1. Outline

【Name of project】
Chiba University: Inspiring Leaders with a Global Perspective

【Future vision of the university TGU project】
Chiba University drew up the Chiba University Reform Initiative in April 2014. Within the three main fields of study in Chiba University, namely sciences and engineering, life sciences and arts, we aim to educate students to be top level professionals in technology, medicine and business under the umbrella of our [TRIPLE PEAK CHALLENGE]. Considering that the global leaders of the future should be educated and equipped with a global perspective, we are designing educational programs to cultivate the intellectual abilities of forming an overview, discovering new perspectives and finding practical solutions, which are fundamental to the development of such leaders. (a globally oriented education). Under the name Rising Chiba University, we will promote the regeneration of Chiba University, establishing a new organization capable of providing a fusion of sciences and humanities, together with professional education. This will enable students to deal flexibly with dynamic changes in society and economy responding to the worldwide demands for globally aligned and innovative human resources.

【Summary of Project】
This project aim is to undertake a reform of Chiba University by providing tailor-made education to domestic and overseas students in the new College of Liberal Arts. To do so, we are committed to governance reform, learning system reform and program reform, while carrying out a global network reform, with the goal of opening an extension campus overseas. Above all, Chiba University will introduce a unique program called International Liberal Arts, which is a new early admission system for allowing students to save time by gaining early admission in order to utilize that time for overseas study. For this program, we will create new positions with the title of SULAs (Super University Learning Administrators), who will promote the tailor-made education created to support this program. Ad well as this, we will carry out integrated programs at the postgraduate level for “discovering new perspectives”, and establish various study units for “finding practical solutions”, in order to foster expert, globally-aligned human resources. For this purpose, we have set the following goals: to offer over 700 liberal arts subjects taught in English; to annually send 1200 students, accounting for 50% of one undergraduate year, overseas to study; to accept 3000 overseas students per year, and to enroll 120 students through special entrance examinations per year, (10% of the annual intake). Ultimately, we aim to become a globally-oriented university.
【Summary of the 10-year plan】

- **2014**: RISING program is implemented ("skipwise" for fostering global human resources is also continued), together with internationalization of the school calendar.

  The "skipwise" program, which was implemented in 2012 for fostering global human resources, is expanded to become a bidirectional program, sending and accepting overseas students. The Rising program starts this year. With International Japanese Studies as the core, we are continuing to send students overseas, and increase the number of overseas students we accept. To this end, we will increase the number of partner schools and internationalize our school calendar to conform with overseas universities.

- **2016**: "College of Liberal Arts and Sciences" is established

  The "College of Liberal Arts and Sciences" will be established. This is the main project of this program and will be a driving force for fostering global human resources in Chiba University. This College, in which students study a blend of global studies, Japan studies, and science, will be developed from the program of "International Japan Studies".

- **2016**: New Global Learning System (Major, Minor, and Certificate programs) is implemented

  The three major subjects in the College of Liberal Arts and Sciences, namely: Global Studies, Japan Studies, and General Science will be made available to the entire university, and new minor programs and certificate programs will be offered. Chiba University as a whole will promote the study of integrated arts and science to develop the wide perspective required for leaders in a global environment.

- **2019**: Promotion of internationalization through the expansion of the early admission system to all faculties.

  The early admission system, which is one of the characteristics of Chiba University, is implemented in all faculties. A new entrance examination for the early admission system will be introduced. This will coincide with the start of the planned reforms to the general entrance examination. Under the new early admission examination system, Chiba University is planning to add an entrance examination designed especially for overseas students in order to promote an increase in diversity in Chiba University.

- **2021**: Summer (Spring) program is fully implemented across all faculties.

  The "summer program and spring program", introduced in 2013 as the new orientation program for students from overseas, will be implemented for all the faculties with a wide range of programs. We aim to accept 1200 overseas students for short terms of study.

- **2023**: An overseas school is established for realizing the global campus.

  We plan to build an overseas school, which is another of the main projects of this program. After establishing a campus in 2016 we aim to achieve our ultimate goal of establishing an overseas school. We intend to send 200 to 300 students to the campus per year.

【Featured initiatives (Internationalization, University reform, Education reform)】

This program will conduct four reforms to transform Chiba University.

- **Transformation through Governance Reform.**

  The College of Liberal Arts and Sciences will provide integrated art-and-science programs through which students can learn a wide range of subjects from arts to sciences under the key concepts of “global perspectives” and “innovation”. In this new College, an organization called “Academic Support” (AS) will support education operations in all faculties of this university. The AS will train the SULAs (Super University Learning Administrators), who will be in charge of academic administration.

- **Learning System Reform from Governance Reform.**

  We will start the International Liberal Arts program, which is a new program for encouraging students to save time by entering university one year early and to spend the time saved on studying abroad. The slogan of this program is “Early enrolment for study abroad”. The school calendar will change to have 6 terms a year, thereby indirectly synchronizing with those of overseas universities, and a system of earning credits will be created.

- **Program Reform from Learning System Reform.**

  We will develop undergraduate and postgraduate programs with the main purpose of integrating arts and sciences for both Japanese and overseas students in order to allow students to study a wide range of subjects. In particular, cross-faculty World-School programs based on double-major programs for the undergraduate level, and MEXT’s Re-Inventing Japan Project programs for the postgraduate level will be extended to all faculties.

- **Global Network Reform.**

  In the global network reform, we will conduct two major activities: establishment of an overseas campus and interaction among the group of universities affiliated with Chiba University. We will open an overseas campus at Mahidol University in Thailand. The overseas campus will offer experience-type short-term study abroad (training studio) programs, professional education programs, Off-Shore programs, double-degree programs, and joint-degree programs for undergraduate students, and provide international joint research labs (horticultural science, bioscience).

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Fig 3 11 Aims for Globalization
2. FY2014 Progress

Common indicators and targets

Internationalization

- Expansion of Programs by Globalization of Teaching Staff
  We have employed 12 lecturers so far for conducting the globalization-related programs. The programs are wide-ranging, from Japanese culture/subculture to English communication. We have also increased the number of our liberal arts subjects taught in English.

- Further Globalization through the Internationalization of Staff and Training of New Specialist Staff - SULA SULAs (Super University Learning Administrators), selected from existing staff who have graduated from overseas universities or have studied abroad, will become specialized in learning administration in order to put into practice the proposed tailor-made education, thereby furthering internationalization. In 2014, we selected candidates for the position of SULA in preparation for the future.

- Program Development for Increasing the Number of Overseas Students and the Number of Coeducation Programs with Japanese Students
  We have developed and carried out two experimental short programs. In addition, plans for term-long programs (for 2 months) and other programs are under consideration. A video for a PR campaign for the programs has been made. These programs promote coeducation of overseas and Japanese students, thereby pushing forward our domestic globalization programs.

- Internationalization of the School Calendar and Registrar System
  Starting in April 2016, we will implement a 6-term system, consisting of 6 terms of 2 months each, in harmonization with school calendars in other countries. This will facilitate the sending of students overseas and the acceptance of overseas students. Especially, the second term (June to July) will have no compulsory subjects so as to promote overseas summer programs, and the third term (August to September) will include programs for overseas students, making it possible to accept them from September.
  Accordingly, a curriculum map of each department will be created to allow for a clear understanding of our subject system, and English version syllabi are being prepared.

University / Governance reform

- Preparation for Establishing the College of Liberal Arts and Sciences as a Driving Force for Globalization
  Based on the "International Japan Studies program for major subjects (minor subject)", which is a unique facet of Chiba university, we will establish a new College in which arts and sciences are integrated, so that students will study "Global studies", "Japan studies" and "Sciences" in combination, thereby pushing forward our goal of globalization. The newly formed college will be the driving force for the new education system of Chiba university, including fostering global human resources. Preparation for its inauguration in 2016 has been completed.

- Global Personnel System
  We have introduced an annually reviewed salary system since 2014. As a result, more than 50 people in the staff are under this salary system so far. A cross appointment system, which will be implemented from 2015, will facilitate employment of lecturers from overseas.

- Cultivation of SULAs and Creation of Training System
  SULAs, highly-specialized staff in academic administration (mainly for learning support and overseas study), will be recruited and trained, so that Approximately 120 SULAs will be posted in Chiba University’s educational operations support organization. In addition, we have implemented a staff training system called Chaperone Training. Some young staff less than 35 years old accompany students on their study abroad programs, to supervise the students and to negotiate and interact with counterpart staff in the partner schools. We have already dispatched 8 persons, thereby increasing their international experience and language skills.

Education reform

- Promotion of Strong Active Learning Skills (Advanced Active Learning)
  In order to promote active learning, whose core is the Academic Link Centre, we have prepared more than 10 project-based active learning subjects. Meanwhile, we have expanded the student assistant system (SA system), increasing the practical roles of SAs such as those working in language learning support in English House.

- Consideration of a Double Major, Minor, and Certificate System
  We have begun deliberations for establishing various systems such as a double major involving the study of both arts and science for a 3 year Bachelor’s course (with early graduation) + 2 year Masters course; global minors involving the study of subjects related to Global and Japan studies taught in English, general minors for subjects taught in a general way and certificates, which will have lower criteria to earn credits than minor courses. These courses will be offered alongside the current system.

