

Ochanomizu University

Number of Undergraduate Students: 452 (30) The number in parentheses is for those admitted in the third year and is not included in the quota

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

(Objective) To strengthen the language skills, communication capabilities and cross-cultural understanding of the students of Ochanomizu University. Furthermore, (1) to expand opportunities to study abroad and develop human resources who can be active on a global basis as well as accept talented international students and promote the globalization of education, (2) promote opportunities for students to study abroad and acceptance of international students through short-term training programs, and (3) build a mutual training system with overseas partner universities for faculty and staff to strengthen international skills.

(Envisaged human resources) The human resources developed will possess the three elements of a global human resource (as summarized by the Council on Promotion of Human Resource for Globalization Development on June 4, 2012). Further, the human resources will possess(1) multiple language skills through the acquisition of English and a third language, (2) multicultural experience and cultural literacy, (3) social skills required in the global age and (4) IT skills required in the global age.

2.Summary of the Plan

Building on Ochanomizu University's accomplishments in the development of global women leaders, the project will accelerate the University's global human resource development and drive the globalization of other universities by doubling, within the term of this project, the number of students that fulfill foreign language standards as well as those who study abroad for credit. This will be achieved by boldly promoting (1) strengthening of foreign language skills, (2) studying abroad (3) strengthening of global capabilities, and (4) inter-university collaboration.

Internationalization of the Curriculum**○ Initiatives to enhance the international currency of the curriculum**

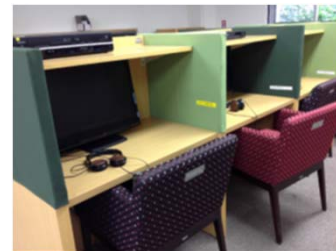
Construction of a study-support system in which students interactively formulate actual study plans online. Outcome analysis through a study portfolio and functional GPA (an interactive tool for the promotion of active learning)

○ Strategic dissemination of educational information both in Japan and abroad

1. Systemization of website information, 2. making more information available in foreign languages (English, etc.), 3. publication of a broader range of educational information for the global audience, 4. course systems that allow the selection of multiple programs, color-coded benchmark system, provision of information related to the GPA system, and, 5. improvement of institutional research functions

○ Globalization of the clerical system

1. Placement of specialized office staff and enhancement of their skills, 2. opening foreign language learning systems for use by office staff, 3. participation in international symposia and lectures, 4. providing incentives for globalization, 5. multilingualization of various documents and the website, and 6. emphasis on employment of new office staff with English skills

**Efforts to Cultivate Global Human Resources**

Increase the number of those with study abroad experience through initiatives related to the nurturing of "multicultural experience and cultural literacy" and "social skills required in the global age" while leveraging Ochanomizu University's characteristic as a women's university, and provide opportunities for global career development through such means as the "improvement and strengthening of industry-academia collaboration."

- Provision of information and resources:** (1) International conferences, workshops, internships, website, lectures, classes, co-curricular programs and the placement of faculty assigned to science- and liberal arts-related studies abroad, provision of information concerning research grants, global career counseling and construction of the Global Human Resources Development Promotion Center, (2) enrichment of the library collection of books and journals in English and other languages
- Improvement of educational courses:** (1) Creation of a global human resources development curriculum, (2) increase of the number of classes available in English, (3) introduction of specialized education partly conducted in English, (4) creation of overseas seminars and internship programs, (5) expansion of job experience through short-term language studies, (6) Japanese-language teaching training at partner universities, (7) international student forums, and (8) flexible enrollment seasons for international students
- Expansion of networks:** (1) Increase in exchange program agreements with women's universities overseas, (2) hosting of the Global Research Exchange @ Ochanomizu University (GREAT-Ocha) seminars
- Improvement and strengthening of industry-academia collaboration:** (1) Hosting of seminars with lecturers invited from the business world, (2) promotion of joint research with the industrial world, and (3) increased opportunities for internships at research institutes
- Enrichment of international cooperation:** Increase in opportunities for field research and internships

Improvement of Foreign Language Competencies**○ Appropriate recognition at the time of entrance exams of the applicant's foreign language skills, study abroad experiences, etc., up to secondary school**

1. Require that scores for tests such as STEP, TOEIC and TOEFL be listed in the dossier, and use it as supplementary materials for the selection of students, 2. review the point allocation for English, and 3. emphasize English skills in admissions on recommendation and AO admissions, and 4. <Appropriate recognition of study abroad, living abroad experience> Place emphasis on the transcripts and observations of the schools abroad, etc.

