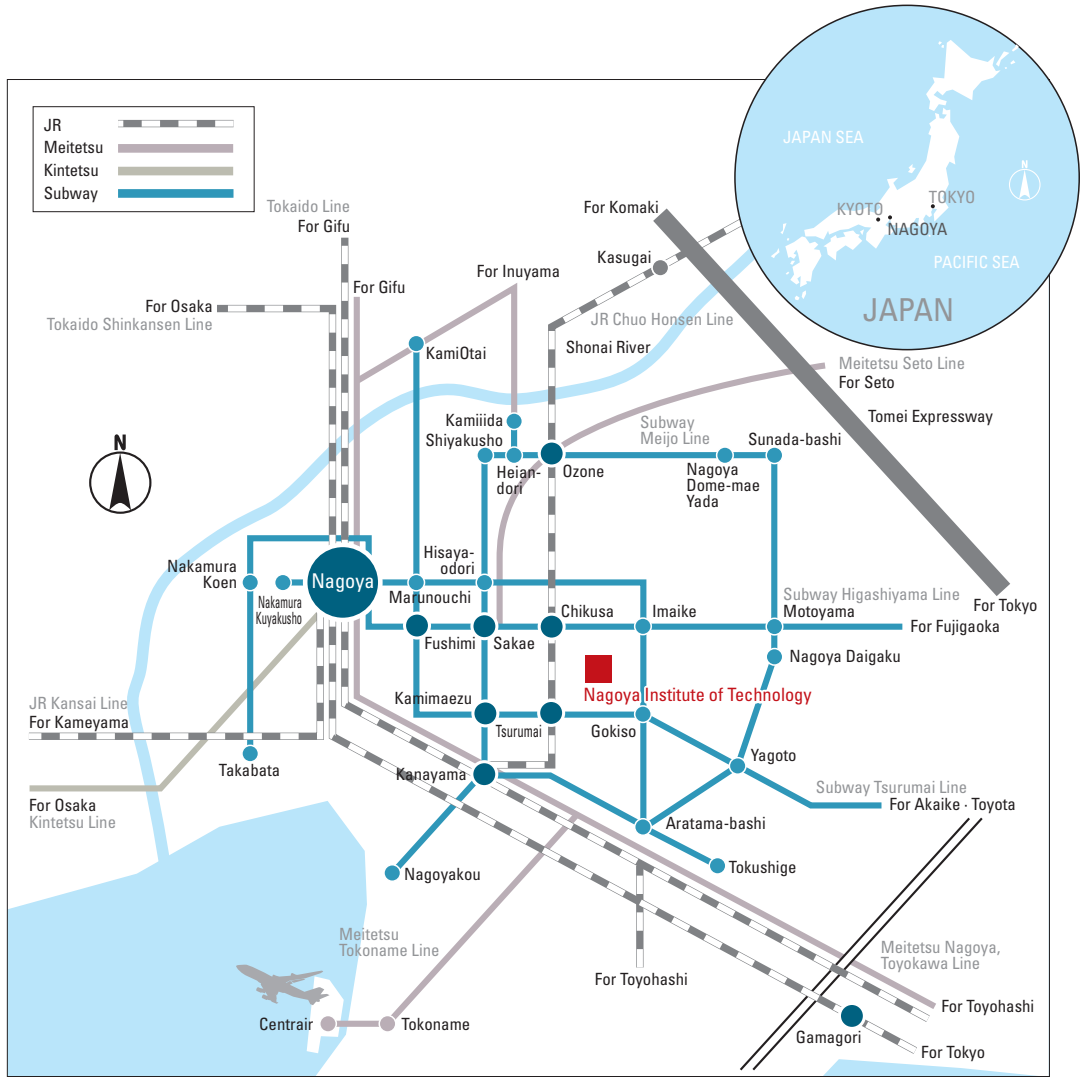
NITech Mart includes a convenience store [Hajiko] on the first floor, and Lounge Café on the second floor. An ATM machine is installed in [Hajiko]. Lounge Café can be used as a dining area and a communication space.



Outside the campus

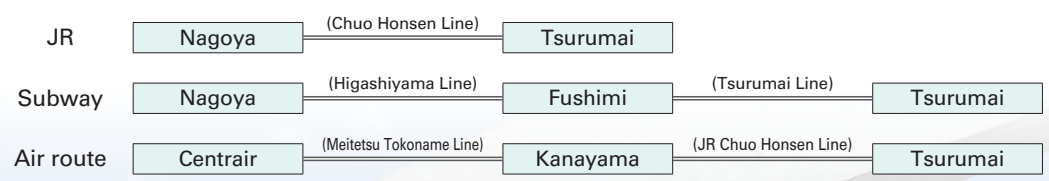
Kisokomakogen Seminar House in Nagano Prefecture is for extracurricular activities, research and training and social events for students and employees of NITech.