- Academic Pathways combining Early Admission and Early Graduation
  We are planning a program to make it possible for students to obtain a Bachelor’s and Master’s degree at the age of 22 (3 year Bachelor’s course (early graduation) + 2 year Master’s course = 1 year (early admission) = 4 years) by combining early admission and early graduation, which are presently offered for Advanced Science Programs. In addition, the ongoing B7M5 program (3.5 year undergraduate with early graduation and 2.5 year master program including 1-year studying abroad) has moved on from the pilot stage to program implementation.
Chiba University’s own indicators and targets
753+1 (Shichi Go San plus Ichii) Plan

- "7": 700 subjects taught in English
  Over 700 subjects in English will be offered in the “new” college of liberal arts. In order to do so, we will increase the ratio of foreign teaching staff and expand the joint learning programs with overseas students. The syllabus will be prepared in both Japanese and English. All newly employed teaching staff from 2015 will teach a liberal arts subject in English.

- "5": 50% of each new intake (1200 students) will have an opportunity to study abroad
  We will send 1200 students (equivalent to 50% of the intake) overseas to study. In order to do so, we will open an overseas campus and improve the short-term study programs. We will expand this program in cooperation with alumni living overseas. In the fiscal year of 2014, five new short term study abroad programs were established under the BOOT program. Approximately 140 students studied abroad under these programs in that year. Various similar programs will be developed in future.

- "3": Accept 3000 foreign students
  By the fiscal year 2014 of this program, we aim to accept 3000 overseas students per year. In order to welcome 800 overseas students for degree programs, 1000 for semester programs, and 1200 for short programs, we will develop various programs ranging from Japanese cultural experience programs to short-term intensive professional programs. In the fiscal year of 2014, we welcomed 60 overseas students onto short trial programs, one in the summer and one in the winter.

- "1": 10% of our intake (240 students) will be accepted through alternative entrance examinations
  We will further promote the “early admittance” system, which is a distinguishing feature of Chiba University. In order to do so, we will implement a new early admittance system specifically for overseas study. In addition, we will introduce an International Baccalaureate-based entrance examination and overseas entrance examinations. We will select 10% (≈240 students) of the quota via such diversified examinations. For the College of Liberal Arts and Sciences, which will be established in 2016, it is planned to select 11% of the quota via alternative entrance examinations in English.

Featured initiatives based on the characteristics of the university

- Establishment of College of Liberal Arts and Sciences
  In the College of Liberal Arts and Sciences, students will learn to understand international society, and will study new technology and culture originating in Japan, which will make a contribution to the world. The students will be educated to integrate what they learn from a wide range of blended arts and sciences education, and to cultivate the ability to identify and solve problems from a uniquely Japanese viewpoint. Preparation for the establishment of this College started in the fiscal year 2014, with the aim of opening it in 2016.

- Implementation of Special Staff, SULA
  Current staff entitled “Amanuensis” have been trained as personnel specialized in learning administration. SULAs will be trained as the key staff of this program responsible for putting into practice the tailor-made education and will hold a position superior to Amanuensis staff. Preparations for the introduction of SULAs in 2016 started in 2014.

- “International Liberal Arts Program” featuring double major courses and overseas study
  The early admission examination, which is currently running, is focused on science courses. Therefore, this program will implement this early admission examination for new combined literature and science courses. [This early admission examination and early graduation will make it possible to obtain a Bachelor's and Master's degree by the age of 22, including long-term study abroad. In addition, the B7M5 program (3.5 year undergraduate course with early graduation and 2.5 year master program including 1 year studying abroad) has moved on from the pilot stage to program implementation.

- World School Postgraduate Major-Minor Program
  We will establish the “World School” program to extend globalization to postgraduate schools. The World School is a program bridging a plurality of graduate schools. In 2015, we will convert the “plant environment designing program”, which has been a part of the NEXT Re-Inventing Japan Project, into the World School. In order to do this, we have summarized the achievements so far to design the program.

Free description

- Construction of a Global Network
  In order to strengthen ties with Mahidol University and open a satellite campus, we are pursuing various cooperative activities with this university in Thailand. We will send over 200 undergraduate students per year, establishing a strong coalition with them.

- Establishing a Network with other Domestic Universities
  The 6 national universities alliance of SixERS (Six National Universities International Education and Research System) (Nagata, Chiba, Kanazawa, Okayama, Nagasaki, and Kumamoto), which started in 2014, has established a coalition with AUN (ASEAN University Network) and opened a joint office with Northeast Normal University (Changchun, China). We will cooperate with domestic universities through various alliances and aim to establish partnerships with overseas alliances.

(Study Program PR Video in Mahidol)
3. FY2015 Progress

Common indicators and targets

Internationalization

- Expansion of Programs by Globalization of Teaching Staff
  We have employed 12 lecturers so far for conducting the globalization-related programs. The programs are wide-ranging, from Japanese culture/subculture to English communication. We have also increased the number of our liberal art subjects taught in English.

- Further Globalization through the Internationalization of Staff and Training of New Specialist Staff - SULA
  SULAs (Super University Learning Administrators), selected from existing staff who have graduated from overseas universities or have studied abroad, will become specialized in learning administration in order to put into practice the proposed tailor-made education, thereby furthering internationalization. In FY 2016, we selected two (Chiba University) people as SULAs who were assigned to the College of Liberal Arts and Sciences.

- Program Development for Increasing the Number of Overseas Students and the Number of Coeducation Programs with Japanese Students
  We have developed and carried out two experimental short programs. In FY 2016, we distributed our pamphlets to our partner universities and we will start 13 programs. In addition, plans for term-long programs (for 2 months) and other programs are under consideration. A video for a PR campaign for the programs has been made. These programs promote coeducation of overseas and Japanese students, thereby pushing forward our domestic globalization programs.

- Internationalization of the School Calendar and Registrar System
  Starting in April 2016, we implemented a 6-term system, consisting of 6 terms of 2 months each, in harmonization with school calendars in other countries. This will facilitate the sending of students overseas and the acceptance of overseas students. Especially, the second term (June to July) has no compulsory subjects so as to promote overseas summer programs, and the third term (August to September) includes programs for overseas students, making it possible to accept them from September. A numbering system and a curriculum map of each department were created in FY 2015 and introduced in FY 2016. These allow for a clearer understanding of our subject system. English version syllabi are being prepared, and have already been prepared in the faculties of Medicine, Pharmaceutical Sciences and Engineering.

University / Governance reform

- Establishing the new “College of Liberal Arts and Sciences” as a Driving Force for Globalization
  Based on the “International Japan Studies program for major subjects (minor subject),” which is a unique facet of Chiba University, we established a new College in spring 2016, in which, arts and sciences are integrated, so that students will study “Global studies”, “Japan studies” and “Sciences” in combination. This will push forward our goal of globalization. The newly formed college will be the driving force for the new education system of Chiba University, including fostering global human resources.

- Global Personnel System
  We have adopted an annually reviewed salary system since FY 2014. As a result, more than 100 people in the staff are under this salary system so far. We will also prepare a cross appointment system which will facilitate employment of lecturers from overseas.

- Cultivation of SULAs and creation of a Training System
  SULAs, highly-specialized staff in academic administration (mainly for learning support and overseas study), will be recruited and trained. Approximately 120 SULAs will be posted in Chiba University’s educational operations support organization. In addition, we have implemented a staff training system called Chaperone Training. Some young staff accompany students on their study abroad programs, to supervise the students and to negotiate and interact with counterpart staff in the partner schools. We have already dispatched 12 persons, thereby increasing their international experience and language skills.

Education reform

- Promotion of Strong Active Learning Skills (Advanced Active Learning)
  In order to promote active learning, whose core is the Academic Link Centre, we have prepared more than 10 project-based active learning subjects. Meanwhile, we have expanded the student assistant system (SA system), increasing the practical roles of SAs such as those working in language learning support in English House.

- Consideration of a Double Major, Minor, and Certificate System
  We have begun deliberations for establishing various systems such as a double major involving the study of both arts and science, for a 3 year Bachelor’s course (with early graduation) + 2 year Masters course; global minors involving the study of subjects related to Global and Japan studies taught in English; general minors for subjects taught in a general way and certificates, which will have lower criteria to earn credits than minor courses. These courses will be offered alongside the current system.

- Academic Pathways combining Early Admission and Early Graduation
  We are planning a program to make it possible for students to obtain a Bachelor’s and Master’s degree at the age of 22 (3 year Bachelor’s course (early graduation) + 2 year Master’s course – 1 year (early admission) = 4 years) by combining early admission and early graduation, which are presently offered for Advanced Science Programs. In addition, the ongoing B7M5 program (3.5 year undergraduate with early graduation and 2.5 year master program including 1-year studying abroad) has moved on from the pilot stage to program implementation.
Chiba University's own indicators and targets
753+1 (Shichi Go San plus Ichi) Plan

- “7”: 700 subjects taught in English
  Over 700 subjects in English will be offered in the new “College of Liberal Arts and Sciences”. In order to do so, we will increase the ratio of foreign teaching staff and expand the joint learning programs with overseas students. The syllabus will be prepared in both Japanese and English. All newly employed teaching staff from FY 2015 will teach a liberal arts subject in English.

- “5”: 50% of each new intake (1200 students) will have an opportunity to study abroad
  We will send 1200 students (equivalent to 50% of the intake) overseas to study. In order to do so, we will open an overseas campus and increase the short-term overseas study programs. We will expand these program in cooperation with alumni living overseas. In the FY 2015, approximately 220 students studied abroad under short term study abroad programs including beginners program for study abroad called “BOOT”. Various programs will be developed in future.

