Development of Dynamic Professionals for Asia and the World

Project Report (FY 2012)

a Asia University, Asia University Junior College

Look Forward to Our "Dynamic Professionals for Asia and the World"

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Since its establishment in 1941, Asia University has been promoting human and educational exchange with Asian countries, based on our educational principal of "development of human resources who can make new departures for Asian integration"—that is, to develop human resources who seek liberty and cooperation in Asia, to actively participate in cultural cooperation and economic exchange among Asian people, and to contribute to Asian and global interaction.

In 1954, we opened Chinese Student Services in Nihon Junior College of Economics and admitted 96 Chinese students, and it transformed into the Intensive Japanese Course in 1962. We have also improved the environment for welcoming international students in Undergraduate Studies, aiming at the foreign student ratio of 10%. On the other hand, we have been encouraging international education and have sent students overseas. In 1976, the Department of International Relations was established in the Faculty of Economics; then, it was reorganized to the Faculty of International Relations in 1990. This Faculty was characterized by its interdisciplinary and international education centered in the Asia Pacific region, and required AUAP (Asia University America Program), which started in 1989, in which students study abroad in the United States for 5 months. Furthermore, in 2012, English education was enhanced in the Department of International Relations in order to respond to the globalization and multiculturalization of the society, and the Department of Multicultural Communication was established where students learn Asian languages and have opportunities to do field studies and internships in Asia.

Other than AUAP, we offer AUEP (Exchange Program with 9 partner countries), AUGP (summer and spring language Global Program with 13 partner countries), and AUCP (China Program). Specifically, AUCP's "Asia Yume College: China Career Development Program" was started as a result of discussions with supporting companies and the conclusion that overseas internship experience is necessary for the development of Japan's youth. This is an overseas study program for 5 months consisting of Chinese language and career development classes at the Dalian University of Foreign Languages in Dalian, China, and a 1-month internship in local companies.

In preparation for the FY 2012 "Project for Promotion of Global Human Resource Development" of the Ministry of Education, Culture, Sports, Science and Technology (MEXT), we have decided to further enforce and promote, with the Faculty of International Relations serving as the core, our overseas study and internship programs that have been developed under our educational philosophy. We believe this will contribute to the development of "Dynamic Professionals for Asia and the World" who act as a bridge between our nation and the Asia Pacific region; that is, human resources who are "active and successful in the business field" with professional business skills, cross-cultural adaptability, foreign language skills, and knowledge and applied skills in social science. In order to achieve this goal, we proceed to improve our language curriculum, develop new teaching methodologies, strengthen faculties' abilities for global education, and prepare programs while studying abroad to learn about and visit local and international companies, while aiming at having 100% of students in the Faculty of International Relations have overseas experience. Furthermore, we will have an assessment system to understand the students' improvement of global and business literacy through studying abroad, and the data will be used for subsequent learning and career instruction as well as career development after graduation. This is the framework of our "Project for Promotion of Global Human Resource Development."

FY 2012 was a preparation year for educational environment improvement and system development, in which we have made the following achievements: improvement of the educational environment through the development of an assessment system that will start operating in 2013 and staff recruitment; field study, discussion, and information gathering for overseas field study and internship; translation of homepages, syllabus, and other documents into English and other languages for the globalization and publicity of our university; training by private company instructors to promote overseas study by understanding its meaning and how to take advantage of such experiences; and public relations to inform about our "Project for Promotion of Global Human Resource Development."

Here, I would like to summarize our project in FY 2012 with this report. I would also like to add that we are planning to hold a debriefing session, inviting concerned parties from within and outside the university as well as related intellectuals in order to have external evaluation.

Project for Promotion of Global Human Resource Development

Overview

The "Project for Promotion of Global Human Resource Development (Type B, Faculty/school-specific) <Dynamic Professionals for Asia and the World>" is a project in the Faculty of International Relations of Asia University in cooperation with private enterprises. It introduces a variety of international experience into the curriculum including overseas study, internship, and social research in order to develop human resources who are active and successful in the Asia Pacific region with professional business skills, cross-cultural adaptability, foreign-language skills, and knowledge and applied skills in social science. As a basis for establishing this system for overseas activities including study abroad, we are committed to the effective implementation of internationalization of our curriculum. In form, we follow the international standard for curriculum making. In practice, we reinforce our English education by having smaller classes from the first year, followed by a 5-month overseas study in the United States. In addition, we try to improve regional language ability by offering language classes other than English and study abroad other than the United States and the United Kingdom. Moreover, in senior years, we offer overseas

opportunities beyond study abroad such as internship and field study in foreign countries. Collaboration and cooperation with the business community is important for achieving this. While we ask the business community to provide internship opportunities, we listen to their request for university education and their vision for desired employees. Moreover, we will develop a methodology for measuring skills as global human resources and apply such an index in practice. In addition to the existing scoring by language tests, we will have clear measurement for factors contributing to qualification as global human resources. Then, we will numerically grade such indexes (factors) in order to quantitatively understand the effect of global education other than language and to fully enforce the management of learning objectives. For achieving the global education mentioned above, the university system must be properly organized and streamlined to function effectively. At the same time, the capacity and skills of the faculty must be improved. At last, we will periodically review and disclose the outcome and issues of these efforts. This will contribute to the ripple effects throughout the school and information provision to the society.

