

# Project for Promotion of Global Human Resource Development

Type A

CHUO University

## Number of Undergraduate Students: 5,437 (As of May 2012)

Faculties of Law, Economics, Commerce, Science and Engineering, Letters, and Policy Studies, seven graduate schools, and three professional graduate schools

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

Our project target is to develop three types of global individuals who can: respond to global challenges appropriately; respond to different situations in which global individuals are needed; and, respond to the rapid advancement of our global, knowledge-based society. Global generalists, global leaders and global specialists are the three profiles this project will develop.

### 2. Summary of the Plan

Based in undergraduate education initiatives, the project involves nine globalization promotion support projects and efforts including intangible aspects, such as FD and SD that support such projects, and tangible aspects contributing to the development of international student lounges and other such facilities.

## 1. Internationalization of the Curriculum

### (I) Project toward the improvement

Developing curriculum according to the three profiles to be focused on in this project, and developing common evaluation scales and joint programs and courses with foreign partner schools and international academic groups, including simultaneous interactive video conference classes and filed work.

### (II) Strategic educational information shared more widely inside and outside Japan

Greater information sharing will be facilitated by setting up websites in Japanese, English and other languages, holding conferences and symposia to disseminate and share HR development approaches and teaching materials developed under this project, as well through building and utilizing a global network.

### (III) Globalization of faculty and staff

Across all faculties we will improve global skills by utilizing short-term training support for faculty, as well as using active-learning approaches, such as on-the-job training (OJT), and developing a negotiation process for setting up foreign offices and enhanced personnel communication with foreign partner schools.



Short-term Study Abroad Program

## 2. Efforts to Cultivate Global Human Resources

### (I) Developing Global C-compass

The University will enhance its evaluation system by incorporating global evaluation items into C-compass (a self-evaluation system on the behavior characteristics of students), improving the search function on learning methods to enhance portfolio function and behavior characteristics.

### (II) Developing new types of study abroad programs, expanding issues-solving education programs across faculties, and promoting international cooperation

Approaches will include new subjects focusing on overseas experience; introduction of various short-term study abroad programs, such as weekend study abroad; introduction of new learning through small-group and study-abroad English programs; and enhancement of internship programs at international institutions.

## 3. Improvement of Foreign Language Competencies

### (I) Appropriate evaluation of foreign language skills and/or experience abroad in secondary education

The University will increase admissions space for applicants with excellent foreign language skills; interview in foreign languages for recommendation-based entrance exams, focusing more on overseas and study-abroad experience; utilize external exams (TOEFL, etc.); and, consider fall admission and gap year entrance.

### (II) Effective language education and educational systems

More effective language education will be promoted in a variety of ways, including the introduction of undergraduate courses, such as “English for Special Purposes,” “Academic Contents in English” and “TOEIC Study,” introduction of English programs to support study-abroad that advances foreign language skills utilizing global C compass, further improving language learning equipment, such as CALL, and introduction of an independent-learning tutoring system.

## 4. Faculty Development for Global Education

### (I) Globalization of education leaders

By tapping into the knowledge and teaching methodologies of our professors who possess overseas research education experience, we will improve overall global skills at the University, as well as develop global educational opportunities through joint development of distance learning with our partner schools overseas.

### (II) Approaches for global education improvement

Education will be enhanced by: developing teaching materials, methods and curricula to nurture the three types of global individuals; acquiring information on global individual development through exchanges with international organizations, corporations and foreign partner schools, focusing on FD and SD activities; conducting open classes to share education methodologies; and, setting up training sessions with foreign educators to enhance foreign language teaching skills.

## 5. Support System to Promote Study Abroad

### (I) Approaches for motivating or encouraging students to study abroad

Students will be encouraged to study abroad with international events during admission and orientation periods, exchange opportunities for Japanese and foreign students, an improved consultation system for those who wish to study abroad, and through further support for the development of study-abroad programs.

### (II) Support for students during and after studying abroad

We will develop the use of foreign offices, conduct crisis and risk management for our students, and develop our university network involving foreign students, in order to ensure internships overseas, support field surveys overseas, and build opportunities for overseas career development.

## Specific Competencies for Graduates

### Three types of global individuals to be nurtured in this project:

- 1) **Global generalists:** 1. Practical English communication skill; 2. Systematic understanding of one's own culture; 3. Comprehension of cultural differences and ability to respond; and, 4. Basic competency as a member of society to support the above-mentioned three points.
- 2) **Global leaders:** 1. Advanced foreign language communication skill; 2. Comprehension of different cultures (Christian, Islamic, East Asian, Confucianism, etc.); 3. Ability to synthesize the cultural/social/economical/political system of at least one foreign region; 4. Ability to live in different cultural environments; and, 5. Ability to deal with actual problems through critical and logical thinking.
- 3) **Global specialists:** 1. Ability to apply special knowledge from one's major, be it law, economics, commerce, science and engineering, letters or policy studies; 2. Ability to discuss special knowledge of one's major field in English or in another foreign language; and, 3. Ability to locate one's special knowledge within the larger social system.

## Indicative Outputs of the Project

Total		2011	2012	2013	2014	2015	2016
Number of students who meet requirements for foreign language proficiency				351	458	571	662
Of the above, Number of students not to study abroad (A)				182	229	304	341
Number of students studying abroad (b)		184	226	279	345	701	903
Number of graduates (C)		6,259	5,900	5,690	5,893	6,055	5,841
Ratio ((A+B)/C))				8.1%	9.7%	16.6%	21.3%
Faculty of Law	Requirement for Foreign Language Proficiency	TOEIC730		90(70 )	100(70 )	120(90 )	130(90 )
	Number of Students Studying Abroad	46	50	50	52	142	176
	Number of graduates	1,460	1,556	1,410	1,458	1,551	1,386
Faculty of Economics	Requirement for Foreign Language Proficiency	TOEIC700		20(18)	30(24)	40(30)	50(36)
	Number of Students Studying Abroad	17	31	38	50	135	179
	Number of graduates	1,124	1,095	1,070	1,048	1,131	1,101
Faculty of Commerce	Requirement for Foreign Language Proficiency	TOEIC700		88(50)	100(50)	113 (53)	125(50)
	Number of Students Studying Abroad	34	29	40	50	166	185
	Number of graduates	1,261	1,230	1,200	1,170	1,200	1,200
Faculty of Science and Engineering	Requirement for Foreign Language Proficiency	TOEIC700		18(10)	48(33)	78(61)	97(77)
	Number of Students Studying Abroad	7	11	14	15	21	58
	Number of graduates	1,060	877	811	905	951	935
Faculty of Letters	Requirement for Foreign Language Proficiency	TOEFL iBT79 etc		75(10)	100(20 )	120(30 )	140(40 )
	Number of Students Studying Abroad	58	60	65	80	113	155
	Number of graduates	1,101	924	934	1,019	927	939
Faculty of Policy Studies	Requirement for Foreign Language Proficiency	TOEFL iBT80 etc		60(24)	80(32 )	100(40 )	120(48 )
	Number of Students Studying Abroad	22	45	72	98	124	150
	Number of graduates	253	218	265	293	295	280

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.