

Project for Promotion of Global Human Resource Development

Type B

Aichi University

Number of Undergraduate Students: 1,995

[Target Faculties: Faculty of Modern Chinese Studies*(Number of students: 180)

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

Aichi University aims to equip students with the five key competencies expected of global human resources: proficiency in foreign languages; human skill; cross-cultural understanding; understanding and communicating Japanese culture and traditions; and teamwork skill. In this project, we will place a greater emphasis than before on nurturing the ability of students to understand and communicate Japanese culture and traditions as a basis for helping them acquire the four other competencies and for, as one of our founding principles states, fostering the human potential by recognizing global wisdom and common outlook.

2. Summary of the Plan

We will upgrade our curricula and operations to more effectively develop global human resources. In curricula, we will provide programs on understanding and communicating the Japanese culture and traditions; enhance hands-on education in China; and offer students an opportunity to pursue double-degree programs with Chinese universities. In operations, we will open two offices in China and implement policies and programs to encourage Japanese students to study abroad.

1. Internationalization of the Curriculum

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

(I) internationalizing curricula

We will provide syllabuses with enriched details and in several languages; start numbering courses of study; start using the GPA system to improve students' academic performances; and provide active-learning environments for students.

(II) Keeping our stakeholders informed in Japan and abroad

We will expand our English and Chinese websites to provide more information about our operations and educational and research programs. We will also regularly post updates in Japanese, Chinese and English on the progress of this project.

(III) Providing international administrative support

We will establish offices in Shanghai and Tianjin to assist our Japanese students with hands-on education in China. We will increase by 40% over the next five years the number of administrative staffers who meet proficiency requirements in English and Chinese.

2. Efforts to Cultivate Global Human Resources



Hands-on class in China

(I) Nurturing students to understand and communicate Japanese culture and traditions

We will provide active-learning environments in which students take courses on Japanese culture and society and learn on their own through group work how to effectively communicate their knowledge about Japan. We will grant a certificate to students who complete the courses.

(II) Enhancing hands-on education in China

We will provide Japanese students with enhanced hands-on education in China—which comprises a hands-on program, a field research and training program, and an internship program—by providing students with courses on understanding and communicating Japanese culture and traditions and by opening offices in China. We will also offer students an opportunity to pursue double-degree programs with Chinese universities.

(III) Yearly achievement goals for acquiring competencies necessary for developing global human resources

We will set achievement goals over four years that show what level of skills and knowledge students are expected to acquire each year through the programs for developing global human resources.

3. Improvement of Foreign Language Competencies

(I) Giving due credit to university applicants who have foreign language competency and experience of studying abroad

We will standardize across faculties the criteria for evaluating the foreign language competency of applicants with experience of living abroad, and establish arrangements with high schools that offer foreign language and international courses, as part of our efforts to encourage more high school students with a good command of foreign languages to apply to Aichi University.

(II) Enhancing programs and tools for foreign language education

We will provide Chinese courses that systematically assist students in improving their Chinese skills step by step and preparing for the HSK test, a Chinese-language proficiency test sanctioned by the Chinese government. We will make more effective use of online self-learning tools to help students improve their foreign language skills.

4. Faculty Development for Global Education

(I) Providing classes in foreign languages

We will hire more foreign faculty members and offer interactive classes between Aichi University and Chinese universities. We intend to increase the number of classes provided in Chinese and other foreign languages by 40% over the next five years, and to increase the percentage of foreign faculty members to 25%.

(II) Training faculty members in global education

We will establish a new system for appraising faculty members on the basis of their skills in global education in addition to their research achievements. We will provide overseas training in foreign languages to faculty members who agree to start conducting their classes in those languages after the training.

5. Support System to Promote Study Abroad

(I) Motivating more students to study abroad

To motivate more students to study abroad, we will provide Chinese courses that prepare students for the HSK test; implement achievement portfolio management for students, which enables faculty members to track and evaluate students' academic performances against goals in an objective manner; award credits to students who take temporary leave from school to study abroad; offer students an opportunity to pursue double-degree programs with foreign universities; and provide active-learning environments for students who take courses on Japanese culture and traditions.

(II) Assisting students during and after studying abroad

New offices in Shanghai and Tianjin will provide students with information about studying in China and provide support to students while studying in China. Faculty advisers use achievement portfolio management to assist students studying in China. We have in place the Career Integrated Systems for Aichi University (CISA), which help students during and after studying abroad find jobs in Japan.

Specific Competencies for Graduates

(1) Fundamental competencies

Foreign language competency and oral presentation skills constitute fundamental competencies. At the time of graduation, students will have acquired Chinese-language skills equivalent to the fifth grade in the HSK test (the sixth grade is the highest), and will have mastered oral presentation skills through active-learning programs in Japan, hands-on programs in China, and double-degree programs.

(2) Competency in cross-cultural understanding and building relationships of trust with people of other nationalities

Students will have acquired competency in cross-cultural understanding and communication the hard way through the three hands-on education programs.

(3) Competency in understanding and communicating Japanese culture and traditions

Students will have learned through hands-on education that they have to have a deep understanding and knowledge about Japan to better understand other countries and their peoples, and will have learned how to empathically communicate their knowledge about Japan to people of other nationalities.

Indicative Outputs of the Project

Total		2011	2012	2013	2014	2015	2016
Number of students who meet requirements for foreign language proficiency				30	50	70	90
Of the above, Number of students not to study abroad (A)				0	0	0	0
Number of students studying abroad (b)		193	276	220	220	220	220
Number of graduates (C)		193	276	220	220	220	220
Ratio ((A+B)/C)				100.0%	100.0%	100.0%	100.0%
Faculty of Modern Chinese Studies	Requirement for Foreign Language Proficiency	HSK Grade 5		30 (0)	50 (0)	70 (0)	90 (0)
	Number of Students Studying Abroad	193	276	220	220	220	220
	Less than 3 months	0	0	0	0	0	0
	3 months to 1 year	171	228	190	190	190	190
	More than 1 year	22	48	30	30	30	30
Number of graduates		193	276	220	220	220	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.