

**Admission Quota (Undergraduate): 6,035 (As of April 2014)**

### 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 (graduate students with high language skills) continues at the Learning Commons and is gaining more popularity among students, with 1,051 cases of consultation in 2014. In addition to the full implementation of the Common Course Numbering System, the establishment of the Center for Global Education has been decided to improve the quality and quantity of courses conducted in English.

### ○Transmission of Information

We have released information on our efforts and achievements in this project to the public through our university's website (including updates in four languages) and Facebook page, in addition to the International Center's original Facebook page, pamphlets introducing our initiatives, magazine advertisements and various joint publicity activities with other universities selected for the GGJ project.

### ○Globalization of Administrative Structure

In addition to continuing the pre-employment training for prospective employees and the Language Qualification Examination Fees Subsidy System, we helped our staff members improve their English proficiency by making the TOEIC preparation courses for students available to them and sending them to our overseas partner institutions. We also conducted "global mind" training and practical English communication training for the workplace to improve our staff's practical skills.

## 2. Efforts to Cultivate Global Human Resources

### ○Enhancement of Regular and Extracurricular Programs

We have drastically increased the number of classes of Practice and Tutorial components of the "Intensive Courses for TOEFL (ICT)," which is aimed at acquiring an advanced level of English competency, to 37 classes, which enables a maximum of 740 students to participate in the courses. Regarding extracurricular programs, we started "TOEFL Seminars" where ICT instructors introduce effective study methods, and a pre-exam supplementary "Pre-TOEFL Special Summer Course." We also added more variety to our extracurricular preparation courses for TOEIC and TOEFL, including biweekly courses during the semester, one-day courses and intensive courses during break, to enable more students to participate in them.

### ○Overseas Internships and Enhancement of Study Abroad Programs

We launched an overseas internship course a year earlier than initially planned. After preparatory sessions in June and July, participating students spent 20 days in the United States receiving business training and engaging in an internship at local Japanese-affiliated companies. They then reinforced their experiences in the program by giving presentations after returning to Japan. We plan to improve risk management of the program based on the participants' feedback. We will also offer three new Summer Programs starting in 2015. Individual faculties have also been developing their own study abroad programs. Two of these programs launched in 2014, and additional programs are being planned for 2015.

## 3. Improvement of Foreign Language Competencies

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

We tried to determine each applicant's English ability based on reading and thoughts from general admission. Our English examination features long reading comprehension passages. 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 held an orientation session for the "Go Global" Portfolio at the beginning of the academic year to familiarize new students with the system and encourage their participation, successfully doubling the number of participants. We utilized CASEC as a placement test and initially launched university-wide competence-based English classes at all six faculties at Kyotanabe Campus. We assigned CASEC to students again at the final examination to review the effectiveness of the competence-based classes.

## 4. Faculty Development for Global Education

### ○Globalization of the Education System

We will establish the Center for Global Education and provide more classes conducted in English starting in 2016. Accordingly, we have made efforts to hire foreign faculty, faculty who graduated from foreign universities, and faculty who have overseas teaching experiences.



▲An event organized by SIED

### ○Efforts for Faculty Development in Global Education

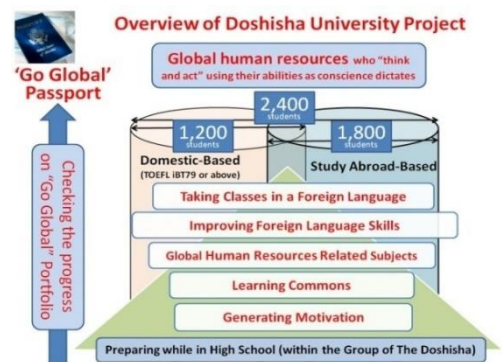
The faculty development training for instructors who conduct classes in English, which started in 2012, was offered again in 2014 in a more accessible format.