■ Development of capacity as a global human resource

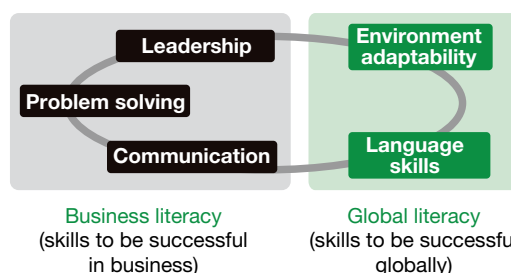< Development of Dynamic Professionals for Asia and the World >

The following capacities will be developed.

(1) Local experience and local knowledge to be successful in enterprises and communities within and outside Japan
Understanding of the necessity for, and the possession of, the comprehensive capability for problem solving in the business field and local communities, such as information gathering and analysis, creative thinking, teamwork, leadership, communication, discipline, and flexibility.

(2) Adaptability to local environments with smooth cross-cultural communication
Respect and understanding for different cultures, flexibility and personality to accept differences, and most of all, good health to adjust to different environments and life styles and knowledge to keep in good shape.

(3) Practical foreign-language skills
In addition to the minimum level of English as an international language, a higher level of English skills and local language skills

(4) Social science knowledge and its application
Social science knowledge, analytical skills, and logical thinking as a basis for caring, thinking, and acting for the global trend.

<Concept of global human resources>

Business literacy
(skills to be successful in business)

Global literacy
(skills to be successful globally)

◼ Improvement of curriculum to adopt international standards

The syllabus will be prepared in English, the major international standard language, and the introduction of the numbering system will be discussed and prepared for the identification of subjects. As for specific subjects, an "English Super Course" will start for obtaining professional English skills, and "Multicultural Internship" and "Multicultural Field Work" will start in which students utilize English as a tool. In addition, we consistently listen to opinions and requests from the business community in order to improve the program. On the other hand, we try to create an environment where students themselves can proactively manage their learning progress monitoring and diversity education with support from not only the faculty but also teaching assistants (TA) and other resources, so that they can keep and increase their motivation.

In addition to the existing communication tools such as the university website and magazines, we will start using SNS and other tools in order to effectively publicize different programs to different target clients. For the implementation and smooth management of this project, we will establish a network of personal connections with representatives of Japanese firms, JETRO, and other institutions in target countries. Moreover, the training system will be enhanced in administrative offices to improve their foreign-language skills, mostly English. Furthermore, administrative rules and information signs will be in multiple languages for foreign members of faculty.

◼ Comprehensive program from admission to graduation for improving language skills

Currently, admission by recommendation has an advantage over regular admission if the prospective students have a certain grade (or equivalent score) of some English proficiency tests. However, since comprehensive English skills are required today, we are planning to discuss and prepare the introduction of listening and speaking tests.

In addition to group classes divided by TOEIC® score and e-learning for independent study, TA and supporters will help students with higher English skills to advance further. Also, we will expand our partner schools in the United States and improve the environment for learning practical English in international classes and homestay. Moreover, we will enhance the "English Super Course," which aims at obtaining academic English skills so that students can improve English in their specialization. As for languages other than English, multicultural internship

and fieldwork will be emphasized. Achievement levels will be measured and learning management methodology, including motivation management, will be established.

