

Project for Promotion of Global Human Resource Development

Type A

Doshisha University

Admission Quota (Undergraduate): 5,780 (As of April 2012)

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

Doshisha University holds "Christian principles," "liberalism," and "internationalism" to be the key components of its "education of conscience." This plan aims to produce **global human resources (individuals with global competence) who can "think and act"** –who **"use their abilities as conscience dictates" with a free and open mind** grounded in advanced foreign language proficiency and a Christian moral outlook.

2. Summary of the Plan

We are designing two organically-linked educational programs: "Study Abroad-Based," and "Domestic-Based," enabling students to acquire global competence inside and outside of Japan. By the final year of this project, **1,800 Study Abroad-Based Program students and 1,200 Domestic-Based Program students** will have acquired **global competence through these programs**.

1. Internationalization of the Curriculum

OMeasures and Efforts

The reorganized Center for Learning Support and Faculty Development will provide university-wide support for independent study. We will specifically implement the following measures: ① an **expanded syllabus**, ② a **Common Course Numbering System**, ③ **rigorous GPA-based assessment**, ④ a **Learning Commons**, and ⑤ **"Go Global' Portfolio"** administered by **Study Abroad Coordinators**.

OTransmission of Information + Globalization of Administrative Structure

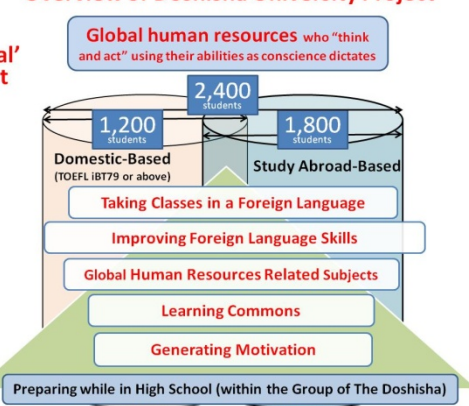
We will strategically **transmit education information** within and outside Japan mainly in English. The existing English Translation Working Group will continue translating internal documents into English. We will involve entire staff, regardless of their positions, to **promote university-wide globalization** from the bottom up in each of the sections that are in charge of students, education, international, and research.



'Go Global' Passport

Checking the progress on "Go Global" Portfolio

Overview of Doshisha University Project



2. Efforts to Cultivate Global Human Resources

Our overall target in this project is to have the total number of students who have TOEFL-iBT 79, TOEFL-PBT 550, or TOEIC 730 and who earned credits studying abroad (excluding overlaps) reach **40% of all graduates (2,400 students) in 2016**. Specific numerical targets are as follows:

① All freshmen (6,000 students) will take an English placement test to participate in various programs offered as part of this project. Using the "Go Global' Portfolio" will allow students to monitor and confirm their progress visually.

② **50% of graduates (3,000 students)** will participate in the programs and activities offered under this project.

③ **40% of graduates (2,400 students)** will complete either the Study Abroad-Based or Domestic-Based Program and obtain the **"Doshisha 'Go Global' Passport"** which will be awarded to outstanding students who meet certain standards.

③' For the Study Abroad-Based Program, **30% of graduates (1,800 students)** will participate in study-abroad programs with course credit, including 10% (600 students) participating in the "Specialized Study Abroad Programs" newly developed by each faculty.

③" For the Domestic-Based Program, the new **"Intensive Courses for TOEFL" (tentative title)**, aims to enable more than **20% of graduates (1,200 students)** to reach the level of TOEFL-iBT 79, with more than 10% (600 students) reaching the level of TOEFL-iBT 92.

3. Improvement of Foreign Language Competencies

OEmpphasis on Foreign Language Ability and Study-Abroad Experiences in the Entrance Examination

We will eventually have **all faculties** introduce TOEFL and TOEIC scores as an application requirement for **admission on recommendation**. Students of the four Doshisha high schools will take these examinations while in high school. The Faculty of Global and Regional Studies, which is due to open in 2013, will set level A2 of the Common European Framework of Reference for Languages (CEFR) or its equivalent as a recommendation requirement.

OEffective Language Education and Educational Structure

Students who have obtained more than 16 credits from foreign language subjects including the new Intensive Courses for TOEFL (tentative title), study abroad programs, and "Global Human Resources Related Subjects" (tentative title) and whose GPA is higher than 3.3 will be awarded the "Doshisha 'Go Global' Passport." Regarding English, we will introduce a placement test upon enrollment throughout the university. With regard to other foreign languages, we set level B1 of the Common European Framework of Reference for Languages (CEFR) as the proficiency benchmark. In addition, we will **give credits for language qualifications obtained before entering the university**, as well as proactively recognizing credits obtained at overseas universities based on our learning agreements. We will also **employ writing instructors for individual tutoring in academic writing**, and hold an **"English Camp"** as part of the experience-based learning program in preparation for study abroad.

