

Admission Quota (Undergraduate): 6,035 (As of April 2015)

1. Objectives of the Project and Our Vision of Ideal Global Human Resources

Doshisha University holds "Christian principles," "liberalism," and "internationalism" to be the key components of its "education of conscience."

This plan aims to produce **global human resources (individuals with global competence) who can "think and act" –who "use their abilities as conscience dictates" with a free and open mind** grounded in advanced foreign language proficiency and a Christian moral outlook.

2. Plan Summary

We set up two organically-linked educational programs: "Study Abroad-Based" and "Domestic-Based" programs, enabling students to acquire global competence inside and outside of Japan. By the final year of this project, **1,800 Study Abroad-Based Program students and 1,200 Domestic-Based Program students** will have acquired **global competence through these programs**. With these initiatives and other measures based on our liberal arts education, we intend to lead the globalization of universities in Japan.

1. Internationalization of the Curriculum

○Measures and Efforts

The study support by Academic Instructors and Learning Assistants continues at the Learning Commons. Based on what we learned from our visits to overseas institutions, we reviewed and improved the support programs so that students can experience the common learning method overseas before going on study abroad. The Common Course Numbering System is now fully implemented in both undergraduate and graduate programs and available on the university's website for reference of those who consider studying abroad or pursuing double degree.

○Transmission of Information

We continue releasing information on our efforts and achievements in this project through our university's website (including updates in four languages) and Facebook page, in addition to the International Center's original Facebook page and LINE account, pamphlets introducing our initiatives, magazine advertisements and various joint publicity activities with other universities selected for the GGJ project. We have enhanced the university-wide commitment to this project, including the president and the vice president delivering messages and lectures concerning this project on various occasions.

○Globalization of Administrative Structure

In addition to the pre-employment training for prospective employees and the Language Qualification Examination Fees Subsidy System, we have launched the English e-learning service. The "global mind" training and practical English communication training for the workplace also continued to be offered in order to prepare employees for various tasks in English.

2. Efforts to Cultivate Global Human Resources

○Liberal Arts Education in English

Along with the ongoing initiatives, we made preparations to establish the Center for Global Education in 2016. The Center will conduct courses in English in small-sized and international class environment, with the aim of cultivating Japanese students' understanding of Japanese society and culture from the global perspective and international knowledge as well as promoting international students' understanding of Japan. At the same time, we also established the Global Liberal Arts minor as a way to make the most of the foreign language ability acquired and the learning experience in the liberal arts subjects, and developed overseas fieldwork subjects for learning international knowledge in English. In advance of the Center's launch in 2016, we held a number of orientation sessions that were attended by many students.

3. Improvement of Foreign Language Competencies

○Appropriate Assessment of Foreign Language Skills and Study Abroad Experience until the through Secondary Education

The English section of our general entrance examination features long reading comprehension passages to examine each applicant's English proficiency with emphasis on reading and thinking abilities. We require applicants to possess not only high school-level English ability, but also logical thinking skills that will serve as the basis for university study.

○Effective Language Education and Educational Structure

We utilized CASEC as a placement test and adopted the university-wide competence-based English classes at 11 faculties. We held CASEC at the end of the spring and fall semesters as well to analyze the students' English skills and improve the class management. In preparation for the opening of the Center for Global Education, we developed the Doshisha English Intensive Program for students who wish to acquire academic skills in English required for Global Liberal Arts minor and study abroad. In addition to the TOEIC and TOEFL preparation courses, we launched the IELTS preparation course to offer more options for students. Starting this year, we also assign third year students of all faculties to take the TOEIC IP® Test to know each student's language ability.

4. Faculty Development for Global Education

○Globalization of the Education System

In order to create more joint learning environment, we held lectures jointly with the on-campus centers of foreign universities at the Doshisha Global Archives which opened as part of this project. We also made preparations to make the 7,000 books stored in the Global Archives searchable on the university's library search system.

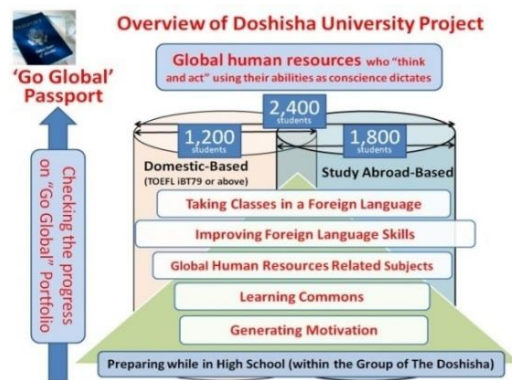
5. Support System to Promote Study Abroad

○Efforts for Enhancing Motivation and Promotion of Study Abroad

We continue to offer consultation by Study Abroad Coordinator and Study Abroad Assistants at the Learning Commons and there were more than 1,600 cases of consultation this year. The activities of the International Center's student group SIED have proved ever more fruitful in its third year, with many students inspired to study abroad or become aware of the importance of foreign language skills through cross-cultural exchange with international students. Other efforts to promote study abroad include the publication of a booklet with information on our study abroad programs and a roadmap for study abroad, copies of which were distributed not only to current students but also to new students before admission.

