### GIS in numbers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Average class size (as of 2018)</td>
</tr>
<tr>
<td><strong>22</strong></td>
<td>Number one among fifteen Hosei faculties in qualifying for Outgoing Student Exchange Program</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>Seminars that focus on your future; two years of small group study</td>
</tr>
<tr>
<td><strong>30</strong></td>
<td>Disciplines</td>
</tr>
<tr>
<td><strong>1.4 million yen</strong></td>
<td>Maximum one-time stipend if selected for two-semester OAS program</td>
</tr>
<tr>
<td><strong>43</strong></td>
<td>Percentage of non-Japanese professors (as of 2018)</td>
</tr>
<tr>
<td><strong>53</strong></td>
<td>Highest TOEFL score (ITP) among 1st-year students (as of 2018)</td>
</tr>
<tr>
<td><strong>653</strong></td>
<td>Number of countries and regions faculty and students come from or have spent long periods of time in (as of 2018)</td>
</tr>
</tbody>
</table>

### Global and Interdisciplinary Studies

Connections beyond borders
We are GIS

Liberal Arts p. 5-6

Interdisciplinary p. 7-8

Diversity p. 9-10

Overseas Study Experience p. 11-12

Close-Knit Community p. 15-16

Vibrant Student Life p. 13-14

Promising Career Path p. 17-18
Welcome to GIS

Eleven-year-old GIS is proud to be a pioneer of English-medium liberal arts education in Japan. At the center of GIS are our students, in whose future we invest.

All our professors have undergone rigorous training in their respective disciplines in various corners of the world. We have come together here in GIS to engage you in learning so that you can experience the pleasure of learning new knowledge, feel the sense of achievement in acquiring various skills, and be surprised by exciting discoveries when you dare to look at things a little differently.

Even if you think that you will pursue a career in finance and have planned on taking only courses in business and economics, you might discover that you actually like literature. You might even surprise yourself that you are able to apply what you have learned in literature to business management. A single perspective is not sufficient to help you understand and tackle complex issues in the world today. In our liberal arts curriculum, we offer intellectually stimulating courses in diverse fields, both traditional and cutting-edge, that you can put to good use in your future undertakings, no matter what your plans are. My hope for our students is that they cultivate an open but critical mind, develop flexibility in thinking yet are willing to take a stance.

The GIS classroom is challenging and inspiring, exposing you to the many differences in perspectives, backgrounds and experiences of students and professors as you contemplate your own position and chart your future course. You will enjoy the diversity in GIS.

Our door is open for you if you want to open yourself to challenges. We are here to help you expand your horizons so as to realize your full potential.

Diana KHOR
Dean of GIS

Our vision

The GIS concept

Since 2008, we have offered a liberal arts-based education in an all-English environment that is both broad and deep in the knowledge, culture and skills it offers. Through the study of intellectually stimulating courses across diverse fields, through interaction with people from a variety of backgrounds, our students are learning to lead both locally and globally.

Knowledge and cultural awareness

- Foundational academic learning
- Interdisciplinary perspectives
- Real-world issues and answers
- An awareness of social responsibility
- Diversity and inclusion

Skills

- Leadership
- Presentation
- Critical thinking
- Problem solving
- Intercultural understanding

Academic and career paths: domestic and global/overseas

- Post graduate study
- Corporations (Japanese and overseas-affiliated)
- Start-ups
- Public sector enterprises
- Educational institutions
- NGOs and NPOs

Plus...

- Peer-to-peer learning
- Central Tokyo location
- Fast-track to graduation

Connections beyond borders
Humanities

A Humanities education is interdisciplinary in its approach. Through courses in such areas as history, literature, philosophy, arts, photography, creative nonfiction, and music, it guides students to a clearer understanding of human beings and culture. Humanities studies is not experimental, but critical, historical, comparative and contemplative. It defines a liberal-arts education. As for professional training, the humanities provide students with the skills necessary to evaluate the human environment, to explore how creativity drives business, to analyze how people interact through advertisement, institutions, corporate organizations, ideological and political systems. Specialists with a background in humanities can innovate and accelerate the developments in their specific occupations.