- “3”: Accept 3000 foreign students
  By the final fiscal year of this program, we aim to accept 3000 overseas students per year. In order to welcome 800 overseas students for degree programs, 1000 for semester programs, and 1200 for short programs, we will develop various programs ranging from Japanese cultural experience programs to short-term intensive professional programs. In FY 2015, we welcomed 60 overseas students onto short trial programs, one in the summer and one in the winter.

- “1”: 10% of our intake (240 students) will be accepted through alternative entrance examinations
  We will further promote the “early admittance” system, which is a distinguishing feature of Chiba University. In order to do so, we will implement a new early admittance system specifically for overseas students. In addition, we will introduce an International Baccalaureate-based entrance examination and overseas entrance examinations. We will select 10% (=240 students) of the quota via such diversified examinations, For the College of Liberal Arts and Sciences established in FY 2016, 11% of the quota were selected via alternative entrance examinations in English.

Featured initiatives based on the characteristics of the university

- Establishment of College of Liberal Arts and Sciences
  In the College of Liberal Arts and Sciences, students will learn to understand international society, and will study new technology and culture originating in Japan, which will make a contribution to the world. The students will be educated to integrate what they learn from a wide range of blended arts and sciences education, and to cultivate the ability to identify and solve problems from a uniquely Japanese viewpoint. Preparation for the establishment of this College started in FY 2014, and it was established in 2016 with the approval of the Japanese government.

- Implementation of Special Staff, SULA
  Current staff “Amanuensis” have been trained as personnel specialized in learning administration. SULAs will be trained as the key staff of this program responsible for putting into practice the tailor-maid education and will hold a position superior to Amanuensis staff. In FY 2016, we selected two persons as SULAs who have been recruited from Chiba University, and they were assigned to the College of Liberal Arts and Sciences.

- “International Liberal Arts Program” featuring double major courses and overseas study
  The early admission, which is currently conducted, is focused on science courses. Therefore, we will start International Liberal Arts Program and offer early admission for the combined course of humanities and sciences. This early admission and early graduation will make it possible for students to obtain a Bachelor’s and Master’s degree by the age of 22, including long-term study abroad. In addition, we have implemented the B7M5 program (3.5 year undergraduate course with early graduation and 2.5 year master program including 1 year studying abroad) since FY 2015.

- World School Postgraduate Major-Minor Program
  We will establish the “World School” program to extend globalization to postgraduate schools. The World School is a program bridging a plurality of graduate schools. In 2015 we will convert the “plant environment designing program”, which has been a part of the MEXT Re-Inventing Japan Project, into the World School. In order to do this, we have summarize the achievements so far to design the program.

Free description

- Construction of a Global Network
  In order to strengthen ties with Mahidol University and open a satellite campus, we are pursuing various cooperative activities with this university in Thailand. We will send over 200 undergraduate students per year, establishing a strong coalition with them. Also, we have established a Berlin campus in Charité - Universitätsmedizin Berlin/Humboldt Univ, (Germany) and a San Diego campus for life science in University of California, San Diego (USA). We have begun to operate 3 overseas campuses from FY 2016.

- Establishing a Network with other Domestic Universities
  The 6 national universities alliance of SixERS (Six National Universities International Education and Research System (Niigata, Chiba, Kanazawa, Okayama, Nagasaki, and Kumamoto), which started in FY 2014, has established a coalition with AUN (ASEAN University Network) and opened a joint office with Northeast Normal University (Changchun, China). We will cooperate with domestic universities through various alliances and aim to establish partnerships with overseas alliances.
4. FY2016 Progress

- Common indicators and targets

**Internationalization**

- **Expansion of Programs by Globalization of Teaching Staff**
  We have employed 12 lecturers so far for conducting the globalization of programs. The programs are wide-ranging, from Japanese culture/subculture to English communication. We have also increased the number of our liberal art subjects taught in English.

- **Further Globalization through the Internationalization of Staff and Training of New Specialist Staff - SULA**
  SULAs (Special University Learning Administrators), selected from existing staff who have graduated from overseas universities or have studied abroad, will become specialized in learning administration in order to put into practice the proposed tailor-made education, thereby furthering internationalization. In FY 2016, we assigned two staff members to SULAs of the College of Liberal Arts and Sciences.

- **Program Development for Increasing the Number of Overseas Students and the Number of Coeducation Programs with Japanese Students**
  Number of Coeducation Programs with Japanese Students we carried out 13 short programs and accept 300 overseas students in FY 2016. We distributed our pamphlets to our partner universities and made PR videos for a campaign. In addition, plans for term-long programs (for 2 months) and other programs are under consideration. These programs promote coeducation of overseas and Japanese students, thereby pushing forward our domestic globalization programs.

- **Internationalization of the School Calendar and Registrar System**
  Starting in April 2016, we implemented a 6-term system, consisting of 6 terms of 2 months each, in harmonization with school calendars in other countries. This will facilitate the sending of students overseas and the acceptance of overseas students. Especially, in the second term (June to July) there are no compulsory subjects as to promote overseas summer programs, and the third term (August to September) includes programs for overseas students, making it possible to accept them from September. We have introduced a numbering system and a curriculum map and have operated a digital portfolio system. These allow for a clearer understanding of our subject system. Around 1200 subjects of English version syllabi have been prepared, and it overtook the expected target.

**University / Governance reform**

- **Establishing the new “College of Liberal Arts and Sciences” as a Driving Force for Globalization**
  Based on the “International Japan Studies program for major subjects (minor subject)”, which is a unique facet of Chiba University, we established a new College in spring 2016, in which, arts and sciences are integrated, so that students will study “Global studies”, “Japanese studies” and “Sciences” in combination. This will push forward our goal for globalization. The newly formed college will be the driving force for the new education system of Chiba University, including fostering global human resources.

- **Global Personnel System**
  We have adopted an annually reviewed salary system since FY 2014. As a result, more than 100 people in the staff are under this salary system so far. We have also prepared a cross appointment system since FY 2017 and adopted lecturers from overseas university. That system will facilitate employment of lecturers from overseas.

- **Cultivation of SULAs and creation of a Training System**
  SULAs, highly-specialized staff in academic administration (mainly for learning support and overseas study), are recruited and trained. We assigned 2 members of staff to SULAs. Approximately 120 SULAs will be posted in Chiba University’s educational operations support organization. In addition, we have implemented a staff training system called Chaperone Training. Some young staff accompany students on their study abroad programs, to supervise the students and to negotiate and interact with counterpart staff in the partner schools. We have already dispatched 13 people, thereby increasing their international experience and language skills.

**Education reform**

- **Promotion of Strong Active Learning Skills (Advanced Active Learning)**
  In order to promote active learning, whose core is the Academic Link Centre, we have prepared more than 10 project-based active learning subjects. Meanwhile, we have expanded the student assistant system (SA system), increasing the practical roles of SAs such as those working in language learning support in English House.

- **Consideration of a Double Major, Minor, and Certificate System**
  We are deliberating establishing various systems such as a double major involving the study of both arts and science, for a 3 year Bachelor’s course (with early graduation) + 2 year Masters course; global minors involving the study of subjects related to Global and Japan studies taught in English; general minors for subjects taught in a general way and certificates, which will have lower criteria in which to earn credits than minor courses. These courses will be offered alongside the current system.

- **Academic Pathways combining Early Admission and Early Graduation**
  We have created a system to make it possible for students to obtain a Bachelor’s and Master’s degree at the age of 22 (3 year Bachelor’s course (early graduation) + 2 year Master’s course – 1 year (early admission) = 4 years) by combining early admission and early graduation, which are presently offered for Advanced Science Programs. In addition, the B7M5 program (3.5 year undergraduate with early graduation and 2.5 year master program including 1-year studying abroad) has been implemented. 5-7 students graduate early and go on to master course using this system every year.
Chiba University’s own indicators and targets
753+1 (Shichi Go San plus Ichii) Plan

“7”: 700 subjects taught in English
Over 700 subjects in English will be offered in the new “College of Liberal Arts and Sciences”. In order to do so, we will increase the ratio of foreign teaching staff, (it has increased by 5.5% in FY2016), and expand the joint learning programs with overseas students. The syllabus will be prepared in both Japanese and English. All newly employed teaching staff from FY 2015 have to teach a liberal arts subject in English.

“5”: 50% of each new intake (1200 students) will have an opportunity to study abroad
We will send 1200 students (equivalent to 50% of the intake) overseas to study. In order to do so, we will open an overseas campus and increase the short-term overseas study programs. We will expand these programs in cooperation with alumni living overseas. In the FY 2016, approximately 330 students studied abroad under short term study abroad programs including a beginners program for study abroad called “BOOT”. Various programs have been and will continue to be developed.

“3”: Accept 3000 foreign students
By the final fiscal year of this program, we have aimed to accept 3000 overseas students per year. In order to welcome 800 overseas students for degree programs, 1000 for semester programs, and 1200 for short programs, we developed various programs ranging from Japanese cultural experience programs to short-term intensive professional programs. In FY 2016, we welcomed 300 overseas students onto short programs.

“1”: 10% of our intake (240 students) will be accepted through alternative entrance examinations
We will further promote the “early admittance” system, which is a distinguishing feature of Chiba University. In order to do so, we will implement a new early admittance system specifically for overseas study. In addition, we introduced overseas entrance examinations and will continue to expand them. Also we plan to introduce an International Baccalaureate-based entrance examination. We will select 10% (=240 students) of the quota via such diversified examinations. For the College of Liberal Arts and Sciences established in FY 2016, 11% of the quota were selected via alternative entrance examinations in English, 6% were by Admission Office entrance examination. It will be expanded into other faculties.