## 5. Support System to Promote Study Abroad

### ○Efforts for Enhancing Motivation and Promotion of Study Abroad/Support for Students during and after Their Study Abroad

We continue to offer consultation by Study Abroad Coordinator and Study Abroad Assistants at the Learning Commons. This year, Study Abroad Assistants also assumed the role of Conversation Partners, offering students the chance to practice foreign language conversation before and after studying abroad.

International exchange activities of the International Center's student group SIED began in full swing and dramatically enhanced student-led cross-cultural exchange, attracting 1,876 total Japanese and international students for 120 events held over 60 days. Additionally, the Career Center held a month-long university-wide Global Career Fair for students aspiring to work on the global stage, offering a variety of programs on topics ranging from study abroad and language study to career development with guest speakers working in global enterprises and international organizations. The fair is aimed at providing students with accurate information and instilling in them the idea of a global career. We also held a 3-day joint company information session when students returned in order to support their job hunting.



## 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	909	1,200
Of the above, No. of students not to study abroad (A)				230	260	443	579
Number of students studying abroad (B)		693	729	565	769	1,330	1,800
Number of graduates (C)		5,505	5,679	5,782	6,166	5,753	6,015
Ratio ((A+B)/C))				13.7%	16.7%	30.8%	39.6%
Th	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		2( 1 )	5( 5 )	8( 4 )	9( 6 )
	No. of Students Studying Abroad/Graduates	15/55	14/64	19/68	14/82	20/61	27/60
L	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		108( 64 )	105( 49 )	110( 35 )	120( 43 )
	No. of Students Studying Abroad/Graduates	140/655	143/666	113/643	138/704	210/670	235/670
SS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		12( 6 )	16( 6 )	56( 15 )	63( 40 )
	No. of Students Studying Abroad/Graduates	34/449	60/376	69/431	78/457	106/426	120/450
Law	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		94( 71 )	90( 64 )	150( 50 )	155( 45 )
	No. of Students Studying Abroad/Graduates	70/870	77/920	61/890	75/875	184/860	236/850
E	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		40( 23 )	39( 17 )	80( 78 )	90( 80 )
	No. of Students Studying Abroad/Graduates	192/850	172/850	95/867	79/883	222/850	245/850
C	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		41( 20 )	68( 47 )	140( 110 )	148( 135 )
	No. of Students Studying Abroad/Graduates	149/846	132/881	94/870	124/896	196/831	223/850
PS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		10( 8 )	45( 22 )	48( 9 )	58( 30 )
	No. of Students Studying Abroad/Graduates	35/331	39/392	37/365	69/446	95/375	110/375
CIS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79, UNATE Level A		17( 11 )	11( 4 )	42( 19 )	47( 30 )
	No. of Students Studying Abroad/Graduates	14/256	47/280	30/268	38/262	54/280	71/280
SE	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		15( 12 )	27( 20 )	80( 74 )	95( 90 )
	No. of Students Studying Abroad/Graduates	11/780	19/738	17/828	28/875	50/760	110/760
LMS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		10( 8 )	11( 10 )	25( 16 )	48( 28 )
	No. of Students Studying Abroad/Graduates	20/202	13/212	16/262	9/275	20/210	46/210
HSS	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		5( 3 )	6( 5 )	25( 22 )	39( 36 )
	No. of Students Studying Abroad/Graduates	5/135	3/160	5/160	6/146	23/156	40/210
Psy	Requirement for Foreign Language Proficiency	TOEFL-iBT 79		6( 3 )	12( 11 )	25( 11 )	28( 16 )
	No. of Students Studying Abroad/Graduates	8/76	10/140	9/130	10/164	30/154	37/150
GC (Eng)	Requirement for Foreign Language Proficiency	TOEFL-iBT 79, IELTS6.0		0( 0 )	54( 0 )	80( 0 )	80( 0 )
	No. of Students Studying Abroad/Graduates	—/—	—/—	—/—	66/66	80/80	80/80
GC (Ch)	Requirement for Foreign Language Proficiency	Chu-ken LvI2, HSK LvI5		0( 0 )	28( 0 )	40( 0 )	40( 0 )
	No. of Students Studying Abroad/Graduates	—/—	—/—	—/—	35/35	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.