Social Sciences

The ability to understand how social and cultural forces influence our behavior and shape our reality is critical to understanding ourselves and others, as well as the social world itself. The wide range of disciplines in the social sciences — cultural and social anthropology, sociology, psychology, sociolinguistics, and political science, to name a few — cultivate in students the ability to understand human behavior at the individual, organizational, societal, national and global levels. Courses in these disciplines examine language variations, explore multicultural worlds, engage with problems of inequalities, and consider solutions to conflicts between nations. Through them, students cultivate critical perspectives to understand the complexities of global society and the minds that inhabit it.

Management Sciences

To succeed in today’s globalized world, organizations require individuals who are able to analyze complex situations and make effective decisions based on their understanding of both classic and contemporary economic and business principles. Such individuals would be invaluable in helping companies / business achieve both competitive advantage and sustainable economic growth. Courses in this area provide students with knowledge of business and management, and develop their analytical and decision-making skills. Case studies from a broad range of contexts including manufacturing, technology and tourism help to illustrate some of the branding, negotiation, investment, management, and innovation challenges that face management and organizations today.
### Interdisciplinary Courses

<table>
<thead>
<tr>
<th>Level</th>
<th>Course Title</th>
<th>Academic Fields</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Readings in World Literature</td>
<td>Literature, History, Cultural Studies</td>
</tr>
<tr>
<td></td>
<td>Introduction to English Literature</td>
<td>Literature, History, British Culture, History of Thought</td>
</tr>
<tr>
<td></td>
<td>TESOL I: Introduction</td>
<td>Education, Psychology, Linguistics, Literature</td>
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<tr>
<td></td>
<td>Language Acquisition</td>
<td>Linguistics, Education, Psychology</td>
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<tr>
<td></td>
<td>Introduction to Media Theory</td>
<td>Cultural Studies, Sociology, Anthropology, Communication Studies, Media Studies</td>
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<tr>
<td></td>
<td>Corporate Social Responsibility</td>
<td>Business Management, Political Science, Development Studies</td>
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<tr>
<td></td>
<td>Social Theory</td>
<td>Philosophy, Sociology, Political Science</td>
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<tr>
<td></td>
<td>Language Policy</td>
<td>Linguistics, Sociology, Policy Studies, History, Anthropology, Geography</td>
</tr>
<tr>
<td></td>
<td>Introduction to International Relations</td>
<td>Political Science, International Law, Economics, Sociology, Anthropology</td>
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<tr>
<td></td>
<td>Contemporary International History</td>
<td>History, Political Science, International Law, Geography</td>
</tr>
<tr>
<td></td>
<td>Introduction to Tourism Studies</td>
<td>Business Management, Psychology, Political Science, Regional Studies</td>
</tr>
<tr>
<td></td>
<td>Introduction to Business</td>
<td>Business Management, Psychology, Sociology</td>
</tr>
<tr>
<td>200</td>
<td>Studies in Poetry</td>
<td>Literature, Creative Writing</td>
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<tr>
<td></td>
<td>Art History</td>
<td>Visual Arts, History</td>
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<tr>
<td></td>
<td>Sociolinguistics</td>
<td>Linguistics, Sociology, Anthropology, Psychology, Education, Policy Studies, Business Management</td>
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<tr>
<td></td>
<td>English as a Lingua Franca</td>
<td>Linguistics, Communication Studies, Education, Business Management, Tourism Studies</td>
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<tr>
<td></td>
<td>Gender, Sexuality and Society</td>
<td>Sociology, Anthropology, Culture, Media Studies</td>
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<tr>
<td></td>
<td>Religion and Politics</td>
<td>Religious Studies, Political Science, History, Sociology, Anthropology, Media Studies</td>
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<tr>
<td></td>
<td>Development Studies</td>
<td>Political Science, International Law, Economics, Sociology, Anthropology</td>
</tr>
<tr>
<td></td>
<td>Society and Environmental Change</td>
<td>Political Science, Sociology, International Law, Economics, Anthropology, Geography</td>
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<tr>
<td></td>
<td>Business Negotiation</td>
<td>Business Management, Psychology, Regional Studies</td>
</tr>
<tr>
<td></td>
<td>Brand Management</td>
<td>Business Management, Psychology, Political Science</td>
</tr>
<tr>
<td></td>
<td>Modern Japanese Fiction in Translation</td>
<td>Literature, History, Japanese Culture</td>
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<tr>
<td></td>
<td>Topics in Contemporary Art</td>
<td>Art, Cultural Studies</td>
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<tr>
<td></td>
<td>Language Policy</td>
<td>Linguistics, Sociology, Policy Studies, History, Anthropology, Geography</td>
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<td></td>
<td>Social Theory</td>
<td>Philosophy, Sociology, Political Science</td>
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<td></td>
<td>Migration and Diaspora</td>
<td>Migration Studies, Race and Ethnic Studies, Sociology, Anthropology, History</td>
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<tr>
<td></td>
<td>Peace &amp; Conflict Studies</td>
<td>Political Science, Sociology, International Law, Economics, Anthropology, Geography</td>
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<tr>
<td></td>
<td>International Relations of the Asia-Pacific</td>
<td>Political Science, International Law, Economics, Geography</td>
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<tr>
<td></td>
<td>Corporate Social Responsibility</td>
<td>Business Management, Political Science, Development Studies</td>
</tr>
<tr>
<td></td>
<td>International Business</td>
<td>Business Management, Political Science, Regional Studies, Sociology</td>
</tr>
</tbody>
</table>