○ Effective language education and educational system

- <Placement tests and effective language education> (1) Change tests to TOEFL ITP, and (2) implement systematic faculty development by the core English teacher
- <Periodic evaluation of the four skills and feedback> (1) Require students in the second year or higher to take the TOEFL ITP, (2) reorganize and increase comprehensive English and English conversation classes, (3) introduce Advanced Communication (ACT) program, and (4) give group TOEFL iBT or IELTS tests to students participating in the program
- <Academic writing> (1) Raise the number of required English credits for first year students, and for second year students in the Faculty of Science and the Faculty of Human Life and Environmental Sciences, and create a compulsory course in writing, (2) establish a school-wide English support desk, and (3) introduce an automatic evaluation and correction system for essays in English
- <Small-class education for developing logical communication skills> (1) Offer many small seminar classes and strengthen the English Camp, (2) set up speaking and writing classes for students in the Faculty of Science and Faculty of Human Life and Environmental Sciences as well, and (3) introduce self-study materials such as software for studying English conversation
- <Preparatory education for students planning to study abroad> (1) Add IELTS preparation to the TOEFL preparation seminar, and (2) Enrich English presentation and discussion courses for research plans and reports (shared courses for both undergraduate and post graduate students)

Faculty Development for Global Education**○ Globalization of the educational structure**

1. Recommendation of the international recruitment of teaching staff with emphasis on English skills and international experience, 2. recommendation of overseas training of faculty, seminar courses and seminars in English, 3. design a globalized faculty development international class system, 4. design an international class system with partner universities utilizing a video conferencing system, and 5. promote international collaboration agreements on education and research, and credit exchange and double degree programs

○ Initiatives for the enhancement of global educational strengths

1. Offer classes by overseas lecturers, visits to classes by Ochanomizu University teaching staff, lectures and workshops, 2. conduct classes in foreign languages and summer programs in English, 3. provide financial support for overseas training and research, 4. host international seminars and workshops with student participation, and 5. offer a greater variety of classes held in English, implement short-term Japanese language programs, and add teaching staff invited from abroad to the faculty

Support System to Promote Study Abroad**○ Initiatives to motivate and promote studying abroad**

1. Create a scholarship system for overseas study, 2. provide guidance on overseas study from the time of a student's enrollment, 3. expand credit exchange with receiving schools abroad, expand internships, offer credits for internships, expand Japanese-language teaching exercises, 4. increase the number of staff providing consultations on overseas study, and enrich the selection of publications made available to students and information provided on the website, and 5. increase the number of staff carrying out work related to partner universities and sending students abroad

○ System for the provision of support during and after studying abroad

1. During study abroad: preparation of a safety confirmation and reporting system, creation of an information database, information exchange meetings with those who have experienced studying abroad; after return: enrichment of orientation, provision of support for cultural re-adjustment and career planning, 2. preparation of a system supporting job placement after return to Japan, and 3. risk management: guidance on crisis management response, preparation of system for emergency response

Specific Competencies for Graduates

- Multilingual skills through the mastering of English and a third language
 - Advanced English language skills: TOEFL iBT scores of 80 or higher.
 - Third-language skills: overseas study in a country where a language other than English is spoken, and lowest level in a proficiency test for the third language (e.g. first level in the Korean language proficiency test).
- Multicultural experience and cultural literacy, social skills and IT skills required in the global age

Cultural literacy: acute sensibilities and sensitive attitude towards cultural diversity, skills to "interpret" and understand cultures, orientation towards multicultural coexistence, etc.

Social skills required in the global age: the ability to understand and work together with others in a social group that includes those who are foreign—presentation skills, discussion skills and communication skills.

IT literacy: the ability to utilize technology that is essential for carrying out smooth communication and promoting cross-border exchange.

Indicative Outputs of the Project

Total		2011	2012	2013	2014	2015	2016	
Number of students who meet requirements for foreign language proficiency				60	75	95	115	
Of the above, Number of students not to study abroad (A)				20	20	20	20	
Number of students studying abroad (b)		40	45	40	55	75	95	
Number of graduates (C)		514	500	500	500	500	500	
Ratio ((A+B)/C)				12.0%	15.0%	19.0%	23.0%	
Faculty of Letters and Education	Requirement for Foreign Language Proficiency	TOEFL iBT Score of 80 or above		40(16)	51(18)	63(18)	71(18)	
	Number of Students Studying Abroad		24	25	24	33	45	53
		Less than 3 months	16	16	16	22	30	36
		3 months to 1 year	8	9	8	11	15	17
		More than 1 year	0	0	0	0	0	0
	Number of graduates		237	220	220	220	220	220
Faculty of Science	Requirement for Foreign Language Proficiency	TOEFL iBT Score of 80 or above		10(2)	12(1)	16(1)	22(1)	
	Number of Students Studying Abroad		8	10	8	11	15	21
		Less than 3 months	7	9	7	9	12	17
		3 months to 1 year	1	1	1	2	3	4
		More than 1 year	0	0	0	0	0	0
	Number of graduates		137	140	140	140	140	140
Faculty of Human and Environmental Science	Requirement for Foreign Language Proficiency	TOEFL iBT Score of 80 or above		10(2)	12(1)	16(1)	22(1)	
	Number of Students Studying Abroad		8	10	8	11	15	21
		Less than 3 months	7	8	7	9	12	17
		3 months to 1 year	1	2	1	2	3	4
		More than 1 year	0	0	0	0	0	0
	Number of graduates		140	140	140	140	140	140

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.