Location

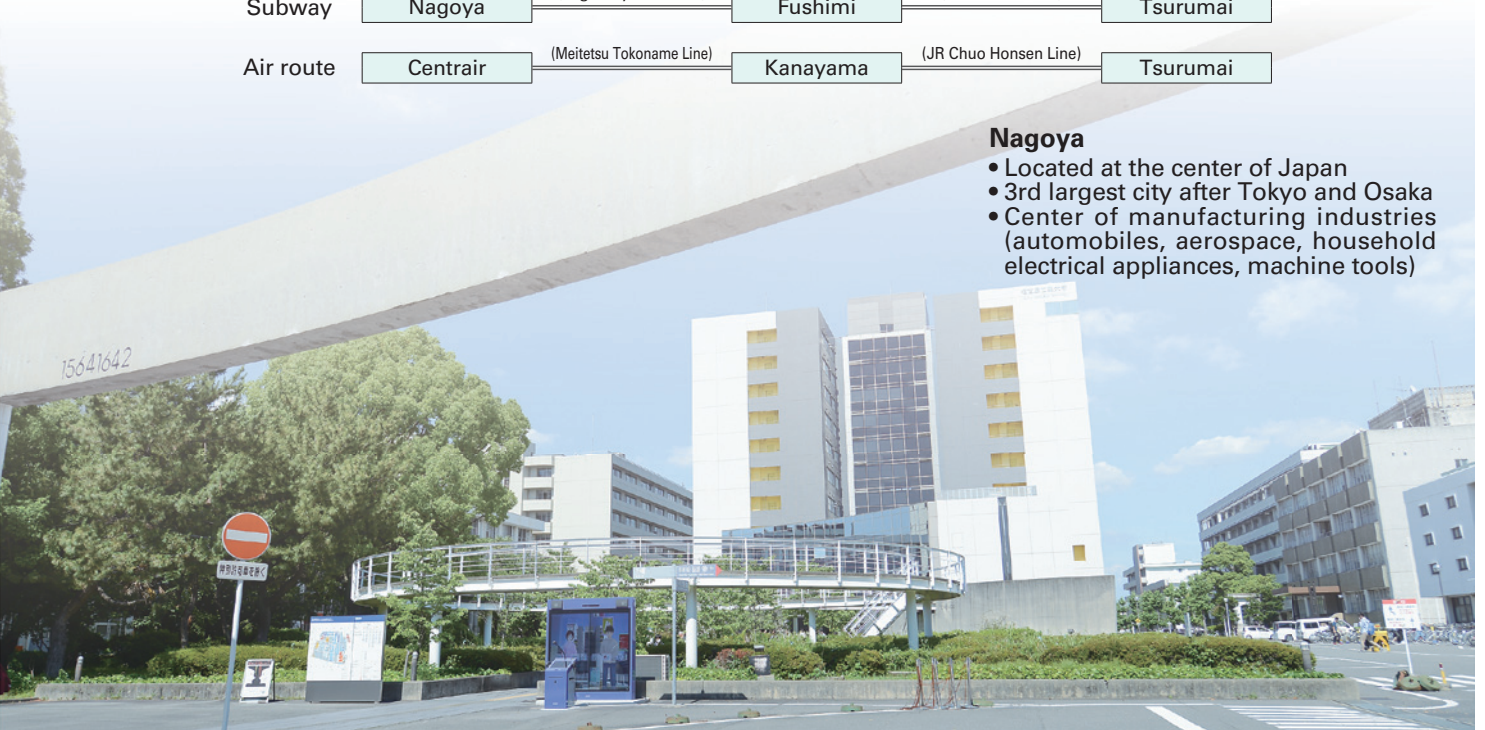


Walking distance to the city center

Means of Transportation



- Nagoya**
- Located at the center of Japan
 - 3rd largest city after Tokyo and Osaka
 - Center of manufacturing industries (automobiles, aerospace, household electrical appliances, machine tools)





National University Corporation

NAGOYA INSTITUTE of TECHNOLOGY

Bulletin 2019-2020

Published : September 2019

NAGOYA INSTITUTE of TECHNOLOGY

Gokiso-cho, Showa-ku, Nagoya, Aichi, 466-8555 Japan

TEL +81-(0)52-735-5000

URL <https://www.nitech.ac.jp/eng>