Course offerings are subject to change.

### Seminars

#### Writing and Magazine Production
**Michael BETTRIDGE**

This seminar guides students through "real-world" writing examples and exercises for magazine writing and production. The students produce original works based on course writing assignments, which include advertisements and reviews, interviews and feature articles. Students edit all course work for inclusion in the student-designed seminar Journal-Magazine.

#### British Culture and Literature
**Mitsutoshi SOMURA**

While the world addresses Britain for its tradition and culture, its cultural expressions today are largely influenced by ethnicity, class, race, religion, and youth, and these are controversial issues because of the diversity of identities. Accordingly, students in this seminar adopt an interdisciplinary approach to culture and learn how to read and appreciate literary works aided by critical terms and theories.

#### The Diversity of English
**Yuko WATANABE**

English, once only spoken in the British Isles, has been spread around the world, while at the same time it has been developing a wide range of regional and social variations. This seminar focuses on distinctive features of the "lesser-known varieties" of English: how the pronunciation of NZ English differs from that of Australian English, for example. We also shed light on the use of English as a lingua franca in international business, education, and pop culture.

#### International Relations
**Takashi YUZAWA**

This seminar examines major questions in international relations. The theme is "prospects for a world order in the 21st century." And it will focus on 3) the rise of non-state actors in world politics, and 4) competition among differing norms and values, such as democracy, capitalism, human rights, and self-determination.

#### Entrepreneurship and Innovation
**Show Jia EYO**

"Entrepreneurship and Innovation" is a growing business discipline that positions knowledge, technology, entrepreneurship, and innovation at the center of the economic model. In this seminar, students learn through case studies how firms use innovation to create new products, new markets, new organizations, new business models, and new industries.

#### The Growth of a New Industry
**John MELVIN**

Adopting a lens of sustainability, the Tourism Management seminar considers the management and marketing of tourism. Combining analysis of seminal research with a range of domestic and international case studies, students will gain insights into the factors driving tourism development. The seminar covers several areas, including destination marketing, events, culinary tourism, social media marketing and visitor attraction management.

