

Project for Promotion of Global Human Resource Development

Type B

ASIA University

Number of Undergraduate Students: 280

[Target Faculty: Faculty of International Relations] Two majors available: The International Relations major, which aims to develop students into professionals who can contribute to the fields of international peace and development, and the Multicultural Communications major, which focuses on developing students into professionals who are able to drive forward the progress of transcultural interactions and cooperation.

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

We strive for the development of **"dynamic, international professionals who will succeed in Asia and around the world"** by focusing on preparing students with competencies that they will need as a businessperson and as a member of society, such as adaptability to foreign cultures, foreign language proficiency, and the comprehension of and ability to apply social skills.

2. Summary of the Plan

We envision a hands-on style approach, working together through industrial-academic partnerships to implement study-abroad, internships, social research, and other international experiences into the curriculum. To establish this international activity system, a curriculum with internationalization at its core will be implemented. Also, a "Global Business Literacy Assessment System" will be used to visualize the results of these experiences, and then used to further develop the curriculum.

1. Internationalization of the Curriculum

Revision of the course syllabus to reflect English as a global-standard within international languages, and class numbering system that more clearly shows particular attributes will be implemented. We will develop new classes that focus on teaching specific areas of English language, the "English Super-Course" program will be implemented into this vision, and multicultural-themed internships and fieldwork programs will also be newly implemented. We will regularly seek to hear the opinions and demands of the industrial world to continuously enhance the contents of our programs. Teachers and TA's will work to develop an environment which make use of voluntary progress monitoring, education on diversity, and other methods that students can use by themselves to increase their motivation level.

While continuing to use the university website and newsletters, we will we also actively make use of SNS services and other new PR methods to specifically target students for each program in the most effective ways possible. We will strive to cultivate a human network with business expatriates, JETRO, and other such organizations present at our study-abroad and activity sites to help ensure the smooth business operations of these programs. Within the clerical and office operations structure, we will seek increase the language ability of staff members mainly in English and enhance the various training program systems. In order to ensure smooth communication with native foreign language teachers, university regulations, announcements and signs will be made available in various languages.



(Onsite at an internship abroad)

2. Efforts to Cultivate Global Human Resources



In order to develop **"dynamic, international professionals who will succeed in Asia and around the world"** we seek to expand on the following competencies:

- 1.) Gain hands-on, real-world experience and knowledge abroad that can be put to use in domestic or international companies and communities: Understanding the importance of having comprehensive skills for problem-solving in real-world working and living situations, and then gaining competency in those skills. This includes skills such as information gathering, analysis, creative thinking, teamwork, leadership, communication, discipline, and flexibility.
- 2.) Be able to smoothly engage in cross-cultural communication and easily adapt to surroundings abroad: Have appreciation and knowledge of foreign cultures, the flexibility to accept those differences, be broad-minded, and most importantly, have comprehension of personal-management skills necessary to live a healthy life while living in a foreign environment.
- 3.) Have a practical command of foreign languages: At least be able to communicate at the bare-minimum level of English necessary, and then aim to gain a higher level of English language ability as well as ability in the local language abroad.
- 4.) Develop a comprehension of necessary social skills and actively put them to use: Prepare social skills such as situational assessment and logical thinking, and using these as a foundation, think and act in the interest of global developments within modern society.

(Conceptual diagram of global HR Competency)

3. Improvement of Foreign Language Competencies

Within the current preferred admission system structure, applicant students who hold STEP or other English language proficiencies and equivalent generally have an advantage over other regular applicants. In light of the current need for more complete language proficiency, the implementation of listening and speaking examinations is planned to be prepared and reviewed.

In pursuit of further increasing the language level of students who are passionate about studying English, classes will be divided by TOEIC level, e-learning tools will be implemented as a method of homework and self-study, and also teaching assistants (TAs) will be made available. The US study-abroad program will be enhanced by expanding partnerships to create more opportunities to learn and use English hands-on, through ways such as studying in classes with other students from around the world and living together with a homestay family. The "English Super-Course", which was designed around the learning of academic English, will have its contents further developed to have students focus on a certain area of expertise. For other foreign languages, students will be strongly encouraged to participate on a multicultural-themed internship or fieldwork program, in which goal-setting and motivational support will be given.

