

Project for Promotion of Global Human Resource Development

Type A

Doshisha University

Admission Quota (Undergraduate): 5,780 (As of April 2012)

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

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. Summary of the Plan

We are designing two organically-linked educational programs: “Study Abroad-Based,” and “Domestic-Based,” 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**.

1. Internationalization of the Curriculum

○Measures and Efforts

Along with implementing faculty development training for teachers who conduct classes in English, we have begun negotiating with departments to prepare for introducing a Common Course Numbering System.

We have also established university-wide support for students' independent studies. Specific measures are promoting students' active learning by Academic Instructors and motivating and supporting students to study abroad by a Study Abroad Coordinator at Learning Commons.

○Transmission of Information

As a step for the first year of the project, we demonstrated our proactive stance to global competence development by publicizing our actions for globalization on this project widely through newspapers, magazines, and TV commercials. We also set up the Facebook page of the International Center as a channel for disseminating updates on our actions within and outside Japan.

○Globalization of Administrative Structure

As part of efforts for improving foreign language skills of our staff, the Language Qualification Examination Fees Subsidy System is newly introduced in 2013 to subsidize the examination fees for TOEIC and the Chinese Proficiency Test from the university budget.

2. Efforts to Cultivate Global Human Resources

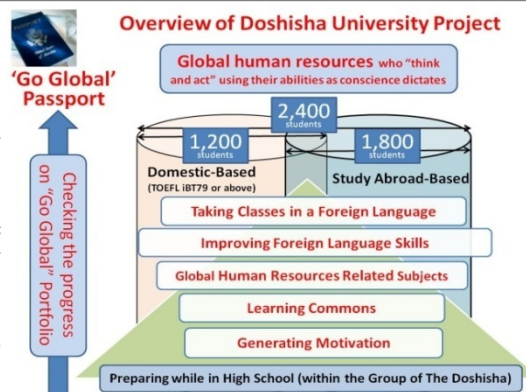
○Establishment of New Courses

With the aim of cultivating knowledge and language skills required for global citizens, “Intensive Courses for TOEFL (Practice/Tutorial)” and “Subject for Global Competence Improvement (Modern Japanese History / Modern World History / Religions of the World)” have been prepared and started being offered since the 2013 academic year as planned.

○Creating an Environment for Learning Together with International Students

At Learning Commons, which opened in April 2013 to help students improve their communication skills and autonomous learning ability, students have access to about 170 broadcasting channels around the world, as well as about 2,000 newspapers from 92 Countries and in 48 languages. In addition, a new international library called Doshisha Global Archives has opened, where specialized English resources owned by the Study Abroad Program (SAP) Center are made available to Japanese students.

Overview of Doshisha University Project



3. Improvement of Foreign Language Competencies

○Effective Language Education and Educational Structure

The “Go Global” Portfolio is established to give students an idea of how to be globally competent persons, motivate them to build foreign language skills, and provide them with a study plan with an eye on study abroad, and its follow-up. The Portfolio has been in use on trial basis since April 2013 as a previous step for full implementation from the 2014 academic year.

Meanwhile, preparation for the “Intensive Courses for TOEFL (Practice/ Tutorial)” began soon after being selected for the project in 2012 and resulted in receiving more than 1,200 applicants for the 360 places available in the Spring Semester of 2013, the first year of the program. We are further seeking effective ways to run the program, including increasing the number of participants in the next year and beyond.

4. Faculty Development for Global Education

○Efforts for Faculty Development in Global Education

“Subcommittee for Improvement of Foreign Language Proficiency” that discusses measures to improve students' language proficiency and “Subcommittee for Promotion of Study Abroad” that aims to develop and enhance various study abroad programs for students have been newly established and in operation. These subcommittees continue to meet in the 2013 academic year to implement and improve the planned projects. We also held a workshop on practical English teaching for faculty members.

5. Support System to Promote Study Abroad

○Efforts for Motivation and Promotion of Study Abroad

We have appointed a Study Abroad Coordinator with a rich experience in business overseas to support students by providing detailed information necessary for study abroad, as well as advice on the meaning of study abroad through the hands-on experience. Students are given continuous support from around the time of their decision making until they start their study abroad.

Gaining recognition among students in a short period since the support service's start, currently about 40 private consultation sessions are held per week. Our next plan is to place study abroad assistants (exchange students from renowned foreign universities etc.) at Learning Commons to create an environment where students can communicate in foreign languages on a daily basis.



▲ Learning Commons

Specific Competencies for Graduates

The kind of "global human resources" that Doshisha University aims to cultivate is those who think and act in accordance to 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				407	688	909	1,200
Of the above, No. of students not to study abroad (A)				224	310	443	579
Number of students studying abroad (B)		693	729	715	1,109	1,330	1,800
Number of graduates (C)		5,505	5,679	5,753	5,950	5,753	6,015
Ratio ((A+B)/C)				16.3%	23.8%	30.8%	39.6%
Th	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		2(1)	4(2)	8(4)	9(6)
	No. of Students Studying Abroad/Graduates	15/55	14/64	10/70	15/80	20/61	27/60
L	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		63(19)	87(28)	110(35)	120(43)
	No. of Students Studying Abroad/Graduates	140/655	143/666	133/670	188/670	210/670	235/670
SS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		29(0)	40(0)	56(15)	63(40)
	No. of Students Studying Abroad/Graduates	34/449	60/376	66/445	89/469	106/426	120/450
Law	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		105(70)	125(60)	150(50)	155(45)
	No. of Students Studying Abroad/Graduates	70/870	77/920	72/880	131/870	184/860	236/850
E	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		40(40)	60(58)	80(78)	90(80)
	No. of Students Studying Abroad/Graduates	192/850	172/850	165/850	198/850	222/850	245/850
C	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		80(60)	110(90)	140(110)	148(135)
	No. of Students Studying Abroad/Graduates	149/846	132/881	161/882	174/937	196/831	223/850
PS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		24(0)	34(4)	48(9)	58(30)
	No. of Students Studying Abroad/Graduates	35/331	39/392	42/375	74/375	95/375	110/375
CIS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79, UNATE Level A		23(7)	31(12)	42(19)	47(30)
	No. of Students Studying Abroad/Graduates	14/256	47/280	22/280	41/280	54/280	71/280
SE	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		20(18)	40(36)	80(74)	95(90)
	No. of Students Studying Abroad/Graduates	11/780	19/738	14/780	31/780	50/760	110/760
LMS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		0(0)	10(2)	25(16)	48(28)
	No. of Students Studying Abroad/Graduates	20/202	13/212	10/210	16/210	20/210	46/210
HSS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		6(5)	12(11)	25(22)	39(36)
	No. of Students Studying Abroad/Graduates	5/135	3/160	5/175	13/165	23/156	40/210
Psy	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		15(4)	20(7)	25(11)	28(16)
	No. of Students Studying Abroad/Graduates	8/76	10/140	15/136	25/149	30/154	37/150
GC (Eng)	Requirement for Foreign Language Proficiency	TOEFL-iBT 79, IELTS6.0		0(0)	74(0)	80(0)	80(0)
	No. of Students Studying Abroad/Graduates	--/--	--/--	--/--	74/74	80/80	80/80
GC (Ch)	Requirement for Foreign Language Proficiency	Chu-ken Lvl2, HSK Lvl5		0(0)	41(0)	40(0)	40(0)
	No. of Students Studying Abroad/Graduates	--/--	--/--	--/--	40/41	40/40	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.