#### Self and Culture
**Yu NIYA**

This seminar explores two fundamental topics in social psychology. First, it examines how the pursuit of self-esteem can incur various costs to oneself and others. Second, it explores the mutual influence of culture and the self. Students learn how their thinking and behavior differ by culture, but also learn to think beyond the simplistic idea of the collective East versus the individualistic West.

#### Language Teaching and Learning
**Machiko KOBORI**

Our seminar explores effective teaching and learning in language education. It focuses on the theoretical and practical aspects of language learners' and teachers' motivation. Different approaches are provided towards understanding the issues involved. It gives an insight into a wide range of perspectives and strategies for how to elicit language learners' motivation and maintain it, and how language teachers see their careers and how it affects their students' acquisition of languages.

#### Global Strategic Management
**Tokanamu FUKUOKA**

This seminar is designed for students who are interested in strategy and management in international business, and covers various fields such as intercultural communication, negotiation, and brand management. Students have opportunities to visit companies, do joint research and otherwise collaborate with companies and local governments, and participate in a business contest.
The staff of GIS are here to help you. If you have a question about campus life, registration, credits, or don’t know where to turn, please don’t hesitate to visit us at the GIS office. At the front desk of the GIS Reference Room, you can find information and get help on study abroad, check out books or other materials related to your coursework, or enjoy a quick chat with GIS professors who use the room for class preparation and research. A native speaker of English works in this room as well, so pop in and say “Hello” if you’re passing by.

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Three routes to study abroad

Students may enroll in host university undergraduate courses and a limited number of academic skills courses. Credits earned can be counted toward the 124 credits required for graduation.

正規の学部授業を履修、複数プログラム参加も可能（参加は任意）

Credits earned can be counted toward the 124 credits required for graduation.

GIS offers academic study abroad opportunities in the United States, Canada, the United Kingdom, and New Zealand. Students who meet GPA and host university English language requirements can take undergraduate courses together with the host university’s own students. GIS OAS, through the host university, also offers a combination of academic skills courses and undergraduate courses.

Study Options

One-semester option: Students can apply for one semester (four or five months) of study at any of the OAS host universities.

Two-semester option: a two-semester (twelve-month) course of study is offered at Massey University, New Zealand.

GIS Study Abroad Stipend

GIS provides each student who participates in OAS with a one-time stipend of ¥300,000 for the one-semester option and ¥600,000 for the two-semester option. Students who meet other academic requirements are eligible for an additional stipend of ¥100,000 to ¥200,000 for the one-semester option and from ¥500,000 to ¥1,000,000 for the two-semester option.

Accommodation

On-campus housing is the primary choice for GIS students. Residence halls provide a safe environment in which to live and learn with local and other international students. Off-campus housing may also be available.

Outgoing Student Exchange Program (OSEP)

法政大学協定校への“派遣留学制度”

Selected third- and fourth-year students are awarded the Hosei Scholarship for study at overseas partner universities. These students are exempt from overseas university tuition, and receive a stipend.

Selection criteria for the OSEP

Second-year students and above who wish to study at an overseas university that has no affiliation with Hosei can do so at their own expense. These students may apply to receive an accredited study abroad scholarship from Hosei and its support association.

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Her day schedule

8:30 AM  Leave house
12:00 AM  Lunch
15:00 PM 4th period  <Art History>
16:00 PM  Going home  (Part time job, dance lesson, etc.)

2nd period  <Tourism Development in Japan>
3:10 PM  Preparing for class  (Studying at the library)
4:50 PM  5th period  <The Contemporary Japanese Financial System>

Class discussion with a professor  Giving a presentation to classmates  Having lunch with friends  Chatting outside of class

Student log

What about GIS do you like?