○Support for Students during and after Their Study Abroad

To enhance our crisis management, we compiled a handbook containing safety enlightenment and other points to take note of while studying abroad. The distributed handbook is in a handy size and with lots of illustration for students' convenience. We also held a month-long Global Career Fair for students aspiring to work on the global stage. With lectures by our alumni who are working globally and panel discussions by junior employees working in international sections of enterprises, the event attracted 866 students in total. In June and January, we held the all-English joint corporate seminar English Career Fair to help students with advanced foreign language skills plan their career more clearly.



○Efforts for Faculty Development in Global Education

We continue to offer the faculty development training for instructors who conduct classes in English that started in 2012.



▲An event organized by SIED

Specific Competencies for Graduates

“Global human resources” that Doshisha University aims to cultivate are those who think and act in accordance with moral principles, who “use their abilities as conscience dictates.” Specific abilities that students are expected to acquire by the time of graduation include: ① advanced foreign language proficiency, with TOEFL-iBT 79 as a basic standard, ② sufficient understanding of the modern and contemporary history of Japan and the world and also of the various religions in the world, ③ deep knowledge in their area of specialization, ④ a well-balanced mind with respect for others, and ⑤ high moral standards seeking the realization of “fairness” and “justice” in our global society.

Indicative Outputs of the Project		Results					Planned
Total		2011	2012	2013	2014	2015	2016
No. of stu. who meet req. for foreign language proficiency				360	517	565	1,200
Of the above, No. of students not to study abroad (A)				230	260	281	579
Number of students studying abroad (B)		693	729	565	769	832	1,800
Number of graduates (C)		5,505	5,679	5,782	6,166	5,874	6,015
Ratio ((A+B)/C))				13.7%	16.7%	18.9%	39.6%
Th	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		2(1)	5(5)	0(0)	9(6)
	No. of Students Studying Abroad/Graduates	15/55	14/64	19/68	14/82	9/44	27/60
L	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		108(64)	105(49)	140(70)	120(43)
	No. of Students Studying Abroad/Graduates	140/655	143/666	113/643	138/704	131/698	235/670
SS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		12(6)	16(6)	10(3)	63(40)
	No. of Students Studying Abroad/Graduates	34/449	60/376	69/431	78/457	76/406	120/450
Law	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		94(71)	90(64)	89(68)	155(45)
	No. of Students Studying Abroad/Graduates	70/870	77/920	61/890	75/875	77/856	236/850
E	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		40(23)	39(17)	51(35)	90(80)
	No. of Students Studying Abroad/Graduates	192/850	172/850	95/867	79/883	107/890	245/850
C	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		41(20)	68(47)	78(49)	148(135)
	No. of Students Studying Abroad/Graduates	149/846	132/881	94/870	124/896	130/820	223/850
PS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		10(8)	45(22)	41(22)	58(30)
	No. of Students Studying Abroad/Graduates	35/331	39/392	37/365	69/446	59/393	110/375
CIS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79, UNATE Level A		17(11)	11(4)	19(14)	47(30)
	No. of Students Studying Abroad/Graduates	14/256	47/280	30/268	38/262	64/333	71/280
SE	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		15(12)	27(20)	15(9)	95(90)
	No. of Students Studying Abroad/Graduates	11/780	19/738	17/828	28/875	32/722	110/760
LMS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		10(8)	11(10)	8(6)	48(28)
	No. of Students Studying Abroad/Graduates	20/202	13/212	16/262	9/275	14/268	46/210
HSS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		5(3)	6(5)	6(3)	39(36)
	No. of Students Studying Abroad/Graduates	5/135	3/160	5/160	6/146	6/169	40/210
Psy	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		6(3)	12(11)	4(2)	28(16)
	No. of Students Studying Abroad/Graduates	8/76	10/140	9/130	10/164	7/155	37/150
GC (Eng)	Requirement for Foreign Language Proficiency	TOEFL-iBT 79, IELTS6.0		0(0)	54(0)	79(0)	80(0)
	No. of Students Studying Abroad/Graduates	—/—	—/—	—/—	66/66	81/81	80/80
GC (Ch)	Requirement for Foreign Language Proficiency	Chu-ken Lv2, HSK Lv5		0(0)	28(0)	25(0)	40(0)
	No. of Students Studying Abroad/Graduates	—/—	—/—	—/—	35/35	39/39	40/40
GR	Requirement for Foreign Language Proficiency	TOEFL-iBT 79, CEFR B1		0(0)	0(0)	0(0)	180(0)
	No. of Students Studying Abroad/Graduates	—	—	—/—	—/—	—/—	180/180

Th: Theology, L: Letters, SS: Social Studies, E: Economics, C: Commerce, PS: Policy Studies, CIS: Culture and Information Science, SE: Science and Engineering, LMS: Life and Medical Sciences, HSS: Health and Sports Science, Psy: Psychology, GC: Global Communications, GR: Global and Regional Studies

* The number of students studying abroad for some faculties has been corrected from the initial plan as it included the students who are not expected to graduate in that year. The target for the final year stays unchanged.

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.