

Project for Promotion of Global Human Resource Development

Type B

College of Information Science and Engineering, Ritsumeikan University

Number of Undergraduate Students: 440

[Target Faculty: College of Information Science and Engineering(440)]

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

We aim to foster human resources who can work effectively at the international level, with basic social skills such as communication skills, presentation skills and teamwork skills based on specialized knowledge in information science and technology, as well as the ability to make use of these skills in an English environment.

2. Summary of the Plan

This plan to develop abilities is divided into three parts. In the 1st step for 1st and 2nd year students, while establishing basic expertise with a foundation on curricular specialized subjects, we will develop basic social skills such as communication skills and presentation skills, as well as basic English ability. In the 2nd step for 3rd and 4th year students, with a foundation on advanced technical knowledge, we aim to foster abilities to perform group work and give presentations in English. Furthermore, in the 3rd step for master's students, while raising creative research and development capabilities, we develop students' abilities broadcasting their achievements in English and using leadership skill to manage projects.

1. Internationalization of the Curriculum

(I) Efforts to Enhance International Viability of the Curriculum

- Promote globalization by further developing educational activities conducted in overseas universities until now and collaborating with related institutions in foreign countries.
- In order to achieve our goals of developing human resources, establish a system of independent learning using a curriculum map and implement a strict grade evaluation system.
- Enhance international viability by increasing the number of courses taught in English, improving access to basic specialized courses, and actively implementing problem solving-style learning.

(II) Strategically Sending Out Educational Information in Japan and Abroad

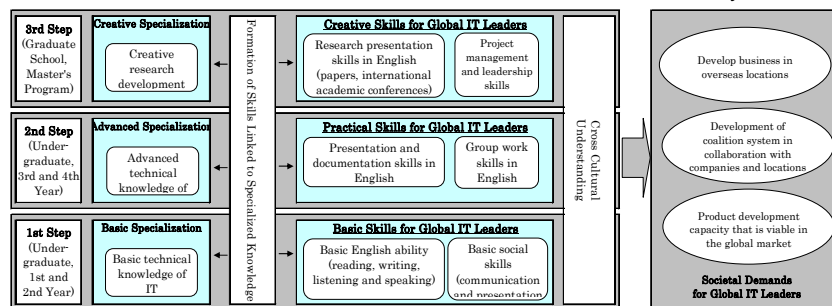
- Actively send out information on the web (in Japanese, English and Chinese).
- Send out information to partner universities and institutions in countries all over the world with a focus on China, India and Thailand, and other countries as well such as the USA, France and Russia.
- Issue reports of research results, hold presentations of research results by students involved (within the University, to universities abroad, to companies, etc.) and public symposiums.

(III) Internationalize the Office System

- Deploy staff with English proficiency and promote skill improvement by holding training in language ability, counseling skills, etc.
- Hold staff training that aims to develop the ability to provide counseling for international students.

2. Efforts to Cultivate Global Human Resources

As shown below, acquire expertise and necessary skills to actively participate in the global society according to steps 1 to 3. With this program, we would be able to foster human resources who meet the needs of society.



Global IT Leader Concept Chart

3. Improvement of Foreign Language Competencies

(I) Appropriately Evaluate Foreign Language Ability and Study Abroad Experience, etc. Acquired at the End of Secondary Education with Entrance Examination

- We offer information to students from Ritsumeikan University's affiliated senior high schools and partner schools regarding the necessity of English ability in science fields and encouraging students to acquire the necessary English ability by the end of their secondary education.

(II) Effective Language Education and Education System

- Determine English skills and future goals for students who hope to study abroad, and provide a system that will increase their motivation.
- Create a curriculum to improve academic English skills (presentation skills, speaking skills, writing skills, etc.) in the specialized field.
- Active use of online English learning courseware.

4. Faculty Development for Global Education

(I) Internationalization of faculty

- Currently, there are 10 faculty members from abroad. They are not only responsible for teaching foreign language courses, but also specialized courses taught in English. New recruitments will be advertised publicly, and nationality and gender will not have an impact on the selection process.
- Endeavor to improve faculty proficiency in foreign language by through joint research at universities abroad and presentations at international conferences.

(II) Efforts to Improve Global Educational Ability

- Endeavor to improve educational and instruction abilities by observing lectures at universities and English teaching training abroad, conducting collaborative classes and collaborative FD trainings, etc..
- Conduct lecture sessions about the development and future development of the globalization of companies. Determine the needs of society and reflect those needs in our education.

5. Support System to Promote Study Abroad**(I) Efforts to Motivate and Encourage Students to Study Abroad**

- Motivate students to study abroad from the beginning of their enrollment at the university by providing explanations about studying abroad that make a connection to the global IT leader development objectives.
- By having daily communication with international students and short-term exchange students and holding casual gatherings such as the Language Exchange Café, foster a global mindset in students and motivate them to study abroad.

(II) Support System for Students While Studying Abroad and After Return

- Provide necessary and relevant information and support, for students before and during and after their study abroad in order for students to feel secure about studying abroad.
- We provide an environment for students studying abroad to communicate with students regarding notices, procedures, questions, and more via an online system. Additionally, we endeavor to share information with parents as well to reduce their anxiety.
- Establish a support system and provide sufficient guidance and support by installing specialized staff.

Specific Competencies for Graduates**1st Step (1st and 2nd Year Students)**

- (1) Basic Technical Knowledge of IT: Acquire basic technical knowledge of information science and technology
- (2) Basic English Ability: Acquire 4 skills (listening, speaking, reading and writing)
- (3) Basic Social Skills: Acquire communication skills and presentation skills necessary for engineers
- (4) Cross-Cultural Understanding Ability: Understand various cultures and values. Acquire new awareness of Japan and Japanese identity.

2nd Step (3rd and 4th Year Students)

- (1) Advanced Technical Knowledge of IT: Acquire advanced technical knowledge of each field based on the basic technical knowledge for IT.
- (2) Presentation and Documentation Skills in English
- (3) Ability to Conduct Group Work in English
- (4) Cross-Cultural Understanding Ability: Acquire ability to take action regardless of differences in country, race, cultures, etc.

3rd Step (Graduate School / Master's Students)

- (1) Creative Research Development Skills: Acquire practical skills and creativity to make use of acquired knowledge of information science technology.
- (2) Research Presentation Skills in English: Acquire technical knowledge in English and practical English skills.
- (3) Project Management and Leadership Skills: Acquire skills to display creativity in a global environment.

Indicative Outputs of the Project

Total		2011	2012	2013	2014	2015	2016	
Number of students who meet requirements for foreign language proficiency				40	45	50	50	
Of the above, Number of students not to study abroad (A)				10	10	10	10	
Number of students studying abroad (b)		72	51	73	85	95	105	
Number of graduates (C)		448	470	430	570	470	470	
Ratio ((A+B)/C))				19.3%	16.7%	22.3%	24.5%	
College of Information Science and Engineering	Requirement for Foreign Language Proficiency	TOEIC score 600 or more		40(10)	45(10)	50(10)	50(10)	
	Number of Students Studying Abroad		72	51	73	85	95	105
		Less than 3 months	72	50	70	80	90	100
		3 months to 1 year	0	1	3	5	5	5
		More than 1 year	0	0	0	0	0	0
Number of graduates		448	470	430	570	470	470	

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.