Featured initiatives based on the characteristics of the university

Establishment of College of Liberal Arts and Sciences
In the College of Liberal Arts and Sciences, students will learn to understand international society, and will study new technology and culture originating in Japan, which will make a contribution to the world. The students will be educated to integrate what they learn from a wide range of blended arts and sciences education, and to cultivate the ability to identify and solve problems from a uniquely Japanese viewpoint. It was established in 2016.

Implementation of Special Staff, SULA
Current staff “Amanuensis” have been trained as personnel specialized in learning administration. SULAs will be trained as the key staff of this program responsible for putting into practice the tailor-made education and will hold a position superior to Amanuensis staff.

"International Liberal Arts Program" featuring double major courses and overseas study
The early admission, which is currently conducted, is focused on science courses. Therefore, we will start International Liberal Arts Program and offer early admission for the combined course of humanities and sciences. This early admission and early graduation will make it possible for students to obtain a Bachelor’s and Master’s degree by the age of 22, including long-term study abroad. In addition, we have implemented the B7M5 program (3.5 year undergraduate course with early graduation and 2.5 year master program including 1 year studying abroad) since FY 2015.

World School Postgraduate Major-Minor Program
We will establish the “World School” program to extend globalization to postgraduate schools. The World School is a program bridging a plurality of graduate schools. We have built the “Plant Environment Designing” program, “Post Urban Living Innovation” program “Campus Asia Plant Environment innovation” program had been a part of the MEXT Re-Inventing Japan Project. In order to convert them into the World School, we have organized a Design Innovation Center as the mother body.

Free description

Construction of a Global Network
In order to strengthen ties with Mahidol University, we are pursuing various cooperative activities with this university in Thailand, and we will finally open a satellite campus in FY 2017. We will send over 200 undergraduate students per year, establishing a strong coalition with them. Also, we have established a Berlin campus in Charite - Universitätsmedizin Berlin/Humboldt Univ. (Germany) and a San Diego campus for life science in University of California, San Diego (USA). We have begun to operate 3 overseas campuses as of FY 2016.

Establishing a Network with other Domestic Universities
The 6 national universities alliance of SixERS (Six National Universities International Education and Research System (Nilgata, Chiba, Kanazawa, Okayama, Nagasaki, and Kumamoto) has established a coalition with AUN (ASEAN University Network) and opened a joint office with Northeast Normal University (Changchun, China). We will cooperate with domestic universities through various alliances and aim to establish partnerships with potential future overseas alliances.
5. FY2017 Progress

Common indicators and targets

Internationalization

☐ Expansion of Programs by Globalization of Teaching Staff
We have employed 17 academic staffs so far for conducting the globalization-related programs. The programs are wide-ranging, from Japanese culture/subculture to English communication. We have also increased the number of our liberal art subjects taught in English.

☐ Further Globalization through the Internationalization of Staff and Training of New Specialist Staff- SULA
SULAs (Special University Learning Administrators), selected from existing staff who have graduated from overseas universities or have studied abroad, will become specialized in learning administration in order to put into practice the proposed tailor-made education, thereby furthering internationalization. We assigned 12 staff members to SULAs. (It has increased by 10 people in FY 2017).

☐ Program Development for Increasing the Number of Overseas Students and the Number of Coeducation Programs with Japanese Students
We carried out 7 short programs and accepted approximately 200 overseas students in FY 2017. We distributed our pamphlets to our partner universities and made PR videos for a campaign. In addition, plans for term-long programs (for 2 months) and other programs are under consideration. These programs promote coeducation of overseas and Japanese students, thereby pushing forward our domestic globalization programs.

☐ Internationalization of the School Calendar and Registrar System
Starting in April 2016, we implemented a 6-term system, consisting of 6 terms of 2 months each, in harmonization with school calendars in other countries. This will facilitate the sending of students overseas and the acceptance of overseas students. Especially in the second term (June to July), there are no compulsory subjects as to promote overseas summer programs, and we set up our own summer programs. Using this gap term, more than 120 people have studied abroad over the last two years at the College of Liberal Arts and Sciences where study abroad is mandatory. The third term (August to September) includes programs for overseas students, making it possible to accept them from September.

University / Governance reform

☐ Establishing the new “College of Liberal Arts and Sciences” as a Driving Force for Globalization
Based on the minor program called “International Japan Studies”, which is a unique facet of Chiba University, we established a new College in Spring 2016, in which, arts and sciences are integrated, so that students will study “Global studies”, “Japan studies” and “Sciences” in combination. This will push forward our goal for globalization. The newly formed college will be the driving force for the new education system of Chiba University, including fostering global human resources.

☐ Global Personnel System
We have adopted an annually reviewed salary system since FY 2014. As a result, more than 330 people in the staff are under this salary system so far. We have also introduced a cross appointment system since FY 2015 and accepted academic staffs from overseas universities. That system will facilitate employment of academic staffs from overseas.

☐ Cultivation of SULAs and creation of a Training System
SULAs, highly-specialized staffs in academic administration (mainly for learning support and overseas study), are recruited and trained. We assigned 12 members to SULAs. Approximately 120 SULAs will be posted in Chiba University’s educational operations support organization. In addition, we have implemented a staff training system called Chaperone Training. Some young staffs accompany students on their study abroad programs, to supervise the students and to negotiate and interact with counterpart staffs in the partner schools. We have already dispatched 16 people, thereby increasing their international experience and language skills.

☐ Foreign language education reform
We established a working group aiming for reform of foreign language education in FY 2017. We will implement curriculum reform in FY2020.

Education reform

☐ Promotion of Strong Active Learning Skills (Advanced Active Learning)
In order to promote active learning, whose core is the Academic Link Centre, we have prepared more than 10 project-based active learning subjects. Meanwhile, we have expanded the student assistant system (SA system), increasing the practical roles of SAs such as those working in language learning support in English House.

☐ Consideration of a Double Major, Minor, and Certificate System
We are deliberating establishing various systems such as a double major involving the study of both arts and sciences, for a 3 year Bachelor’s course (with early graduation) + 2 year Masters course; global minors involving the study of subjects related to International Japan Studies taught in English; general minors for subjects taught in a general way, and certificate programs which have lower level requirements. Starting in April 2018, these courses are offered alongside the current system.

☐ Academic Pathways combining Early Admission and Early Graduation
We have created a system to make it possible for students to obtain a Bachelor's and Master's degree at the age of 22 (3 year Bachelor’s course (early graduation) + 2 year Master’s course − 1 year (early admission) = 4 years) by combining early admission and early graduation, which are presently offered for Advanced Science Programs. In addition, the B7M5 program (3.5 year undergraduate with early graduation and 2.5 year master program including 1-year studying abroad) has been implemented. 5-7 students graduate early and go on to master course using this system every year.
Chiba University’s own indicators and targets
753+1 (Shichi Go San plus Ichi) Plan

O 750 subjects taught in English
Over 700 subjects in English will be offered in the new “College of Liberal Arts and Sciences”. In order to do so, we will increase the ratio of foreign teaching staff, (It has increased by 2% in FY2017), and expand the joint learning programs with overseas students. The syllabus will be prepared in both Japanese and English. All newly employed teaching staff from FY 2015 have to teach a liberal arts subject in English.

O 50% of each new intake (1200 students) will have an opportunity to study abroad
We will send 1200 students (equivalent to 50% of the intake) overseas to study. In order to do so, we will open an overseas campus and expand the short-term overseas study programs. We will expand these programs in cooperation with alumni living overseas. In the FY 2017, approximately 750 students studied abroad under a variety of short term programs including a beginners program called “BOOT”. Various programs have been in place and will continue to be developed.

O Accept 3000 foreign students
By the final fiscal year of this program, we aim to accept 3000 overseas students per year. In order to welcome 800 overseas students for degree programs, 1000 for semester programs, and 1200 for short programs, we developed various programs ranging from Japanese cultural experience programs to short-term intensive professional programs. In FY 2017, we welcomed approximately 200 overseas students onto short programs.

O 10% of our intake (240 students) will be accepted through alternative entrance examinations
We will further promote the “early admittance” system, which is a distinguishing feature of Chiba University. In order to do so, we will implement a new early admittance system specifically for overseas study. In addition, we introduced overseas entrance examinations and will continue to expand them. Also we plan to introduce an International Baccalaureate-based entrance examination. We will select 10% (=240 students) of the quota via such diversified examinations. For the entrance examination of FY 2018 in the College of Liberal Arts and Sciences, 11% of the quota were selected via alternative entrance examinations in English, 6% were by Admission Office entrance examination. It will be expanded into other faculties.

Establishment initiatives based on the characteristics of the university

O Establishment of College of Liberal Arts and Sciences
In the College of Liberal Arts and Sciences, students will learn to understand international society, and will study new technology and culture originating in Japan, which will make a contribution to the world. The students will be educated to integrate what they learn from a wide range of blended arts and sciences education, and to cultivate the ability to identify and solve problems from a uniquely Japanese viewpoint. It was established in 2016.

O Implementation of Special Staff, SULA
Current staff “Amanuensis” have been trained as personnel specialized in learning administration. SULAs will be trained as the key staff of this program responsible for putting into practice the tailor-made education and will hold a position superior to Amanuensis staff.

O International Liberal Arts Program featuring double major courses and overseas study
The early admission, which is currently conducted, is focused on science courses. Therefore, we will start International Liberal Arts Program and offer early admission for the combined course of humanities and sciences. This early admission and early graduation will make it possible for students to obtain a Bachelor’s and Master’s degree by the age of 22, including long-term study abroad. In addition, we have implemented the B7M5 program (3.5 year undergraduate course with early graduation and 2.5 year master program including 1 year studying abroad) since FY 2015.

