

Project for Promotion of Global Human Resource Development

Type B

Kanda University of International Studies

Authorized number of first year enrollment for Undergraduate Students: 832

[Target Faculties:* Faculty of Foreign Languages(832)]

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

The project aims to develop truly global, autonomous individuals with dynamic, broad-based communication skills. In addition to possessing a high level of practical foreign language abilities (in both English and other languages), these individuals will have researched the traditions and cultures of their home country, have gained an understanding of the cultures of various foreign nations, and have been prepared to contribute to world peace as a member of the world community.

2. Summary of the Plan

The undertaking includes strengthening and developing the foreign language education and study abroad curricula that the university currently has in place. Concretely speaking, this endeavor involves fostering global human resources through: a) the restructuring of English language education (strengthening of the academic components of the training in practical, applicable linguistic skills as nurtured in small class settings); b) the inauguration of a Japan Studies Program with English as the language of instruction; c) the development of a self-study program in preparation for study abroad; d) an increase in potential study abroad host institutions, including those offering English-language programs in other Asian nations; e) the enhancement of professional development (PD) opportunities promoting the globalization of the faculty.

In the name of target faculties, marked * shows representing faculty.

1. Internationalization of the Curriculum

(I) Initiatives for the Increased Globalization of the Educational Process

Initiatives to date have included a systematic structuring of curricula in accordance with overarching policies, an implementation of a rigorous grading and evaluation system, and the establishment of a culture of autonomous learning. The proposed project would include the refinement of course syllabi (multi-lingual, guidance in class preparation and review strategies) and a charting of course offerings, by type, for each of the thirteen research programs.

(II) Strategic Dissemination of Education-related Information Both Domestically and Abroad

Initiatives currently in place (including the widespread circulation of educational strategies and results, conference presentations, and the sponsorship of international symposiums) would be supplemented with expanded English-language distribution of information through venues such as the institution's website.

(III) Globalization of the Administrative System

In addition to the continuation of the current initiatives (including the active recruitment of graduates of the institution and the offering of distance learning seminars), the project would include the improvement of the linguistic competence, negotiating abilities, and communication skills of university administrators affiliated with the project through the instigation of foreign training programs and administrative exchanges with our affiliated institutions in foreign countries.

2. Efforts to Cultivate Global Human Resources

(I) Enhancement and Continuance of Successful Initiatives Currently in Place

Distinguishing features of the institution include an emphasis on the development of autonomous learners through such initiatives as the SALC (Self-Access Learning Centre), the MULC (Multilingual Communication Center), and both foreign and domestic volunteer and internship opportunities. The current project would make possible not only the continuance of these initiatives but also the launch of a KUIS Volunteer Center charged with coordinating the various volunteer programs, streamlining the information offered to students, and expanding the range of opportunities available. By providing easier and more flexible access to the centers of particular interest to individual students, this dimension of the project would promote, outside of the formal curriculum, an environment conducive to the development of qualities and abilities needed in truly global citizens.

(II) Enhancement of a Liberal Arts Education

In addition to its focus on nurturing practical foreign language abilities, the institution also currently promotes a broad-based education through a research program system comprised of thirteen research themes. This structure undergirds a systematized liberal arts curriculum composed of introductory courses, research seminars, and graduation theses. The current project would initiate a Japanese Studies Program in which English is the language of instruction. In addition to contributing to foreign language acquisition, this program would enhance students' understanding of their own nation's traditions and cultures as well as provide a forum for interaction with foreign exchange students.

3. Improvement of Foreign Language Competencies

(I) Entrance Examination that Effectively Evaluates Pre-Matriculation Foreign Language Acquisition and Foreign Study Experiences

The institution has implemented a matriculation program based on recommendations, thereby making it possible to weigh heavily the experiences and linguistic aptitudes of applicants. Employing interviews, this process has made possible an effective evaluation of applicants. The current project would make enable the incorporation of a listening comprehension component in all application screening procedures, thereby improving accuracy in the evaluation of foreign language abilities.

(II) Effective Foreign Language Instruction and Educational Organization

This project would make possible a continuation of the institution's established system of assigning students to classes based on their English language abilities as well as allow for instruction in lower enrollment classes. Furthermore, the project would allow for the introduction of an academic literacy curriculum based on communicative learning techniques and the institution of both an English language Japan Studies Program and special courses for advanced freshman and sophomores. In total, these initiatives would contribute to the training of students with advanced foreign language skills.

4. Faculty Development for Global Education

(I) Globalization of the Educational System

The institution's faculty includes full-time lecturers who are recruited from diverse areas of the world. In addition to being native speakers of the languages they teach, all have at least M.A. degrees in foreign language education or applied linguistics as well as teaching experience. This project would make possible the use of this recruitment system to hire the additional faculty necessary to further decrease class sizes.

