

Tokyo University of Marine Science and Technology (Number of Undergraduate Students: 450, Postgraduate Students: 248)

[Target Faculties: Faculty of Marine Science (275 students), Faculty of Marine Technology (175 students), Graduate School of Marine Science and Technology [Master's Course] Course of Marine Life Sciences (47 students), Course of Food Science and Technology (30 students), Course of Marine Environmental Studies (50 students), Course of Marine Policy and Management (18 students), [Doctoral Course] Course of Applied Marine Biosciences (19 students), Course of Applied Marine Environmental Studies (21 students)]

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

In order to put the future course of the Japanese economy onto a growth path, it is vital to cooperate with emerging Asian economies. In this new global landscape, we aim to; get more involved in the lives of people in Asia, analyse local needs; make industry-related plans, have a deep understanding of symbiosis with nature; and develop global personnel who are able to achieve these objectives with strategic thinking.

2. Summary of the Plan

We will put in place the following undergraduate/postgraduate education reforms. The main basis for the reforms are the following

- 1) Set the TOEIC score at 600 or above as mandatory to move up to the 4th grade as an undergraduate (clarify the quantified goal as a university)
- 2) Establish an overseas career training program in the 3rd and or 4th grade (personal career development from a global standpoint and cross-cultural exchange activities, SEND (Student Exchange-Nippon Discovery))
- 3) Full English lectures in masters courses (plus debate seminars in English)

1. Internationalization of the Curriculum**(I) Approach to improve internationalization of the curriculum**

Our university is responsible for enhancing academic skills for internationally compatible students. We will work on such education reforms as:

1. Provide interactive classes and active learning environment (promoting lectures with assignments, reduce one-sided lectures given by tutors)
2. Stringent academic assessment by GPA and its application
3. Course numbering, essential to ensure interchangeability of international students
4. Establish interactive lectures designed to gain cross-cultural understanding
5. Switch to debate seminars in doctoral first semester courses

(II) Strategic transmission of educational information directed within and outside the country

We will provide several seminars per year to manage global reforms in the university, delivering these to universities all over the country through Ustream or YouTube, as well as accepting external students to attend the seminars, spreading the university's effort to cultivate global human resources to universities all over the country. (We will deliver seminar information to related universities via email and on the web page of the project for promotion of global human resource development in the university.)

(III) Globalization of administrative system

We will encourage administrative staff to achieve a TOEIC score of 800 or above by providing an English training program in the university (utilizing an E-learning system and TOEIC advanced courses designed for administrative staff). Moreover, we will send administrative staff in the university to major exchange organizations and universities to promote the training of the staff in charge of international exchange.

2. Efforts to Cultivate Global Human Resources**1) Make a TOEIC score of 600 or above a condition to move up to the 4th grade as an undergraduate**

The minimum TOEIC score which companies expect global human resources to have will rise (a TOEIC score of 600 or above will be a condition to move up to the 4th grade as an undergraduate).

2) Overseas career training program in the 3rd grade

We will send students, for a month, to countries, mainly in Asia, expected to have a strong relationship with the Japanese economy. They need to gather information about industries and lifestyles in the countries and to submit reports discussing how they will contribute to local industries using their specialities after they return.

3) Full English lectures in masters courses and transition to debate seminars in English

All lectures in the masters courses will be delivered in English. These will be converted into debate seminars. Global human resources in postgraduate courses need to possess a high English language ability, logical ability of self-expression and debate skills enough to take the initiative in their fields across the world, based on their basic language ability and cross-cultural understanding gained through undergraduate courses.

3. Improvement of Foreign Language Competencies**(I) Appropriate evaluation of foreign language ability and overseas experience up to secondary education in an entrance exam**

We will introduce an entrance exam that contains admission criteria designed to appropriately evaluate the students who have a certain level in TOEFL, STEP and TOEIC or studied abroad.

(II) Effective language education and education system

We will promote the fundamental improvement of the education environment, introducing an E-learning system and study room that provide students with independent study depending on their levels, employing English teaching staff who specialise in TOEIC and part-time English teaching members, in order to enable students to study TOEIC within and outside the classrooms.

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

We will promote the recruitment of foreign faculty members. Lectures given by these members will be delivered in English in both undergraduate and postgraduate courses

(II) Efforts to improve global education

We will invite professors with wide experience in foreign universities, provide an incentive for such globalized faculty members as staff who support English language education, teaching staff who introduce English lectures, teaching staff who accept international students, and reorganize time schedules of the teachers to provide a better education.

5. Support System to Promote Study Abroad**(I) Efforts to motivate and improve studying abroad**

We will establish an internationalization promotion room in the campus, employing a specially appointment professor as a studying abroad coordinator who develops new overseas study destinations and introduces them to students. Also, the promotion room will be used to actively organise and provide community space for interaction between international and Japanese students.

(II) Support system during and after studying abroad

We will newly appoint a member in charge of global support in the office to promote detailed communication with overseas universities and a support system for students in terms of school life after studying abroad.

Specific Competencies for Graduates

[Undergraduate]

1) English ability (basic English ability required in undergraduate courses)

1. Have a TOEIC score of 600 or above a condition to move up to the 4th grade as an undergraduate

2. Improve skills to express opinions in English. Enhance students' ability to express themselves in English to a sufficient level to study abroad through small-group education. (optional modules for the students who achieved 1)

2) Personal career development from a global standpoint and cross-cultural exchange (establish overseas career training program in the 3rd grade)

[Postgraduate (doctoral first semester)]

1) Full English classes in doctoral first semester and convert them into debate seminars, in order to develop personnel who can express opinions using their own words in English.

[Undergraduate and postgraduate (doctoral first and second semester) common program]

1) Deepen understanding of different cultures

Permanent introduction of debate seminars that teachers and Japanese and international students (both postgraduates and undergraduates) attend to exchange opinions with each other.

2) Enhancing Chinese, Vietnamese, Thai and Indonesian language abilities

We will establish regular language classes for both undergraduates and postgraduates, not only English, but also languages spoken in the countries we consider to be most important: China, Thailand, Vietnam and Indonesia, for global personnel who get deeply involved in local societies. We aim to strengthen these language abilities, cultural understanding and literacy.

Indicative Outputs of the Project

Total		2011	2012	2013	2014	2015	2016
Number of students who meet requirements for foreign language proficiency				12	22	43	85
Of the above, number of students not to study abroad (A)				3	12	0	22
Number of students studying abroad (B)		3	1	11	13	54	66
Number of graduates (expected) (C)		450	450	450	450	450	450
Ratio ((A+B)/C)				3.1%	5.6%	12.0%	19.6%
Faculty of Marine Science	Requirement for Foreign Language Proficiency	TOEIC score 600		50(43)	100(92)	200(153)	275(217)
	Standard Foreign Language Proficiency for Graduates	TOEIC score 700		10(3)	20(12)	40(0)	80(22)
	Number of Students Studying Abroad	2	1	7	8	47	58
	Less than 3 months	0	0	3	3	40	50
	3 months to 1 year	2	1	4	5	7	8
	More than 1 year	0	0	0	0	0	0
Number of graduates (expected)		275	275	275	275	275	275
Faculty of Marine Technology	Requirement for Foreign Language Proficiency	TOEIC score 700		2(0)	2(0)	3(0)	5(0)
	Number of Students Studying Abroad	1	0	4	5	7	8
	Less than 3 months	0	0	2	3	4	5
	3 months to 1 year	1	0	2	2	3	3
	More than 1 year	0	0	0	0	0	0
	Number of graduates (expected)		175	175	175	175	175

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