O World School Postgraduate Major-Minor Program
We will establish the “World School” program to extend globalization to postgraduate schools. The World School is a program bridging a plurality of graduate schools. We have built the "Plant Environment Designing" program, "Post Urban Living Innovation" program, "Campus Asia Plant Environment innovation" program "Future Agriculture with Russian Far east Pre-Master to PhD" Program had been a part of the MEXT Re-Inventing Japan Project. In order to convert them into the World School, we have organized a Design Innovation Center as the mother body.

Free description

O Construction of a Global Network
In order to strengthen ties with Mahidol University, we are pursuing various cooperative activities with this university in Thailand, and we opened a Bangkok campus in September 2017. We will send over 200 undergraduate students per year, establishing a strong coalition with them. Also, we have established a Berlin campus in Charité - Universitätsmedizin Berlin/Humboldt Univ. (Germany) and a San Diego campus for life science in University of California, San Diego (USA). We have begun to operate 3 overseas campuses as of FY 2016.

O Establishing a Network with other Domestic Universities
The 8 national universities alliance of SixERS (Six National Universities International Education and Research System (Niigata, Chiba, Kanazawa, Okayama, Nagasaki, and Kumamoto) has established a coalition with AUN (ASEAN University Network) and opened a joint office with Northeast Normal University (Changchun, China). We will cooperate with domestic universities through various alliances and aim to establish partnerships with potential future overseas alliances.
6. FY2018 Progress

Common indicators and targets

Internationalization

- **Expansion of Programs by Globalization of Teaching Staff**
  We have employed 17 academic staffs so far for conducting the globalization-related programs. The programs are wide-ranging, from Japanese culture/subculture to English communication. We have also increased the number of our liberal arts subjects taught in English.

- **Further Globalization through the Internationalization of Staff and Training of New Specialist Staff - SULA**
  SULAs (Special University Learning Administrators), selected from existing staff who have graduated from overseas universities or have studied abroad, will become specialized in learning administration in order to put into practice the proposed tailor-made education, thereby furthering internationalization. We assigned 24 staff members to SULAs. (It has increased by 13 people in FY 2018).

- **Program Development for Increasing the Number of Overseas Students and the Number of Coeducation Programs with Japanese Students**
  We carried out 13 short programs and accepted approximately 300 overseas students in FY 2018. We distributed our pamphlets to our partner universities and made PR videos for a campaign. In addition, plans for term-long programs (for 2 months) and other programs are under consideration. These programs promote coeducation of overseas and Japanese students, thereby pushing forward our domestic globalization programs.

- **Internationalization of the School Calendar and Registrar System**
  Starting in April 2016, we implemented a 6-term system, consisting of 6 terms of 2 months each, in harmonization with school calendars in other countries. This will facilitate the sending of students overseas and the acceptance of overseas students. Especially in the second term (June to July) there are no compulsory subjects as to promote overseas summer programs, and we set up our own summer programs. Using this gap term, more than 270 people have studied abroad over the last three years at the College of Liberal Arts and Sciences where study abroad is mandatory. And the third term (August to September) includes programs for overseas students, making it possible to accept them from September.

Univeristy / Governance reform

- **Expand the Global Program of the College of Liberal Arts and Sciences to the whole university**
  We will continue to expand the integrative approach of these three concepts; “International” + “Japan” + “Science”, which is the philosophy of the College of Liberal Arts and Sciences across the whole university.

  Study abroad will be compulsory for all students entering the university from 2020. This initiative is named the ENGINE program, and global education will be promoted along with integrative education of the arts and the sciences.

- **Global Personnel System**
  We adopted an annually reviewed salary system since FY2014. As a result, more than 300 members of staff are currently under this salary system as per last year. We have also introduced a cross-appointment system since FY2015 and accepted academic researchers from overseas universities. This system will facilitate the employment of academic staff from overseas.

- **Cultivation of SULAs and creation of a Training System**
  SULAs, highly-specialized staffs in academic administration (mainly for learning support and overseas study), are recruited and trained. We assigned 24 members of staff to SULAs. Approximately 60 SULAs will be posted in Chiba University’s educational operations support organization. In addition, we have implemented a staff training system called Chaperone Training. Some young staffs accompany students on their study abroad programs, to supervise the students and negotiate and interact with counterpart staffs in the partner schools. We have already dispatched 17 people, thereby increasing their international experience and language skills.

- **Foreign language education reform**
  We established a working group aiming for reform of foreign language education in FY2017 and formulated Rubrics introducing the achievement level of English proficiency for the whole university. We will start the reform of our English curriculum in FY2020.

Education reform

- **Promotion of Strong Active Learning Skills (Advanced Active Learning)**
  In order to promote active learning, whose core is the Academic Link Centre, we have prepared more than 10 project-based active learning subjects. Meanwhile, we have expanded the student assistant system (SA system), increasing the practical roles of SAs such as those working in language learning support in English House.

- **Expand the provision of Minor and Certificate Program**
  We introduced various programs such as Minor Programs, Global Minors involving the study of subjects related to International Japan Studies taught in English, and certificate programs which have lower level requirements. These programs have been introduced since FY2018, and we have strategically expanded the provision of Minor and Certificate Programs.

  We are still currently deliberating establishing Double Major programs involving the study of both arts and sciences, for a 3 year Bachelor’s course (with early graduation) + 2 year Masters Course.

- **Academic Pathways combining Early Admission and Early Graduation**
  We have created a system to make it possible for students to obtain a Bachelor’s and Master’s degree at the age of 22 (3 year Bachelor’s course (early graduation) + 2 year Master’s course – 1 year (early admission) = 4 years) by combining early admission and early graduation, which are presently offered for Advanced Science Programs. In addition, the B7M5 program (3.5 year undergraduate with early graduation and 2.5 year master program including 1-year studying abroad) has been implemented. 5-7 students graduate early and go on to master course using this system every year.
Chiba University’s own indicators and targets
753+1 (Shichi Go San plus Ichi) Plan

Q “7”: 700 subjects taught in English
Over 700 subjects in English will be offered in the new “College of Liberal Arts and Sciences”. In order to do so, we will increase the ratio of foreign teaching staff, (It has increased by 1% in FY2018), and expand the joint learning programs with overseas students. The syllabus will be prepared in both Japanese and English. All newly employed teaching staff from FY 2015 have to teach a liberal arts subject in English.

Q “5”: 50% of each new intake (1200 students) will have an opportunity to study abroad
We will send 1200 students (equivalent to 50% of the intake) overseas to study. In order to do so, we will open an overseas campus and expand the short-term overseas study programs. We will expand these programs in cooperation with alumni living overseas. In the FY 2018, approximately 900 students studied abroad under a variety of short term programs including a beginners program called “BOOT”. Various programs have been and will continue to be developed.

Q “3”: Accept 3000 foreign students
By the fiscal year of this program, we aim to accept 3000 overseas students per year. In order to welcome 800 overseas students for degree programs, 1000 for semester programs, and 1200 for short programs, we developed various programs ranging from Japanese cultural experience programs to short-term intensive professional programs. In FY 2018, we welcomed approximately 300 overseas students onto short programs.

Q “1”: 10% of our intake (240 students) will be accepted through alternative entrance examinations
We will further promote the “early admittance” system, which is a distinguishing feature of Chiba University. In order to do so, we will implement a new early admittance system specifically for overseas study. In addition, we introduced overseas entrance examinations and will continue to expand them. Also we plan to introduce an International Baccalaureate-based entrance examination. We will select 10% (=240 students) of the quota via such diversified examinations. For the entrance examination of FY 2019 in the College of Liberal Arts and Sciences, 11% of the quota were selected via alternative entrance examinations in English, 6% were by Admission Office entrance examination. It will be expanded into other faculties.

Featured initiatives based on the characteristics of the university

Q Evolution of the College of Liberal Arts and Sciences
In the College of Liberal Arts and Sciences, which was established in FY2016, students will learn to understand international society and will study new technology and culture originating in Japan, thus contributing to the world. The students will be educated to integrate what they learn from a wide range of blended arts and sciences education, and to cultivate the ability to identify and solve problems from a uniquely Japanese viewpoint.

Through expanding the vision of the College of Liberal Arts and Sciences, we will build programs suitable for graduate level.

Q Implementation of Special Staff, SULA
Current staff “Amanuensis” have been trained as personnel specialized in learning administration. SULAs will be trained as the key staff of this program responsible for putting into practice the tailor-made education and will hold a position superior to Amanuensis staff.

Q “International Liberal Arts Program” featuring double major courses and overseas study
The early admission, which is currently conducted, is focused on science courses. Therefore, we will start International Liberal Arts Program and offer early admission for the combined course of humanities and sciences. This early admission and early graduation will make it possible for students to obtain a Bachelor’s and Master’s degree by the age of 22, including long-term study abroad. In addition, we have implemented the B7M5 program (3.5 year undergraduate course with early graduation and 2.5 year master program including 1 year studying abroad) since FY 2015.

Q World School Postgraduate Major•Minor Program
We will establish the “World School” program to extend globalization to postgraduate schools. The World School is a program bridging a plurality of graduate schools. We have built the “Plant Environment Designing” program, “Post Urban Living Innovation” program, “Campus Asia Plant Environment innovation” program, “Future Agriculture with Russian Far east Pre-Master to PhD” program, “Japan-U.S. Unique Program using COIL” program had been a part of the MEXT Re-Inventing Japan Project. In order to convert them into the World School, we have organized a Design Innovation Center as the mother body.

