

Project for Promotion of Global Human Resource Development

Type A



HOKKAIDO
UNIVERSITY

Annual quota for new entrants to undergraduate programs: 2,560

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

To cultivate "Proud Japanese leaders who thrive in the international society" with the following skills: English proficiency as a global communication tool; problem-solving competency for the global era; and the ability to act like a Japanese should in the international community.

2. Summary of the Plan

"NITOBE College", a special education program for undergraduate students enrolled in the 12 schools will be established, and 200 applicants who have reached a certain level of English skills will be admitted. Hokkaido University (HU) will lead the globalization of national universities in Japan through accepting students of other universities in part of the classes, offering usage of overseas offices, and co-hosting faculty development seminars.

Who is NITOBE ?

"NITOBE College" is named after Inazo NITOBE, a graduate of the Sapporo Agricultural College (predecessor of HU), and a true global leader who served as a Deputy Secretary General of the League of Nations (1920-1926).

1. Internationalization of the Curriculum

(I) Internationalization of the curriculum

Apply "course numbering" to all the courses offered at Hokkaido University to establish a systematic learning system which follows a curriculum map.

Promote interactive classes and active learning focused on problem-solving.

(II) Strategic communication within and outside Japan

Provide centralized dissemination of information on educational activities via the university website to present the educational contents of NITOBE College and its outcomes.

2. Efforts to Cultivate Global Human Resources



(I) Introduction of the new NITOBE Curriculum

Introduce a new curriculum which will foster practical English skills, team-working skills, and problem-solving skills in multicultural contexts.

(II) NITOBE NET- human development in collaboration with the Alumni

Facilitate the career development of NITOBE college students through collaboration among the NITOBE college associates and the university Alumni.

(III) Excellence in participants

Students with sufficient English proficiency (scoring over 61 in TOEFL-iBT or equivalent) will be eligible to enroll. Students who complete the program are assured to have high skills with not only experiences in overseas universities but also superior performances in undergraduate programs.

3. Improvement of Foreign Language Competencies

(I) Acknowledging international experiences before tertiary education

Applicants to the NITOBE College will take a placement test on their English skills. Those scoring over 61 in TOEFL-iBT or equivalent will be admitted. Entrance examination will also be revised for some of the schools at Hokkaido University to take into account new criterion such as the examinees' TOEFL scores.

(II) Effective language education

NITOBE College will offer students English courses which enable them to acquire presentation and discussion skills, in addition to the existing English classes organized according to skill level.

4. Faculty Development for Global Education

(I) Globalization of the education

A network of bilingual academic staff will be organized as the Central English Program Unit (CEPU) to serve as a central driving force for increasing the number of courses offered in English.

(II) Improvement for a more global academic staff

Faculty development opportunities will be given to all academic staff to improve their skills to deliver classes in English. (e.g. Workshops for staff who practice active learning, enhanced mutual class observations between academic staff)

5. Support System to Promote Studying Abroad

(I) Motivating students to study abroad

Information on studying abroad will be delivered to high school students to motivate them before university entrance. An advisor will support them throughout their course of studying abroad, on various aspects from course planning at overseas universities to application for credit recognition after coming back to Japan.

(II) Continued support after returning to Japan

Students will be supported through counseling before departure. They will also receive support before, throughout and after studying abroad, in ways such as support from overseas offices in cases of emergencies and employment support after returning to Japan.



〈Nitobe, during his stay in the U.S. :Hokkaido Univ. Library〉

Specific Competencies for Graduates

(I) English proficiency as a global communication tool

The program will raise the English proficiency of NITOB College students from 61 in TOEFL-iBT or equivalent to 100 or higher (10% of students), 90 or higher(30%), and 80 or higher(60%) by graduation.

They will also achieve the skills necessary to:

1. Convey ideas effectively and discuss on familiar topics in English;
2. Understand English explanations on specific fields;
3. Be eager to have English conversations

(II) Problem-solving competency for the global era

1. Graduates will be able to understand the importance of working with cooperation, leadership, and responsibility. They will also be able to specify issues to be tackled, work as a team towards resolution, and perform appropriate leadership.

2. Graduates will show tolerance towards different cultures.

(III) The ability to act like a Japanese should in the international community

Graduates will have the competencies to:

1. Design his/her career reflecting on one's qualities and the future;
2. Introduce Japanese culture and the society in foreign countries;
3. Work with a sense of responsibility underlined by actual experiences

Indicative Outputs of the Project

Total		2011	2012	2013	2014	2015	2016
Number of students who meet requirements for foreign language proficiency		/	/	100	120	150	200
Of the above, Number of students who did not study abroad (A)		/	/	20	15	15	15
Number of students who studied abroad (B)		151	221	290	360	430	500
Number of (expected) graduates (C)		2,613	2,560	2,560	2,560	2,560	2,560
Ratio ((A+B)/C)		/	/	12.1%	14.6%	17.4%	20.1%
All Faculty	Requirement for Foreign Language Proficiency and the Number of students who meet it	TOEFL-iBT80 or equivalent		100(20)	120(15)	150(15)	200(15)
	Number of students who studied abroad	151	221	290	360	430	500
	Less than 3 months	107	161	214	258	302	346
	3 months to 1 year	44	60	75	100	125	150
	More than 1 year	0	0	1	2	3	4
Number of (expected) graduates		2,613	2,560	2,560	2,560	2,560	2,560

Note: The term "study/studied abroad" used in the chart relates to ONLY the programs which accompany credit recognition or credit transfer.