“Cosmopolitan thinking... international mindset”

Asuka SUGIYAMA (2nd-year)

What I especially like about GIS is that I am encouraged to broaden my horizons. I can study and learn across a variety of subject areas which in the future will allow me a wider range of career choices. Moreover, interacting with people from different backgrounds in an all-English environment offers a great opportunity to immerse myself in diversity, to develop a more cosmopolitan thinking, and to adopt an international mindset.

What about GIS do you like?

“A comfortably low teacher-to-student ratio”

Shun SAITO (3rd-year)

I really enjoy my university life in GIS. Unlike other faculties, GIS gives its students the opportunity to take courses in various academic fields. Furthermore, GIS has a comfortably low student-to-teacher ratio, which allows us to have a good relationship with the students and the professors. All of this makes for a positive learning environment.

His week schedule

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>Services Marketing</td>
<td>Cultural Geography</td>
<td>International Business</td>
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<td>2</td>
<td></td>
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<td></td>
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<tr>
<td>Art, Rebellion and Advertising*</td>
<td>Topics in Contemporary Art</td>
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<td>3</td>
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<tr>
<td>Seminar</td>
<td>Seminar</td>
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<td>4</td>
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<tr>
<td>Seminar</td>
<td>RESOL II Teaching Methodology</td>
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<tr>
<td>5</td>
<td></td>
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</tr>
</tbody>
</table>

* Courses sponsored by other faculty

Why did you select these courses?

I selected my classes based on my personal interest in tourism studies. Even though some classes may not seem to be directly related to tourism, every class that I take enhances the skills I need to excel in this field.

Academic support

Seeking help with research writing

Seminar

Exchanging ideas among seminar members
The GIS environment, along with the support of the professors, has helped me to improve greatly my English and communication skills. Furthermore, by taking courses in various fields, I learn to value not only my own, but the culture of others, too.

Yizhen HU (3rd-year)

Through class discussion, I realize that my voice matters. My classmates take my opinions seriously. Also, I have improved my problem solving skills through the exchange of ideas during group work and study.

Mayumi YAMAGUCHI (3rd-year)

I have gained the ability to analyze complex case studies. For example, when examining international business it is important to understand both the economic environment and the individual business strategy that companies pursue.

Rin KOIKE (4th-year)

GIS’s small class size allows students and professors to engage in Q&A and discussion. This daily experience has really improved my presentation and critical thinking skills, which are so important both at home and abroad.

Takashi MAKABE (3rd-year)

I have been able to cultivate my leadership skills through activities learned in class. For example, in teaching English to primary school students, I learned how to guide them effectively as an instructor.

Airi OTOMO (3rd-year)
**Alumni messages**

**What would you say to those thinking about joining GIS?**

**Great environment to acquire problem solving skills**

GIS provided me with plenty of opportunities not only to express my opinion, but also to hear the reaction from professors and classmates. This active communication is a result of the small sized classes, which is a feature of GIS. The problem solving skills I developed are now very helpful in my job, identifying problems my client has and suggesting possible solutions.

**A platform full of challenges**

GIS is a place where you can gain the skills needed to analyze things from different perspectives. Students need to be independent in preparing for the high quality of class discussions and group activities. The things I learnt both inside and outside the GIS classroom have been useful in my career as a consultant.

**Global experience**

GIS is a small, yet diverse community. Its English taught program and multicultural environment made me realize how global communities are emerging around the world. Although interdisciplinary learning was challenging at times, the knowledge I have gained is such an advantage in my continuing academic career.

Kaho SASAKI
Graduated in March 2018, currently working for Sapporo Breweries Ltd.

Keiko KIMURA
Graduated in March 2017, currently working for Accenture Japan Ltd.

Tatsunori KOBAYASHI
Graduated in March 2018, currently working for Salesforce Inc.

**Thinking critically**

Since most classes have discussions and presentations, it encouraged me to express my own opinion. GIS taught me the importance of thinking critically and working as a team. These skills help me a lot in my work, especially when building marketing strategies as a team member.