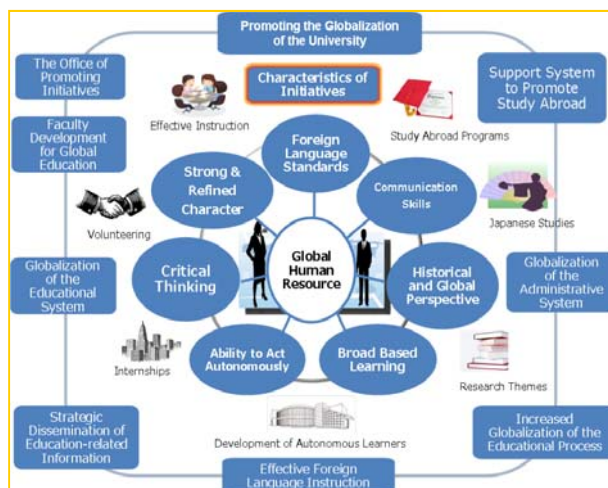
5. Support System to Promote Study Abroad

(I) Initiatives for the Motivation and Promotion of Study Abroad

The project would include the development and implementation of a Study Abroad Module in the Self-Access Learning Center (SALC). Furthermore, the institution would increase the number of study abroad destinations in Asia that offer instruction in English. This enhancement and diversification of foreign study programs would raise the number of students benefiting from study abroad experiences.

(II) Support System for both the Study Abroad and the Return

The current practice of employing an advisory system for managing risk during study abroad programs as well as career advising upon return would be enhanced through the development and implementation of a portal site for increased communications throughout the span of the study- abroad experience (preparation, study-abroad, return).



Overview of Project for GHRD

Specific Competencies for Graduates

Based on the principles, educational objectives, and unique educational characteristics embraced by the institution at its founding, the vision for global human resources is centered on the development of truly global, autonomous individuals with dynamic, broad-based communication skills. In addition to possessing a high level of practical foreign language abilities (in both English and other languages), these individuals will have researched the traditions and cultures of their home country, have gained an understanding of the cultures of various foreign nations, and have been prepared to contribute to world peace as a member of the world community.

In light of the above, we identify seven specific qualities and abilities that students will acquire before graduation: 1) a high level of practical foreign language ability that meets the foreign language standards established by the institution, 2) communication skills making possible the appropriate expression of personal insights and opinions, 3) a historical and global perspective that respects the traditions and cultures of foreign nations while being simultaneously deeply rooted in the indigenous tradition, 4) a broad base of learning underpinning a vibrant curiosity and enabling the creation of new value systems, 5) critical thinking that makes possible an objective assessment of the future, 6) the ability to act autonomously, dynamically, and based on one's personal assessment of a situation, and 7) a strong and refined character capable of empathy. The students in our institution must acquire these seven concrete qualities and abilities in order to be true members of the global community. Many of these elements are essential for human resources in this age of "glocalization," and our institution will nurture them in its pursuit of the development of "Global Human Resources for the Twenty-First Century."

Indicative Outputs of the Project

Total		2011	2012	2013	2014	2015	2016	
Number of students who meet requirements for foreign language proficiency				45	80	135	200	
Of the above, Number of students not to study abroad (A)				7	12	17	22	
Number of students studying abroad (b)		428	439	450	465	481	497	
Number of graduates (C)		798	810	830	850	870	890	
Ratio ((A+B)/C)				55.1%	56.1%	57.2%	58.3%	
Department of English	Requirement for Foreign Language Proficiency	TOEFL-ITP 600		10(1)	30(1)	60(1)	100(1)	
	Number of Students Studying Abroad	166	170	175	184	194	204	
	Less than 3 months	114	115	119	127	136	145	
		3 months to 1 year	52	55	56	57	58	59
		More than 1 year	0	0	0	0	0	0
	Number of graduates	427	430	440	450	460	470	
Department of International Communication	Requirement for Foreign Language Proficiency	TOEIC 800		25(5)	30(10)	45(15)	60(20)	
	Number of Students Studying Abroad	65	70	75	80	85	90	
	Less than 3 months	41	45	49	53	57	61	
		3 months to 1 year	24	25	26	27	28	29
		More than 1 year	0	0	0	0	0	0
	Number of graduates	172	180	185	190	195	200	
The Other Departments	Requirement for Foreign Language Proficiency	TOEIC 700		10(1)	20(1)	30(1)	40(1)	
	Number of Students Studying Abroad	197	199	200	201	202	203	
	Less than 3 months	119	120	120	121	122	123	
		3 months to 1 year	78	79	80	80	80	80
		More than 1 year	0	0	0	0	0	0
	Number of graduates	199	200	205	210	215	220	

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.