

Project for Promotion of Global Human Resource Development

Type B

University of Fukui

Number of Undergraduate Students: 855, Number of Graduate Students: 388

[Target Faculties : Faculty of Engineering(555 students), Graduate School of Engineering (279 students)]

1. Objectives, Specific Image of the Ideal Global Human Resource

We aim to foster Global IMAGINEERS, or the engineers with professional expertise, creativity and practical skills, who can contribute to create a better life cooperating with people of all over the world in historically and culturally diverse global communities.

2. Summary of the Plan

- 1) Development and implementation of overseas programs including overseas internship programs.
- 2) Implementation of practical English education in the Language Center
- 3) Organization of curriculum to attain an international standard

These are the three main pillars of the project and we will foster excellent human resources in the Faculty of Engineering and the Graduate School of Engineering who can work as highly skilled professionals in the global society of the 21st century and aim to promote high-quality education.

1. Internationalization of the Curriculum

(I) Effort for Internationalization of the Curriculum

We have conducted TOEIC and vocabulary testing for all the freshmen of the Faculty of Engineering in 2013 and adopted a system of proficiency-based English class instruction, as well as minimized class size to around 25 students and increased class meetings to twice per week.

(II) Strategic Information Sharing Method

We will create a new website in multiple languages for sharing information of our global education both domestically and internationally.

(III) Improvement of University Office Environment for Globalization

We have hired highly-skilled coordinators and staff and intend to fully utilize their expertise for the implementation and improvement of overseas programs and related events.



<Develop and expand overseas programs>

2. Efforts to Cultivate Global Human Resources

(I) Practical Global Human Resource Development Programs

A total of 128 students participated in 11 types of overseas programs for enhancing their language skills and deepening their cultural understandings at universities in the U.S., Canada, Australia, China, Thailand, and Malaysia. We are also engaged in discussions with overseas institutions and plan to send a larger number of students to a wider variety of programs in 2013.

(II) Education for Acquiring Practical English Skills

Practical and specialized English such as 'Engineering English,' 'Science English Communication,' and 'Science English Phrases' are taught by experienced and highly-skilled language instructors at the Faculty of Engineering and Graduate School of Engineering.

(III) International Standardization of the Curriculum

We conducted benchmarking at leading universities in the U.S. and China on their educational evaluation systems as well as their ties with communities to establish an international quality assurance model of education at local small/mid-scale universities in Japan.

3. Improvement of Foreign Language Competencies

(I) Evaluation of Foreign Language Skills and Studying Abroad Experiences

We plan to conduct research on the utilization of TOEFL scores for our future entrance examinations in addition to the evaluation of applicants' studying abroad experiences through case studies.

(II) Effective Language Education and Education Systems

The Language Center develops English education programs based on the knowledge acquired through recent studies in the field of English as a Foreign Language, as well as carries out unified, comprehensive, and practical English teaching within the general education requirements.

4. Faculty Development for Global Education

(I) Globalization of Faculty

At the Language Center, we have employed native English faculty members with ESL/EFL teaching qualifications and Japanese faculty members who have obtained a degree abroad. The Language Center itself advances English education reform in order to contribute to the globalization of the entire university.

(II) Efforts for Enhancing Global Education

We have implemented new short-term study abroad programs and sent a number of faculty members to overseas as chaperons. This all leads to the development of the faculty's global perspective and internationalization of the curriculum.

5. Support System to Promote Study Abroad

(I) Motivating Students and Promotion of Study Abroad

We created a roadmap which guides students through the entire study abroad process from enrollment to their return and widely distributed it among the faculty and student body, including all of newly-enrolled students in 2013. We also held a kick-off seminar with the theme of "Promotion of Globalization and Human Resources Development" as well as a lecture for approximately 100 participants of study abroad programs as preliminary training.

(II) Development of a Support System for Study Abroad

We fulfilled safety management measures for participants of study abroad programs by establishing an information service on crisis management and a 24-hour support system. We also conducted follow-up orientations for returners from study abroad programs and prepared a support system to assist participants in effectively utilizing their experiences abroad.

Specific Competencies for Graduates

Based on English skills necessary to work with multi-national projects, which are sought by industry, we set English proficiency standard as 750 on the TOEIC test or 550 on the TOEFL PBT at the time of graduation from university. In addition to attain this level of proficiency in English, students aim to attain an elementary level of proficiency in a language of East Asia or South East Asia. Moreover, with the aim of fostering excellent human resources who can actively work as a highly skilled professionals in the global society, students are expected to acquire 1) creativity, 2) self-directed management ability, 3) problem solving ability, 4) general and specialized knowledge and 5) communication skills by graduation or by the time of completion of the course.

Indicative Outputs of the Project

Total		results		planned				
		2011	2012	2013	2014	2015	2016	
Number of students who meet requirements for foreign language proficiency				7	12	25	50	
Of the above, Number of students not to study abroad (A)				5	8	18	25	
Number of students studying abroad (b)		16	33	31	42	53	60	
Number of graduates (C)		555	556	555	555	555	555	
Ratio ((A+B)/C)				6.5%	9.0%	12.8%	15.3%	
Faculty of Engineering	Requirement for Foreign Language Proficiency	TOEIC 750 or TOEFL PBT 550		7 (5)	12 (8)	25 (18)	50 (25)	
	Number of Students Studying Abroad		16	33	31	42	53	60
		Less than 3 months	16	33	30	40	50	55
		3 months to 1 year	0	0	1	2	3	5
		More than 1 year	0	0	0	0	0	0
Number of graduates		555	556	555	555	555	555	

Note:

*1 The number in "()" indicates "Number of students not to study abroad with credit recognition or credit transfer" out of "Number of students who meet requirements for foreign language proficiency".

*2 "Number of students studying abroad" excludes the number of students studying abroad without credit recognition or credit transfer.