Q Free description
Q Construction of a Global Network
We have newly established the Institute for Global Campus Planning which will promote the strategic development of 17 overseas sites of Chiba University. The institute is operating 3 overseas campuses; a Bangkok campus (Mahidol University, Sep. 2017), a Berlin campus (Charité - Universitätsmedizin Berlin/Humboldt University, 2016), and a San Diego campus (UC, San Diego, 2016) as well as International Exchange Centers and overseas offices. Based on its global network organized by the institute, we will promote compulsory study abroad for all students.

Q Establishing a Network with universities within Japan
The 6 national universities alliance of SixERS (Six National Universities International Education and Research System (Niigata, Chiba, Kanazawa, Okayama, Nagasaki, and Kumamoto)) has established a coalition with AUN (ASEAN University Network), and took part in a meeting and held a networking event for further collaboration with the Excellence 9 (E9), which represents an alliance of Science and Technology Universities in China. We will cooperate with other Japanese universities through various alliances and aim to establish partnerships with overseas alliances.
7. FY2019 Progress

Common performance indicators and targets

Internationalization

- Enhancement of international educational programs through internationalization of instructors
  To date, we have employed 17 instructors to implement global education programs. The programs include courses on Japanese culture, subculture, English communication, and individual practical training at our dedicated facility named "English House."

- Promotion of internationalization through globalization of administrative staff members and development of new “SULA” support positions
  We promote internationalization by developing new staff members specializing in student support for learning and administrative matters named “SULA” (Super University Learning Administrator). SULAs are selected from staff members who graduated from overseas universities or have studied abroad to help realize tailor-made education. To date, there are 37 SULAs, including 14 newly appointed members in FY 2019. We also started recruiting personnel dedicated to internationalization of our University. Through these endeavors, we continue to expand our professional staff base.

- Development of programs to invite more international students and implementation of co-educational programs with Japanese students
  We conducted 14 Short Programs (summer or winter programs) in fiscal year (FY) 2019 and accepted approximately 300 international students. We implemented PR campaigns that targeted partner institutes overseas (using print and digital media) and examined plans for term programs (two months). We advanced our global educational program in Japan by expanding the co-education of international and Japanese students in these term programs. We also established 12 new programs that encourage everyone to study abroad under the ENGINE Plan.

- Promotion of internationalization within our education system, including the academic calendar
  In FY 2016, we introduced a six-term education system (first two-month term starts in April) to promote student exchanges with educational institutes abroad. In particular, we promoted our students' participation in overseas summer school programs. We also established our own summer school programs. To allow more students to participate in such summer term programs, we eliminated compulsory courses during Term 2 (June–July). This gap filled term has resulted in about 400 College of Liberal Arts and Sciences students (cumulative) studying abroad in the past four years. Studying abroad is compulsory in the College of Liberal Arts and Sciences and we recommend at least two study abroad terms per student. On the other hand, programs for international students are held in Term 3 (August–September), in line with the global academic calendar, allowing us to accept international students.

Governance reform

- Expansion of global programs from the College of Liberal Arts and Sciences throughout the University
  In FY 2020 and afterwards, we will expand the philosophy of the College of Liberal Arts and Sciences, which provides an education that combines arts and sciences that integrates the approaches of “Global” + “Japanese” + “Science,” to the whole university. To this end, all students enrolling after 2020 are required to study abroad (ENGINE Plan). We continue to promote further global and integrated education.

- Global personnel system
  We introduced an annual salary system in FY 2014, and applied this system to more than 300 personnel in 2019 respectively. We have been recruiting researchers from universities overseas through the development of our cross-appointment system since FY 2015, and we continue to recruit instructors from around the globe.

- Development of SULA and enhancement of staff training systems
  We established a new personnel position named “SULA,” who supports students on learning and administrative matters (mainly on earning degrees and on studying abroad). We actively recruit and foster highly professional staff. Eventually, the educational operation support organizations across the University will include about 60 SULAs. By 2019, 37 SULAs were appointed. To develop skills, supervise students, and negotiate and interact with administrative staff members of our partner institutes, we have sent young administrative staff members to programs where our students study abroad. We sent 9 staff members abroad in FY 2018, which has increased the international perspectives and language skills of our staff members. To date, approximately 70 staff members have been trained through this initiative.

- Reform of foreign language education
  Beginning in FY 2020, the compulsory credits in English were doubled. For specialized courses, we reformed the English learning system to allow students to continuously learn English by establishing presentation-centered classes taught in English. Furthermore, the curricula on foreign languages will be overhauled in FY 2020 to accommodate differing language ability of students.

Education reform

- Promotion of advanced active learning = Evolution into smart learning
  We have established more than ten advanced active learning courses utilizing PBL methods to promote active learning centered on academic links, which is a strength of Chiba University. We also promote smart learning that enables students to learn anywhere. For example, students can take compulsory subjects of our University without a gap even while studying abroad. We aim to establish more than 100 smart learning subjects.

- Enhancement of minor and certificate programs
  We have built various diploma programs, including the Global Minor program, which allows students to take classes in English certified as an International Japanese Studies class, a general minor program, or certificate programs that require fewer credits to earn a certificate of completion. We launched our first program in FY 2018 and have continued to expand our minor and certificate programs. We also established seven Minor programs and one Certificate program in our graduate schools as Practice-based Global Study Programs for Graduate Schools.

- Diversification of academic paths by combining early admission and accelerated graduation
  By combining early admission allowed under the Advanced Science Program and accelerated graduation, we developed a program that enables students to acquire a double major at the age of 22 (3 years (accelerated graduation) + 2 years = 1 year (early admission) = 4 years). We also implemented the B7M5 program (graduating from undergraduate schools in an accelerated manner in 3.5 years and studying abroad for the first year of a 2.5-year master’s program). Annually, 5–7 students have taken advantage of this system and continued to the master’s program after an early graduation.
Original performance indicators and achievement goals of Chiba University 753+1 Plan (Shichi Go San plus Ichi)

- “+T”: 700 subjects to be taught in English
  The brand new College of Liberal Arts and Sciences will eventually conduct classes for 700 subjects in English. To this end, we will increase the ratio of international instructors and expand co-education programs between Japanese and international students. We also aim to prepare syllabi in both Japanese and English. Since FY 2015, all recruited instructors are required to instruct liberal arts subjects in English. The ratio of international teachers has increased by about 1.5% in FY 2019 compared to FY 2018.

- “+S”: 50% of the admission quota (1200 students) study abroad
  We sent about 900 students abroad in FY 2019 utilizing programs such as the BOOT Program dedicated to providing guidance for studying abroad. Beginning in FY 2020, the ENGINE Plan will encourage all students to study abroad. In order to prepare, we started to execute in 2019 to prepare the programs that 2000 master’s students will study abroad in FY20 in 2020, 3000 undergraduate and master’s students will study abroad in FY 2021, and more than 4000 study abroad annually beginning in FY 2023.

- “+3”: 3000 international students to be accepted
  By the final year of the 753+1 Plan, we will accept 3000 international students per year, which will include 800 students in degree programs, 1000 students in semester programs, and 1200 students in Short Programs. In FY 2019, we implemented 14 Short Programs and welcomed 300 international students. We also launched semester programs in our specialized courses and accepted nearly 80 students.

- “+1”: 10% of admission quota (240 students) to be admitted by various entrance examinations
  We promote early admission, which is a strength of our University. To this end, we are launching a dedicated early admission scheme for students who study abroad. We also select 10% of the admission quota (240 students) through various entrance examinations, including international baccalaureate entrance examinations and entrance examinations conducted overseas. Our first overseas entrance examination will be in South Korea and it will be expanded in the future. In FY 2020, the College of Liberal Arts and Sciences selected 11% of its admission quota with entrance examinations in English and 6% by the AO entrance examination. The AO entrance examination will also be expanded to other faculties.

Distinct initiatives based on the characteristics of Chiba University

- Evolution of College of Liberal Arts and Sciences: Diverse pathways to graduate school education, including the establishment of the Graduate Degree Program of Global and Transdisciplinary Studies, which is the first degree program in Japan to adopt a transdisciplinary approach
  The College of Liberal Arts and Sciences, which was established in FY 2016, produced its first graduates in FY 2019. The general education combining the arts and sciences at the College have resulted in continued learning. Nearly 20% of the graduates are continuing to graduate programs. Graduates continue to learn by combining the arts and science, not only in the newly established Graduate Degree Program of Global and Transdisciplinary Studies, which utilizes transdisciplinary collaboration among different graduate schools, but also in more traditional fields such as literature, engineering, and horticulture.

- Establishment of a dedicated supporting member SULA → Establishing a Senior SULA post
  By FY 2019, a total of 37 SULAs were appointed. We have also established the “Senior SULA” position, which supervises and strategically organizes SULAs across the university. We have centralized information about diverse learning support schemes by managing SULAs across the University, allowing University-wide SULAs to assist faculties that do not require SULAs frequently such as the Faculty of Education (faculty for obtaining teacher licenses), School of Medicine, Faculty of Pharmaceutical Sciences, and School of Nursing.