**Acquiring practical and vital skills**

What I learned in GIS enabled me to tackle the challenges I face daily at my company. I greatly improved my people skills, and bonded with professors, who were always willing to sit down and talk. My GIS experience has greatly benefited me as a cabin attendant.

**Graduate study**

Many GIS students have gone on to continue their studies in graduate schools, both in Japan and overseas. Here are some of the schools at which our students have offered a place.

- London Business School (UK)
- London School of Economics and Political Science (UK)
- University of Bristol (UK)
- University of Essex (UK)
- University of Leeds (UK)
- University of Manchester (UK)
- University of Sheffield (UK)
- University of Sussex (UK)
- University of Warwick (UK)
- Hult International Business School (USA)
- University of San Diego (USA)
- McGill University (Canada)
- Monash University (Australia)
- Institut d’Études Politiques de Paris (Sciences Po) (France)
- Groningen University (Netherlands)
- Utrecht University (Netherlands)
- University of Hong Kong (Hong Kong)
- Seoul National University (South Korea)
- Kyoto University (Japan)
- University of Tokyo (Japan)

**Employment**

GIS graduates have found full-time employment with the following organizations:

**Foreign-affiliated* and Japanese companies**

- HSBC Securities Japan Limited (UK)
- State Street Trust and Banking (USA)
- PricewaterhouseCoopers (UK) (アウトサイドパートナー)
- Ernst & Young Advisory (UK) (アドバイザリーオフィス)
- Accenture Japan (Ireland) (アクセントエリア)
- Deloitte Touche Tohmatsu LLC (USA) (有価証券取引法人ミュージアム)
- Deloitte Tohmatsu Financial Advisory LLC (USA) (デリートトーマツファイナンシャルアドバイジー)
- KPMG (Japan) Limited (KPMG)
- Johnson & Johnson (USA) (ジョンソン・エンド・ジョンソン)
- Richemont Japan Limited (Switzerland) (リジュミョリンジャパン)
- Costco Wholesale Japan (USA) (コストコホールセールジャパン)
- EMG Japan (USA) (EMGジャパン)
- salesforce.com (USA) (サールスフース・ドットコム)
- ESRI Japan (USA) (ESRIジャパン)
- Air Canada (Canada) (エア・カナダ)
- Qatar Airways (Qatar) (カタール航空)
- Nippon Steel & Sumitomo Metal (日本製鉄)
- JGC (ジェイジー・シー・シー)
- JX Nippon Oil & Gas Exploration (JX石油開発)
- Marubeni (丸紅)
- NIKK (日本政策協会)

**Public sector and educational institutions**

- Bloomberg, L.P. (UK)
- Mexico Karik S.A. de C.V. (Mexico)
- An Embassy in Japan (駐日大使館)
- Tokyo Metropolitan High Schools (東京都立高校校庭)

**Employed overseas**

- Bloomberg, L.P. (UK)
- FCC North Carolina, LLC (USA)
- Deloitte Touche Tohmatsu LLC (USA)
- Accenture Japan (Ireland)
- Ernst & Young Advisory (UK)
- PricewaterhouseCoopers (UK)
- Deloitte Tohmatsu Financial Advisory LLC (USA)
- EMG Japan (USA)
- Costco Wholesale Japan (USA)
- KPMG (Japan) Limited (KPMG)
- Johnson & Johnson (USA)
- Richemont Japan Limited (Switzerland)
- EMG Japan (USA)
- salesforce.com (USA)
- ESRI Japan (USA)
- Air Canada (Canada)
- Qatar Airways (Qatar)
- Nippon Steel & Sumitomo Metal (日本製鉄)
- JGC (ジェイジー・シー・シー)
- JX Nippon Oil & Gas Exploration (JX石油開発)
- Marubeni (丸紅)
- NIKK (日本政策協会)

**Private Secondary Schools (私立中学校・高等学校)**

- Private Secondary Schools (私立中学校・高等学校)

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* The country in which an affiliated company is located is shown in brackets.