◼ Enhancement of faculty's quality for global education

We continue an open recruitment of faculty in specialized areas in multiple languages, and recruitment of English faculty for junior years will be in English. Faculty recruitment for specialized classes in senior years is planned to be in multiple languages. As for faculty's research environment, in addition to the existing research programs, we encourage them to teach in universities and research institutions in other countries. We put more emphasis on overseas experience for recruitment for areas with high social needs and specialty.
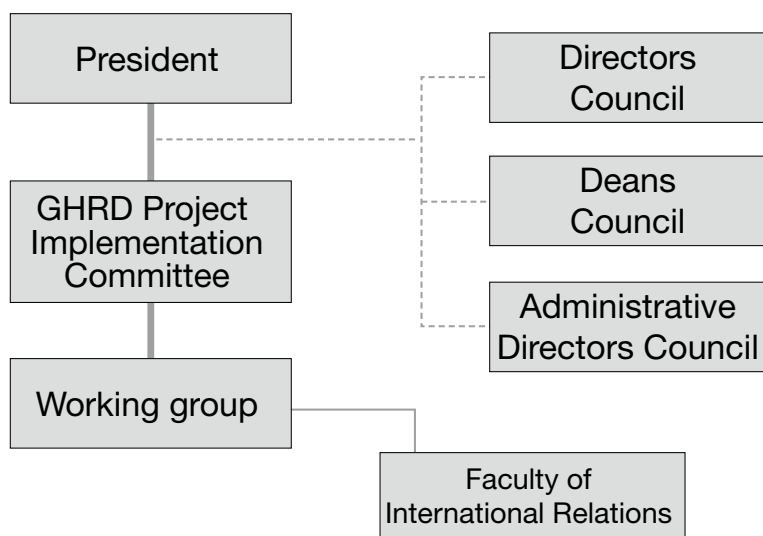
For the enhancement of global education, our faculty development activities include not only Japanese faculty but also non-Japanese faculty. In the coming years, we will promote faculty development in cooperation with partner universities of our international exchange programs and sponsor companies abroad. Also, we will propose intensive lectures by our faculty, such as contemporary Japanese studies, to partner universities, and actively promote public relations to reinforce our faculty's incentives for global education.

◼ Environment for encouraging Japanese students to go study abroad

Students can feel the excitement of living abroad and understand how to develop skills to be a global human resource by discussing with students studying abroad, attending debriefing sessions, and communicating with business people who have overseas experience, through web meeting systems and other information devices.

For students studying abroad, we will organize a system in which faculty can visit and provide direct instruction to the students. We will also utilize web meeting systems and other information devices such as i-Pads for counseling and checking objective achievement progress between faculty and students. Moreover, we will share accumulated data with career-supporting departments, using our unique "Global Business Literacy Assessment." This enables students to start job-hunting right after their return from abroad by reducing preparation time, which used to take a great amount of time after their return.

Organizational Framework of the Project

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┌─────────────────┐              ┌─────────────────┐
│   President      │-----------┐  │   Directors     │
└─────────────────┘           │  │   Council       │
         │                    │  └─────────────────┘
┌─────────────────┐           │  ┌─────────────────┐
│  GHRD Project   │-----------┤  │   Deans         │
│  Implementation │           │  │   Council       │
│  Committee      │           │  └─────────────────┘
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         │                    └--│ Administrative  │
┌─────────────────┐              │ Directors Council│
│  Working group  │              └─────────────────┘
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         └────────│   Faculty of        │
                  │ International Relations│
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- GHRD Project Implementation Committee is directly under the President.
- GHRD Project Implementation Committee is the decision-making body.
- The working group discusses issues for project promotion and implementation, including identification of obstacles to the project, solutions for such problems, and coordination with related departments within the university, and then reports, proposes, and brings issues to the GHRD Project Implementation Committee.
- GHRD Project Implementation Committee reports to Directors Council, Deans Council, and Administrative Directors Council whenever necessary.
- Close coordination with the Faculty of International Relations is necessary, for it is the core faculty of the project.

Administrative Structure of the Project

For the implementation of the project, the Faculty of International Relations, the faculty in charge, is the core of the project under the supervision of the Project Executive Director, with support from academic administrative departments, such as the International Center, Registration Center, Career Center, Center for Admissions and Public Relations, and other corporative administrative departments.

Staff from each faculty and department is in charge of the project. For more prompt and effective implementation, temporary staff is recruited within the International Center. Their main tasks are as follows:

(1) Support for budget management
Document preparation, bookkeeping, etc.

(2) Equipment keeping
Rental operation, maintenance, etc.

(3) Dealing with students, faculty, and staff
Responding to inquiries, etc.

(4) Public Relations
PR for international exchange programs (including SNS), etc.

(5) Information gathering
Information gathering within and outside Japan (various information of the project's target areas, using the Internet and other sources), document filing, etc.

(6) Translation
Brief translation of English written information into Japanese

(7) Contact with new project partners through email and phone calls
Correspondence in Japanese and English

(8) Support for business trip
Support for overseas business trip (freight booking, local information provision, etc.)

Project Plan by Fiscal Year

[FY 2012]

This is the "foundation year I" of the whole project period (2012–2016). For the first-year students, we emphasize English and other language education, which is a basic requirement of global human resources. Students will be encouraged to build the habit of studying proactively, which is indispensable to university education. Field researches are conducted and human networks are built for planning overseas internship and field study. Also, equipment and infrastructure of the university are checked and newly introduced. Moreover, the development of a global business literacy assessment system is started. Lecturers are invited to seminars for the preparation and follow-up of overseas activities held in the second semester. At the end of the fiscal year, the outcome is reviewed, and improvement for the next year will be discussed.