- Liberal Arts and Sciences Program provides students with opportunities to maximize time to acquire a double major or study abroad
  The Liberal Arts and Sciences Program provides 2000 students majoring in the sciences. However, the Liberal Arts and Sciences Program will allow early admission for students majoring in both arts and sciences for the first time. By combining this early admission scheme and the accelerated graduation scheme, students can earn a double major or participate in a long-term study abroad program for a year or more and graduate on schedule. In FY 2015, we launched the B7M5 Program (graduating from undergraduate schools in an accelerated manner in 3.5 years and studying abroad for the first year of a 2.5-years master’s program).

- World School/ Major/ Minor Programs for graduate schools
  We established the “World School” program as a Practice-based Global Study Program for Graduate Schools. Currently, we grant minors or certificates to students who have completed one of the seven transdisciplinary university-wide programs, including Plant Environment Designing Program, Post-Urban Living Innovation Program, Campus Asia Plant Environment Innovation Program, Future Agriculture with Russian Far east Pre-Master to Ph.D. Program, and COIL Japan U.S. Unique Program. These programs have been established by the Innovation Education Center. We will continue to establish other new programs.

Free description

- Global networks
  We recently established the Core Center for Promotion of Global Campuses at the end of FY 2018. We actively encourage every student to study abroad by strategically utilizing our 17 overseas bases, including 3 overseas campuses such as the Bangkok Campus (September 2017), Berlin Campus (Chanté-Universitätsmedizin Berlin (formerly Medical Faculty at Humboldt University of Berlin), 2016), and San Diego Campus (UC San Diego), 2016), our International Exchange center offices, and overseas offices.

- Networks with other universities in Japan
  The SixERS, a Consortium of Six National Universities in Japan (Chiba, Niigata, Kanazawa, Okayama, Nagasaki, and Kumamoto Universities) has executed a partnership agreement with AUN (ASEAN University Network). The SixERS also discussed potential cooperation and held an information exchange workshop with the Chinese Excellence League (E9), which is an alliance of universities for science and engineering in China. We continue to cooperate with domestic universities through various alliances, allowing us to contribute as equal partners in overseas alliances.
8. FY2020 Progress

- Common indicators and targets
  
  Internationalization
  
  ① The launch of “ENGINE” for global human resource development at Chiba University
  Since FY2020, we have launched “ENGINE (Enhanced Network for Global Innovative Education),” the Chiba University global human resource development plan, in order to further expand and develop the global human resource development strategy. This ENGINE plan consists of three pillars: study abroad for all students, English education reform, and enhancement of smart learning.

  ② Study abroad for all students ⇒ Building alternative online programs for studying abroad
  We have developed a variety of study abroad programs, such as language and culture experience, cooperative learning, social experience, and research, depending on the purpose of study abroad, length of stay, and language skills. In FY2020, we established online study abroad programs and conducted them in response to the coronavirus pandemic. The program included those based on tie-ups with overseas universities such as the University of York (UK) and the University of Waterloo Renison College (Canada), or the Study Abroad Foundation (SAF). In FY2020, 349 students participated in the program. Besides, in preparation for FY2021, we established 30 programs, including the following online study abroad programs.

  - University of York (UK)
    Students take level-based classes to improve their English language skills and also learn about the culture, politics, and architecture of York and England through lectures and virtual tours, etc. Furthermore, the students in each group find out social issues related to the UK, research specific issues, and come up with a solution and make a presentation.

  - Coventry University (UK)
    The program provides an overview of British culture through myths, folklore, music, and situation comedy. It also examines the history of the automobile industry and supply chain management in Coventry.

  - LaSalle Beauvais Polytechnic Institute (France)
    The program provides an overview of the impact of French terroir (food growing environment) on French food culture, sustainable food production in France, and food-based health science.

  - Mahidol University (Thailand)
    The program considers the meaning of political and economic regional integration, such as ASEAN membership and the Regional Comprehensive Economic Partnership for East Asia, from the perspective of Japan and Thailand.

  - University of Regina (Canada)
    The program provides an overview of the geographical diversity of Canada and the Province of Saskatchewan, gives an opportunity to learn about the indigenous peoples of Canada and considers multicultural coexistence through coexistence with indigenous peoples.

  - Busitema University (Uganda)
    In the program, students learn about the SDGs that Uganda is implementing through its coffee business and deepen their understanding of the current situation.

  - Others: Taiwan, China, India, USA, Australia, Italy, Germany, Netherlands, Ireland, Ecuador, etc.

- Curriculum reform for English education
  Beginning in FY2020, we doubled the number of compulsory English course credits to create the curriculum through which students can develop their skills to communicate with others in the real world by taking advantage of their English skills. These classes are completely organized according to each student’s English level. In the specialized courses, we have also reformed the system for continuous English learning by providing presentation-centered classes taught in English.

- Enhancement of smart learning
  Using smart learning, an ICT-based interactive, individualized learning system, we have created a “learning environment where students can learn anytime, anywhere,” even when they are studying abroad, by taking online classes being held in Japan. The number of classes conducted through smart learning (media classes) has increased significantly from the previous year to 7,533 courses and 33,000 videos that can be distributed.

University reform

- Global personnel system
  Since FY2014, we have actively been introducing the annual salary system and applied this system to more than 300 personnel as in the previous year. In addition, we have been recruiting researchers from universities overseas through the development of our cross-appointment system since FY2015. We will continue to recruit teaching staff from abroad.

- New unique recruitment exam “Global Personnel Quota”
  To address the globalization of curricula, we have started our own recruitment examinations to hire new internationalization specialists and employed two personnel in FY2020. The hired staff are supposed to be mainly engaged in student support and international affairs using their language skills, and we continue to expand the number of specialized staff.

Education reform

- Enhancement of minor and certificate programs
  For the purpose of cross-disciplinary learning, we currently have three minors at the undergraduate level and seven minors at the graduate level and award minors or certificates. The three undergraduate minor programs offer two to three credits from each minor as compulsory courses to motivate students to take a minor. “Global Program for Japanese Studies” provides a variety of systems, including the global minor, which allows students to complete the program by taking courses taught in English that are certified as subjects related to International Japanese Studies, the regular minor, and the certificate program with lower credit requirements than the regular minor.
University’s own indicators and targets

- **“7”: 700 subjects to be taught in English**
  Approximately 700 subjects taught in English will be offered in the new “College of Liberal Arts and Sciences.” To do this, we will increase the ratio of non-Japanese faculty members and expand joint study programs with international students. We have made it obligatory for all recruited faculty members in 2015 and onwards to offer liberal arts subjects in English. The ratio of international faculty members increased by about 1.5 percent compared to the previous year.

- **“5”: 60% of the admission quota (1,200 students) study abroad**
  In FY2019, about 900 students were dispatched through the BOOT program, etc., which is designed exclusively as the introductory course for studying abroad. Under the ENGINE plan, all students are supposed to study abroad, but currently, we have suspended study abroad programs due to the coronavirus pandemic. In FY2020, we promoted online study abroad programs, where 349 students participated. After the end of the pandemic, we expect about 2,400 students to study abroad every year through the various programs we have created.

- **“3”: 3,000 international students to be accepted**
  By the final year of the program, we aim to accept a total of 3,000 international students. In FY2019, we implemented 14 short programs and could accept about 300 students. Semester programs in specialized courses are currently suspended but will be resumed from the next year.

- **“1”: 10% of the admission quota (240 students) to be admitted by various entrance examinations**
  We will promote the early admission system, which is one of the strengths of Chiba University, and will implement the early admission system exclusively for studying abroad. Other than this, we will also conduct the International Baccalaureate Examination and overseas entrance examinations to select 10% of the admission quota (equivalent to 240 students) through a variety of entrance examinations. The College of Liberal Arts and Sciences selected 8% of the admission quota in the FY2021 entrance examination through a special selection process based on English proficiency.

Featured initiatives based on the characteristics of the university

- **Expansion of the global program of the College of Liberal Arts and Sciences throughout the university**
  We will expand the integrative education of arts and sciences, in which students learn from a combination of “Global” + “Japanese” + “Science,” the philosophy of the College of Liberal Arts and Sciences, throughout the university. To this end, we will apply the ENGINE plan to the students admitted in FY2020 and beyond and promote the global and integrated arts and sciences education.

- **Establishment of “Graduate Degree Program of Global and Transdisciplinary Studies”**
  In April 2020, we established the Graduate Degree Program of Global and Transdisciplinary Studies (Master’s Program) as a basic implementation organization for Japan’s first interdisciplinary degree program. The program features a transdisciplinary education and research program that aims to produce knowledge to solve problems across disciplines and beyond existing academic fields as well as a self-designed major that allows students to develop their own research plans autonomously and independently.

- **Creation of SULAs as learning support specialists → Establishment of the senior SULA post**
  To realize tailor-made education that meets the needs of individual students, we appoint SULAs (Super University Learning Administrators), a newly created specialized position to provide learning support and related specialized services, foster them, and thereby promote internationalization. In FY2020, 43 SULAs were assigned across the university, and eventually, about 60 SULAs will be posted in all the educational operations support organizations of the university.

In an effort to strategically organize these SULAs, we established the post of Senior SULA (manager of SULAs) to manage SULAs of the university as a whole and realized the centralization of information on various learning support programs.

Free description

- **Endeavors during the coronavirus pandemic**
  In response to the spread of the novel coronavirus infection, we have strengthened our online learning support. To create an environment that helps students learn in difficult situations, SULAs of the College of Liberal Arts and Sciences provided support for the students through their regular office hours and their own peer support system “Student SULA,” while the English House started online English conversation sessions along with face-to-face sessions.

