

• **Enrollment quota of Undergraduates: 900; Number of Graduate Students: 379**

• [Target Faculties: Faculty of Engineering\* (555 students), Graduate School of Engineering (275 students)]

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

We aim to foster Global IMAGINEERS, or engineers with professional expertise, creativity and practical skills, who can contribute to create a better life cooperating with people from 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 through the University 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 as we continue to aim to promote high-quality education.

### 1. Internationalization of the Curriculum

In the name of target faculties, marked \*shows representing faculty.

#### (I) Effort for Internationalization of the Curriculum

Board members, faculty, and staff members visited some leading universities abroad to observe their education systems. In addition, the director of the FD center at Brown University visited the University of Fukui to conduct week-long sessions through class observations, meetings with students, and discussion sessions with board members so that our educational reform is implemented.

#### (II) Strategic Information Sharing Method

A new website for international exchange has been launched. It states our academic philosophy and the concepts and approaches of GGJ to share information with the public.

#### (III) Improvement of the University Office of Environment for Globalization

The International Center and the International Affairs Division have been established for global education and international relations. Administrative staff who studied abroad were recruited, and English classes were opened for all staff members to advance the internationalization of administrative systems.



〈Developing Overseas Programs〉

### 2. Efforts to Cultivate Global Human Resources

#### (I) Practical Global Human Resource Development Programs

In 2013, a total number of 199 Japanese students from all faculties participated in 37 types of overseas programs (123 students in 11 programs in 2012). Each program is categorized by content and expected outcomes. Each student can choose appropriate programs at specific levels.

#### (II) Education for Acquiring Practical English Skills

Instructors in the Language Center and faculty members at the Faculty of Engineering collaborated in a first-time, innovative Project-Based Learning course (PBL) as a practical training experience for future employment. Students worked in teams of 4 to complete 3 separate projects, which they presented in English.

#### (III) International Standardization of the Curriculum

The Center for the Advanced of Higher Education is taking the initiative in applying advanced course enumeration systems and learning management systems.

### 3. Improvement of Foreign Language Competencies

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

The current entrance examination for some MA programs of the Graduate School of Engineering enables applicants to substitute TOEIC scores for the English exam. Seminars about the admission exam were held to consider further admission system changes.

#### (II) Effective Language Education and Education Systems

In addition to offering practical English classes, the first "Practical English for Professional Engineering Seminar" (PEPES) was held. Japanese and foreign engineers on the international, national and global levels gave presentations about the necessity of English and specific "skills sets" needed among engineers in the global society.



〈PBL English Class〉

### 4. Faculty Development for Global Education

#### (I) Globalization of Faculty

To foster further awareness and skills as global human resources, the opportunities for organizing overseas programs and its pre/post education are widely open to all faculty members.

#### (II) Efforts for Enhancing Global Education

FD/SD seminars were regularly held with the involvement of the director of the FD center at Brown university, academic staff at Virginia Polytechnic Institute and State University, and the University of Naples "L'Orientale" to learn the role of faculty development in higher education and other recent academic issues abroad in order to enhance our education system at the global standard.

### 5. Support System to Promote Study Abroad

#### (I) Motivating Students and Promotion of Study Abroad

All the international-related offices at university strengthened cooperation in motivating students to study abroad. A mailing list has been developed to distribute information about overseas programs and scholarships to all students.

#### (II) Development of a Support System for Study Abroad

Orientations prior to and following study abroad programs are offered to all participants. Sets of i-Pad are available to be rented for communication with our university and collecting information for activities while participating in overseas programs.

### 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 attaining 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 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				2	12	25	50	
Of the above, Number of students not to study abroad (A)				2	8	18	25	
Number of students studying abroad (B)		16	33	43	42	53	60	
Number of graduates (C)		555	556	548	555	555	555	
Ratio ((A+B)/C)				8.2%	9.0%	12.8%	15.3%	
Faculty of Engineering	Requirement for Foreign Language Proficiency	TOEIC 750 or TOEFL PBT 550		2 ( 2 )	12 ( 8 )	25 (18)	50 (25)	
	Number of Students Studying Abroad		16	33	43	42	53	60
		Less than 3 months	16	33	43	40	50	55
		3 months to 1 year	0	0	0	2	3	5
		More than 1 year	0	0	0	0	0	0
Number of graduates		555	556	548	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.