4. Faculty Development for Global Education

OGlobalization of Educational Structure + Efforts to Improve Global Teaching Skills

With regard to the globalization of our educational structure, we will employ tenured faculty **based on competitive international open recruitment**. The Center for Learning Support and Faculty Development will play an important role in **improving the global teaching skills of our faculty** by holding lectures introducing practices in other countries, while the Institute for the Liberal Arts will host workshops on conducting undergraduate-level classes in English. In addition, our faculty will be given opportunities to develop their ability to teach in English through actual class participation and training, as well as conducting **team teaching**.



5. Support System to Promote Study Abroad

OEfforts for Encouraging Study Abroad + Continuous Support Covering Any Stages of Study Abroad

Making the best use of the merits of The Doshisha, we will provide study abroad orientation sessions and preparation courses for TOEFL and other qualification examinations for the students of high schools within the group prior to their enrollment in the university in order to motivate them to study abroad at an early stage. For undergraduates, Study Abroad Coordinators will offer comprehensive support and advice from before departure to until after returning home. We will increase the number of our study abroad programs to up to 35 programs in total.

Specific Competencies for Graduates

The kind of "global human resources" that Doshisha University aims to cultivate is those who think and act in accordance to moral principles, who "use their abilities as conscience dictates." Specific abilities that students are expected to acquire by the time of graduation include: ① advanced foreign language proficiency, with TOEFL-iBT 79 as a basic standard, ② sufficient understanding of the modern and contemporary history of Japan and the world and also of the various religions in the world, ③ deep knowledge in their area of specialization, ④ a well-balanced mind with respect for others, and ⑤ high moral standards seeking the realization of "fairness" and "justice" in our global society.

Indicative Outputs of the Project

Total		2011	2012	2013	2014	2015	2016
No. of stu. who meet req. for foreign language proficiency				407	688	909	1,200
Of the above, No. of students not to study abroad (A)				224	310	443	579
Number of students studying abroad (B)		695	711	835	1,175	1,450	1,800
Number of graduates (C)		5,505	5,804	5,753	5,950	5,753	6,015
Ratio ((A+B)/C)				18.4%	25.0%	32.9%	39.6%
Th	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		2(1)	4(2)	8(4)	9(6)
	No. of Students Studying Abroad/Graduates	15/55	6/72	10/70	15/80	20/61	27/60
L	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		63(19)	87(28)	110(35)	120(43)
	No. of Students Studying Abroad/Graduates	140/655	119/670	133/670	188/670	210/670	235/670
SS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		29(0)	40(0)	56(15)	63(40)
	No. of Students Studying Abroad/Graduates	34/449	26/464	66/445	89/469	106/426	120/450
Law	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		105(70)	125(60)	150(50)	155(45)
	No. of Students Studying Abroad/Graduates	70/870	57/880	72/880	131/870	184/860	236/850
E	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		40(40)	60(58)	80(78)	90(80)
	No. of Students Studying Abroad/Graduates	192/850	163/850	165/850	198/850	222/850	245/850
C	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		80(60)	110(90)	140(110)	148(135)
	No. of Students Studying Abroad/Graduates	149/846	154/877	161/882	174/937	196/831	223/850
PS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		24(0)	34(4)	48(9)	58(30)
	No. of Students Studying Abroad/Graduates	35/331	24/396	42/375	74/375	95/375	110/375
CIS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79, UNATE Level A		23(7)	31(12)	42(19)	47(30)
	No. of Students Studying Abroad/Graduates	14/256	8/280	22/280	41/280	54/280	71/280
SE	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		20(18)	40(36)	80(74)	95(90)
	No. of Students Studying Abroad/Graduates	11/780	11/780	14/780	31/780	50/760	110/760
LMS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		0(0)	10(2)	25(16)	48(28)
	No. of Students Studying Abroad/Graduates	20/202	22/210	10/210	16/210	20/210	46/210
HSS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		6(5)	12(11)	25(22)	39(36)
	No. of Students Studying Abroad/Graduates	5/135	2/183	5/175	13/165	23/156	40/210
Psy	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		15(4)	20(7)	25(11)	28(16)
	No. of Students Studying Abroad/Graduates	8/76	4/142	15/136	25/149	30/154	37/150
GC (Eng)	Requirement for Foreign Language Proficiency	TOEFL-iBT 79, IELTS6.0		0(0)	74(0)	80(0)	80(0)
	No. of Students Studying Abroad/Graduates	2/—	74/—	80/—	80/74	80/80	80/80
GC (Ch)	Requirement for Foreign Language Proficiency	Chu-ken Lvl2, HSK Lvl5		0(0)	41(0)	40(0)	40(0)
	No. of Students Studying Abroad/Graduates	0/—	41/—	40/—	40/41	40/40	40/40
GR	Requirement for Foreign Language Proficiency	TOEFL-iBT 79, CEFR B1		0(0)	0(0)	0(0)	180(0)
	No. of Students Studying Abroad/Graduates	—	—	0/—	60/—	120/—	180/180

Th: Theology, L: Letters, SS: Social Studies, E: Economics, C: Commerce, PS: Policy Studies, CIS: Culture and Information Science, SE: Science and Engineering, LMS: Life and Medical Sciences, HSS: Health and Sports Science, Psy: Psychology, GC: Global Communications, GR: Global and Regional Studies (Opening in April 2013)

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.