4. Faculty Development for Global Education

The ongoing recruitment of teachers with particular areas of expertise will be advertised in many different languages, and the recruitment of teachers specifically for freshman and sophomore English classes will take place in English. We will also seek to recruit teachers for junior and senior foreign language classes. In regards to the research environment for teachers, in addition to already-existing programs and systems, teachers will be encouraged to foster education together with research institutes and our partner universities abroad. For the recruitment of teachers with expertise in areas that especially meet current social demands, foreign experience abroad will be weighted heavily into consideration.

From the perspective of advancing the level of global education, the faculty development within our university has encompassed not only Japanese faculty but teachers of foreign-nationality. We now plan to involve our international program partner-universities as well as foreign business partner companies more in FD. Aggressively promote and develop opportunities for teachers to work with international partner universities by proposing the holding of lectures focused on modern Japan and other topics, and use this as an incentive to advance their level of global education.

5. Support System to Promote Study Abroad

Using internet-based video conferencing systems and other IT devices, students studying abroad will be able to share opinions and hold meetings to report their progress with other students back here in a live, interactive way. This communication together with veteran expats will help to drive how fun it can be to live abroad and help in the development of students by allowing them to see what kind of skills they need to become global professionals.

For students who will be studying abroad, teachers and staff will also be paying visits directly on site or communicate through video conferencing, iPads®, etc. to provide various types of counseling, guidance on how to achieve and work on goals they set, and other support. A "global business literacy system" unique to our university will be used to accumulate data from study-abroad program participants to share with the university career center. This will be used to allow students to begin preparations for their job search directly after their return to Japan, and save them a great deal of time in the process.

Specific Competencies for Graduates

- 1) Gain real-world experience and knowledge abroad that can be put to use in domestic or international companies and communities:
 Required Business Literacy: Knowledge of proper attitude and command of behavior as a business person. Understanding the importance of compliance with international rule and standard. Moreover, decision-making ability, independence, autonomy and activeness. Skill in situational assessment and negotiating power and spirit of teamwork are also required.
- 2) Be able to smoothly engage in cross-cultural communication and easily adapt to surroundings abroad:
 Required Global Literacy: Sharp situational assessment ability in a foreign environment, crisis-management skill, adaptability to a foreign culture, resistant to stress, personal-management skills.
- 3) Have a practical command of foreign languages:
 English: TOEIC score 700. Practical Level of Asia Pacific Language skills (Korean, Chinese, Indonesian, Hindu, Arabic, Spanish)
 English Super-Course students: TOEIC 800/ Asia YUME college students: Chinese Language Test LEVEL3 by Freshman, Level 2 by Graduation
- 4) Develop necessary social skills and actively put them to use:
 Highly educated in international relations, deep understanding of foreign countries and culture, information analysis and communication skills.

Indicative Outputs of the Project

Total		2011	2012	2013	2014	2015	2016	
Number of students who meet requirements for foreign language proficiency				40	70	100	110	
Of the above, Number of students not to study abroad (A)				6	6	8	9	
Number of students studying abroad (b)		255	295	255	256	291	291	
Number of graduates (C)		264	329	280	289	324	324	
Ratio ((A+B)/C))				93.2%	90.7%	92.3%	92.6%	
Faculty of International Relations	Requirement for Foreign Language Proficiency	TOEIC@700points or more		40(6)	70(6)	100(8)	110(9)	
	Number of Students Studying Abroad		255	295	255	256	291	291
	Less than 3 months		1	1	0	0	34	34
	3 months to 1 year		254	294	255	256	257	257
	More than 1 year		0	0	0	0	0	0
Number of graduates		264	329	280	289	324	324	

Note:

*1 The number in "()" indicates "Number of students not to study abroad with credit recognition or credit transfer" out of "Number of students who meet requirements for foreign language proficiency".

*2 "Number of students studying abroad" excludes the number of students studying abroad without credit recognition or credit transfer.