

Number of Undergraduate Students: 855, Number of Graduate Students: 379

[Target Schools: School of Engineering* (525 students), Graduate School of Engineering (275 students)]

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

We aim to foster Global IMAGINEERS, or engineers with professional expertise, creativity and practical skills, who can contribute to create a better life cooperating with people from all over the world in historically and culturally diverse global communities.

2. Summary of the Plan

- 1) Development and implementation of overseas programs, including overseas internship programs
- 2) Implementation of practical English education through the University of Fukui Language Center
- 3) Organization of curriculum to attain an international standard

These are the three main pillars of the project and we will foster excellent human resources in the School of Engineering and the Graduate School of Engineering who can work as highly skilled professionals in the global society of the 21st century as we continue to aim to promote high-quality education.

1. Internationalization of the Curriculum

In the name of target faculties, marked *shows representing faculty.

(I) Efforts for Internationalization of the Curriculum

Improvement to curriculum and student services by adopting educational systems such as an American-style, 13-level academic assessment, GPA, advanced course numbering, and credit limit as practiced at the newly launched School of Global and Community Studies (GCS). It has been also discussed to be implemented at other schools by members of a special committee, the Institute for the Advancement of Education Reform.

(II) Strategic Information Sharing

Educational information for inbound and outbound students is shared domestically and internationally through a renewed university website and pamphlet in multiple languages.

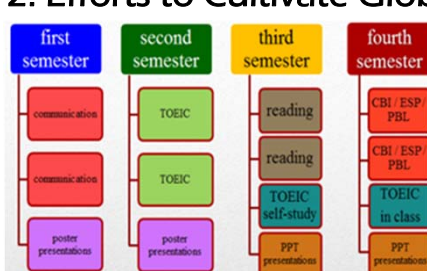
(III) Professional Development of the University Office and Staff for Globalization

Administrative staff were dispatched internationally for benchmarking research and negotiation to conclude academic exchange agreements with overseas universities for widening awareness about developing a university office environment for globalization.



(New website: International)

2. Efforts to Cultivate Global Human Resources



<Revised curriculum for English Education>

(I) Practical Global Human Resource Development Programs

In 2015, a total number of 203 Japanese students from all schools participated in 40 types of short-term overseas training programs. Half of the programs were characterized by special studies or training in the field of engineering, and 65 Japanese students joined such programs. Students were given chances to select the optimal program to match their interests, the learning stages of foreign language, specialized field, and future plans.

(II) Education for Acquiring Practical English Skills

Curriculum for English education was revised, and we have conducted classes focusing on communication in different situations for each grade and semester. Project-Based Learning (PBL) was also incorporated in the curriculum and students of the School of Engineering gained skills for market research, presentation, and team working as well as language skills.

(III) International Standardization of the Curriculum

A new learning management online system was launched university-wide in 2015 to strengthen academic support for students. In 2016, a course guide in Japanese and English with information of reformed educational system at GCS was distributed to students.

3. Improvement of Foreign Language Competencies

(I) Evaluation of Foreign Language Skills and Studying Abroad Experiences

Foreign language ability is evaluated properly at the time of undergraduate entrance examinations by conducting academic reading, short-essay writing, and interview tests in English for certain applicants. We have also started to replace TOEFL iBT scores of more than 100 for the English exam of National Center Test for University Admissions in 2015.

(II) Effective Language Education and Education Systems

In addition to the English education curriculum implemented by faculty of the Language Center, students were given opportunities to participate in intensive courses during vacation period and TOEIC seminars conducted by visiting lecturers to further heighten their English ability. A seminar with the theme of "Language, Culture, Globalization" contributed to spread global thinking as well as awareness of the importance of practical English learning among students.

4. Faculty Development for Global Education

(I) Globalization of Faculty

Japanese and English-native faculty collaborated to work together for conducting English PBL classes and mutually improved their educational skills. We will increase the number of courses in the field of humanities and social sciences offered in English from autumn 2016 to promote global education for both domestic and international students.

(II) Efforts for Enhancing Global Education

Young faculty members were dispatched to the U.S. for benchmarking research and to Europe for expanding research experiences and knowledge while on sabbatical. A short-term (within 2 months) training system for faculty members of the Graduate School of Engineering was established in 2015 and it provides wider opportunities to be trained at educational institutions overseas.

5. Support System to Promote Study Abroad

(I) Motivating Students and Promotion of Study Abroad

Diverse study abroad programs are offered throughout the year. We give guidance to all freshmen at an orientation after enrollment to enable them to consider study abroad as part of their course planning at the University of Fukui. In 2015, we concluded new academic exchange agreements with 13 educational institutions overseas and expanded destinations for study abroad programs.

(II) Development of a Support System for Study Abroad

In order to respond to possible emergency situations overseas as efficiently and effectively as possible, we require students to buy a specific kind of travel insurance and unitarily manage the information with emergency contacts at the International Affairs Division.

Specific Competencies for Graduates

Based on English skills necessary to work with multi-national projects, which are sought by industry, we set English proficiency standard as 750 on the TOEIC test or 550 on the TOEFL PBT at the time of graduation from university. In addition to attaining this level of proficiency in English, students aim to attain an elementary level of proficiency in a language of East Asia or South East Asia. Moreover, with the aim of fostering excellent human resources who can actively work as highly skilled professionals in the global society, students are expected to acquire: 1) creativity, 2) self-directed management ability, 3) problem-solving ability, 4) general and specialized knowledge, and 5) communication skills by graduation or by the time of completion of the course.

Indicative Output of the Project

| Total | | results | | | | | planned | |
|---|--|----------------------------|------|-------|-------|-------|---------|----|
| | | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | |
| Number of students who meet requirements for foreign language proficiency | | | | 2 | 2 | 5 | 50 | |
| Of the above, Number of students not to study abroad (A) | | | | 2 | 1 | 1 | 25 | |
| Number of students studying abroad (B) | | 16 | 33 | 43 | 60 | 84 | 60 | |
| Number of graduates (C) | | 555 | 556 | 548 | 534 | 554 | 555 | |
| Ratio ((A+B)/C) | | | | 8.2% | 11.4% | 15.3% | 15.3% | |
| School of Engineering | Requirement for Foreign Language Proficiency | TOEIC 750 or TOEFL PBT 550 | | 2 (2) | 2 (1) | 5 (1) | 50 (25) | |
| | Number of Students Studying Abroad | | 16 | 33 | 43 | 60 | 84 | 60 |
| | | Less than 3 months | 16 | 33 | 43 | 58 | 83 | 55 |
| | | 3 months to 1 year | 0 | 0 | 0 | 2 | 1 | 5 |
| | | More than 1 year | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of graduates | | 555 | 556 | 548 | 534 | 554 | 555 | |

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.