- **Enrichment of English video contents**
  For the promotion of the appeal of our university even during the coronavirus pandemic and in preparation for the restart of the exchange of students after the end of the coronavirus pandemic, we have enhanced our English-language video contents, such as virtual campus tours and videos introducing the university, for international students who wish to study at our university.

- **Building global networks based on the Core Center for Promotion of Global Campuses**
  In FY2018, we established the Core Center for Promotion of Global Campuses, which strategically operates and manages 17 overseas bases, including 3 overseas bases such as the Bangkok Campus (Mahidol University), Berlin Campus (Charité-Universitätsmedizin Berlin), and San Diego Campus (University of California, San Diego), our International Exchange Center offices, and overseas offices and promotes the study abroad program for all students.

- **Building networks with domestic and overseas universities**
  The SixERS, a Consortium of Six National Universities in Japan (Chiba, Niigata, Kanazawa, Okayama, Nagasaki, and Kumamoto Universities), has established a coalition with AUN (ASEAN University Network). The SixERS also discussed potential cooperation and held an information exchange workshop with the Chinese Excellence League (E9), an alliance of universities for science and engineering in China. We continue to cooperate with domestic universities through various alliances and aim to have an equal partnership with overseas alliances.
9. FY2021 Progress

- Common indicators and targets

**Internationalization**

O Chiba University Global Human Resource Development "ENGINE" in Motion
Chiba University’s Global Human Resource Development Plan “ENGINE (Enhanced Network for Global Innovative Education)” was fully implemented to expand further and develop the global human resource development strategy launched in FY2020. The three pillars of ENGINE are study abroad for all students, English education reformation, and enhancement of smart learning.

- Study abroad for all students ⇒ Establishment of Study Abroad Alternative Online Program

In order to promote study abroad for all students, various programs have been established according to the purpose, length of stay, and language ability, such as language and cultural experience, cooperative learning, social experience, and research, etc. In FY2021, an online study abroad program was implemented in response to the Corona Disaster. Thirty-nine programs were implemented with 1,045 participants, including those in cooperation with overseas universities such as University of York (UK) and Mahidol University (Thailand), as well as with the Study Abroad Foundation (SAF).

- University of York (UK)
  In addition to classes to improve communication and presentation skills in English (including English expressions learned from Harry Potter), students will study an overview of British architectural culture.

- Coventry University (UK)
  In addition to English language classes, participants will learn about the history of the British automobile industry and business management, including brand image strategy, using Jaguar Land Rover as an example. Students will also take a virtual tour of the company.

- LaSalle Beauvais Polytechnic Institute (France)
  In addition to examining the impact of French terror (food growing environment) on French food culture, students will consider the elements that make up the French landscape through virtual tours and escape games.

- Mahidol University (Thailand)
  Connecting with Thailand, where Japan is the number one investor, participants will examine the meaning of political and economic regional integration, including RCEP (Regional Comprehensive Economic Partnership for East Asia), from the standpoints of both Japan and Thailand.

- Buisitem University (Uganda)
  In addition to learning about the SDGs being implemented in Uganda with students from the University of Dayton, USA, students will deepen their understanding of Uganda’s wetlands and the Ramsar Convention. They will also learn about the activities of an NGO that supports AIDS orphans.

- Other countries include Canada, Panama, Taiwan, the US, Australia, Ireland, Italy, Germany, the Netherlands, Ecuador, India, and China

**English Education Curriculum Reformation**

Since 2020, the number of required English course credits has doubled, and the curriculum is designed to cultivate the ability to communicate in the real world using English as a weapon. These courses are entirely organized based on students’ level of English proficiency. In the specialized courses as well, presentation-centered English-language classes were introduced to reform the educational system for continuous English language learning.

**Smart Learning Enhancement**

Using Smart Learning, an interactive and individualized learning system that utilizes ICT, we have established an "anytime, anywhere learning environment" for students to take classes held in Japan and receive continuous instruction from faculty members in Japan, even when they are studying abroad.

The learning management system has established an environment that enables the management of student course attendance and evaluation. The number of Smart Learning (media classes) courses totaled 9,897, a significant increase from the previous year.

**University reform**

- Global Human Resources System
  The annual salary system has been actively introduced since FY2014, and more than 300 positions have been secured continuously from the previous fiscal year. In addition, we have hired researchers from overseas universities through the development of cross-appointments since FY2015 and will promote the recruitment of overseas faculty members.

**Education reform**

- Minor Certificate Program Enhancement
  Intending to provide cross-disciplinary study, the department currently offers three minors at the undergraduate level and seven at the graduate level, and awards certificates for these minors. The three undergraduate minor programs provide two to three credits from each minor as required courses to motivate students to earn the minor. The International Japanese Studies program has a diverse system. Students can choose a global minor (taking courses in English that are approved as International Japanese Studies-related courses), a regular minor, or a certificate with low credit requirements. In addition, two additional programs will be added at the graduate level in 2022.

- Global Program for Japanese Studies Brochure
University’s own indicators and targets

○ "7": 700 courses teaching in English
700 courses in English will be offered in the new "College of Liberal Arts and Sciences". To achieve this, the ratio of foreign faculty members and joint study programs with international students will be expanded. The syllabus will also be bilingual (English and Japanese). All newly hired faculty members from FY2015 must open Liberal Arts courses in English. The ratio of foreign faculty members has remained at the same level as the previous year.

○ "5": 50% of the enrollment (1,200 students) study abroad
In FY2021, before the Corona disaster, about 900 students were dispatched through the BOOT program, etc., which is dedicated to introducing study abroad. Although all students will study abroad under the ENGINE plan, study abroad programs requiring travel have been suspended due to the current Corona disaster. In FY2021, online study abroad programs were promoted, and 1,045 students participated. After the situation is settled, approximately 2,400 people will be able to study abroad each year through the various programs that have been established so far.

○ "3": Accepting 3,000 international students
By the program's final year, a total of 3,000 international students per year (800 in the Degree Program, 1,000 in the Semester Program, and 1,200 in the Short Program) will be accepted. In FY 2009, 14 short programs were implemented, and approximately 300 international students were obtained. In addition, semester programs in specialized courses have been started, and nearly 80 students have been accepted. These programs are suspended but will be resumed in the next fiscal year and beyond.

○ "1": 10% of the enrollment capacity (240 students) will be admitted through various entrance examinations.
We promote "skipping enrollment," one of Chiba University's strengths. To this end, the University will implement a new skipping enrollment program exclusively for studying abroad. In addition, we also conduct the International Baccalaureate Entrance Examination and entrance examinations in other countries to select 240 students (10% of the total enrollment) through various entrance examinations. Entrance examinations will be held in South Korea, Taiwan, China, and Hong Kong, with plans to expand the number of overseas examinations in the future. In the 2022 entrance examination for the College of Liberal Arts and Sciences, 8% of the total number of students are selected through a special selection process that includes questions in English.

Featured initiatives based on the characteristics of the university

○ Global Program from the College of Liberal Arts and Sciences to the entire University
The College of Liberal Arts and Sciences’ philosophy of “International,” “Japanese,” and “Science” will be blended into a university-wide mixed arts and sciences education program. To this end, the ENGINE Plan will be expanded to students enrolling in 2020 and beyond, and further global and mixed education will be promoted.

○ Establishment of “Graduate Degree Program of Global and Transdisciplinary Studies”
In April 2020, the Graduate Degree Program of Global and Transdisciplinary Studies (master’s program) was established as Japan’s first inter-disciplinary graduate program. This program provides transdisciplinary education and research that transcend existing academic disciplines and engages in knowledge production to solve problems across disciplines. The program features a self-designed major in which students develop their independent research plans.

○ Creation of academic affairs specialist SULA — Establishment of senior SULA post
In order to realize tailor-made education that meets the needs of individual students, the University is promoting internationalization by fostering new professional SULA(Super University Learning Administrator) who perform academic support and related professional duties from staff members who have graduated from overseas universities or have studied abroad. In FY2021, 50 SULAs were assigned to the university-wide organization, and eventually, about 60 SULAs will be assigned to the university-wide education management support organization. In order to strategically organize these SULAs, the post of Senior SULA (SULA manager) was appointed to manage SULAs throughout the University and centralize information related to various learning supports.

Free description

○ Activities in response to the Corona Disaster
In response to the spread of the new coronavirus, the College of Liberal Arts and Sciences has strengthened its online academic support, including regular office hours with SULA, its peer support system “Student SULA”, and online English conversation sessions in the English House. In addition, various events were held as a hybrid of face-to-face and online sessions to create an environment that responds to students in difficult situations.

○ Enhancement of Global Education Website
In order to attract interest in the University’s global human resource development efforts, even when actual travel was not possible due to the Corona Disaster, the website was enhanced to compile information on global education efforts and foreign language learning tools.

○ Development of a Global Network through the Global Campus Promotion Framework
The Global Campus Promotion Framework was newly established in FY 2008. It will strategically operate and manage three overseas campuses (Bangkok Campus (Mahidol University), Berlin Campus (Charité – Universitätsmedizin Berlin), and San Diego Campus (University of California, San Diego), IEC office, and overseas offices, totaling 17 sites, to promote study abroad for all.

○ Networking with Domestic and Overseas Universities
The SixERS, a Consortium of Six National Universities in Japan (Chiba, Niigata, Kanazawa, Okayama, Nagasaki, and Kumamoto), held collaborative discussions and information exchange meetings with AUN (ASEAN University Network) and with E9 (Chinese Federation of Outstanding Universities), an alliance of science and engineering universities. We will continue to collaborate with domestic universities in diverse alliances and aim for equivalent collaboration with overseas alliances.