

Number of Undergraduate Students: 855, Number of Graduate Students: 379

[Target Faculties: Faculty of Engineering* (525 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.

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

1. Internationalization of the Curriculum**(I) Efforts for Internationalization of the Curriculum**

In response to an educational evaluation by the director of the FD center at Brown University in 2013, a special committee was organized to specifically discuss and implement quality assurance of our education and Internationalization of curriculum for all faculties.

(II) Strategic Information Sharing

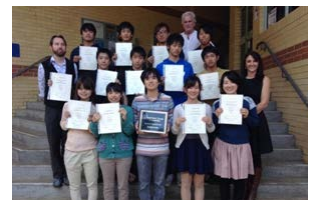
Our efforts and achievements in Project-Based Learning (PBL) English education have been widely shared domestically and internationally through newspaper coverage and presentations at international conferences.

(III) Professional Development for the University Office of Environment for Globalization

Administrative staff participated in international conferences for educators and gained knowledge on world trends of globalization in higher education. Globalization of the administrative system has been promoted by following in the footsteps of overseas universities.

2. Efforts to Cultivate Global Human Resources**(I) Practical Global Human Resource Development Programs**

In 2014, a total number of 227 Japanese students from all faculties participated in 43 types of overseas programs (199 students in 37 types of programs in 2013). All the programs were categorized according to content and expected outcomes, and students were given guidance at an orientation, which enabled each student to choose and participate in his/her best suited program at specific levels and interests.



〈Participants of Overseas Programs〉

(II) Education for Acquiring Practical English Skills

Engineering students have shown improvement of their practical English skills since 2013 through PBL courses with themes such as eyewear design and DNA experimentation. Currently there are plans to expand the PBL courses to other faculties from 2015.

(III) International Standardization of the Curriculum

Improvement to curriculum and student services by adopting systems of an American-style 13-levels evaluation, GPA, advanced course numbering and also learning management systems is underway.



〈Orientation prior to study abroad〉

3. Improvement of Foreign Language Competencies**(I) Evaluation of Foreign Language Skills and Studying Abroad Experiences**

A new framework of evaluating the 4 skills of foreign language during undergraduate entrance examinations has been laid out by conducting academic reading/writing and interview tests in English, as well as substituting TOEFL scores for the English exam of National Center Test for University Admissions.

(II) Effective Language Education and Education Systems

Proficiency-centered practical English classes in smaller class sizes and TOEIC have been given to the target faculty as well as other faculties. A seminar about the necessity of English and specific "skills sets" needed among medical professionals in a global society was also conducted and contributed to spread global thinking as well as awareness of the importance of practical English learning.

4. Faculty Development for Global Education**(I) Globalization of Faculty**

We have an increasing number of English-taught classes and a growing number of overseas students who participate in degree programs in English, and also an active acceptance of overseas students through projects such as "African Business Education Initiative for the Youth (ABE Initiative)" and "Japanese Grant Aid for Human Resource Development Scholarship (JDS)".

(II) Efforts for Enhancing Global Education

Our faculty members and technical staff visited universities in Germany and Taiwan to observe their education system and systematization of technical staff. Through this experience, they gained an understanding and knowledge about overseas operation, educational circumstances and class management of those universities by exchanging opinions with local faculty members and staff.

5. Support System to Promote Study Abroad**(I) Motivating Students and Promotion of Study Abroad**

We have enhanced our information-sharing system to motivate and promote students to study abroad by providing more detailed and current information on our website for international exchange and also at "Study Abroad OASIS," a space where students can freely view study-abroad information such as pamphlets of our partner universities.

(II) Development of a Support System for Study Abroad

Orientations prior to and following study abroad programs are offered to all participants. A concept of "Global IMAGINEER" and skill-sets to be improved through studying abroad are explained and students are instructed how to develop those skills effectively.

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	2	25	50	
Of the above, Number of students not to study abroad (A)				2	1	18	25	
Number of students studying abroad (b)		16	33	43	60	53	60	
Number of graduates (C)		555	556	548	534	555	555	
Ratio ((A+B)/C)				8.2%	11.4%	12.8%	15.3%	
Faculty of Engineering	Requirement for Foreign Language Proficiency	TOEIC 750 or TOEFL PBT 550		2 (2)	2 (1)	25 (18)	50 (25)	
	Number of Students Studying Abroad		16	33	43	60	53	60
		Less than 3 months	16	33	43	58	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	534	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.