[FY 2013]

This is the "foundation year II" of the whole project period (2012–2016). We focus on the management of a new study-abroad system, including remote teaching (using newly introduced web meeting systems). A systematic framework for study abroad is established, including assessment-based career support. Also, for overseas programs, cooperative framework with enterprises is established, based on the model used in "Asia Yume College." For hands-on overseas learning, a pilot case of the project is implemented for preparing and providing a learning environment in which students are encouraged to independently take action, while ensuring security in partner countries.

[FY 2014]

This is the "fulfillment year" of the whole project period (2012–2016). We establish an instruction framework responding to students' future planning and their needs. Small-group overseas hands-on learning with credits is expanded and full-fledged, such as "multicultural internship" and "multicultural field study." Based on the result of the pilot case of the previous year, follow-up programs after returning are expanded, including career counseling with experts and seminars. As for English learning, a teaching framework is developed for obtaining higher skills, while efforts are made to integrate with the area of specialty. The above plans are improved based on discussion with supporting companies abroad, and continued for students in junior years.

[FY 2015]

This is the "expansion year" of the whole project period (2012–2016). We emphasize the development of global human resources through a "Integrated Seminar," which focuses on problem finding and solving. A career support system, which is based on assessment evaluation and provides appropriate advice for each student, is established in cooperation with the Career Support Division, while the evaluation of this project is started by faculty. Just as in the previous year, career counseling is enhanced so that students' global experience would result in successful outcomes. Just as in the previous year, the above plans are improved based on discussion with supporting companies abroad, and continued for students in junior years.

[FY 2016]

This is the "completion year" of the whole project period (2012–2016). We evaluate the education framework provisionally completed in the previous year based on discussion with various stakeholders, especially the business community, and report the outcome. Based on the outcome, improvements are made, and the education framework and overseas programs are restructured. A project report is made at the same time. Students educated under this project are evaluated to check whether they are qualified as <Dynamic Professionals for Asia and the World> from the perspective of not only supporting companies but also other enterprises recruiting new graduates.

Activity Report (Chronological Order)

[October]

Period/Topics

- Launch of the development of the Global Business Literacy Assessment System
- Preparation for the implementation framework including TA and administrative staff

Details

- For the development of the Global Business Literacy Assessment System, discuss methods for storing students' progress data during studying abroad and for utilizing such data effectively when creating resumes for job-hunting, in order to prepare for the system development, which starts next year
- Prepare for the introduction of TA as a part of the language-learning support system
- For the preparation of administrative staff, recruit temporally employees with high language skills as well as employees in charge of routine tasks, in order to improve student service and to establish an efficient implementation framework of the project

Outcomes

- Reviewed the issues of the current paper-based version and created a data version of the Global Business Literacy Assessment System in March, which enabled the system to be implemented in April 2013.
- As for teaching staff, hired teaching assistants and improved learning environment
- As for administrative staff, clarified necessary skills for project operation and hired new employees in November through temporary staffing services

[November]

Period/Topics

- Field survey to prepare for overseas internship and field study
- Beginning of discussion with partner schools abroad

Details

- Start field survey in countries where overseas internship and field study are planned, understand the feasibility in each country, and develop a human network in the target areas
- Discuss with foreign partner schools the start-up of

exchange programs, course contents, and numbering system.

Outcomes

- Conducted field study in target countries for overseas internship (Singapore and Indonesia) and field study (the Philippines), and understood issues in program contents and living conditions.
- Visited a partner school in Dalian, China, and discussed classes in omnibus form, students' living environment survey, which will be completely renewed in the coming year, and management of the numbering system. As for the numbering system, gathered information within and outside Japan

[December]

Period/Topics

- Creation of homepage in multiple languages
- Launch of infrastructure improvement in the school

Details

- As for infrastructure improvement including a multi-language homepage, review homepages of foreign universities and create a homepage in several languages that effectively inform viewers of our project
- Conduct hearings with international students, and start infrastructure improvement
- Procure information devices and other equipment and introduce new software, which will be used as tools for supporting study abroad

Outcomes

- Conducted hearings with concerned departments and international students in cooperation with the Public Relations Division, created a draft of a more effective homepage, and started building the homepage, which was launched in March
- For improving the syllabus of the Faculty of International Relations, the core faculty of the project, translated titles and objectives of subjects into English, which was completed in March
- Improved school infrastructure such as information devices to increase the number of students and quality of outcomes of study abroad

[January]

Period/Topics

- Lectures and seminars with guest speakers
- English proficiency test

Details

- To encourage students to go abroad, organize lectures and seminars with guest speakers as preparation and follow-up of overseas activities
- Conduct TOEIC® targeting at all seniors to measure their improvement in their English proficiency

Outcomes

- Invited employees of major enterprises to conduct lectures during AUAP pre-departure orientation, who talked about the meaning and outcomes of study abroad based on their own career
- Conducted TOEIC for seniors and returned the result the very next day, using rapid service

[Early February]

Period/Topics

- Public relations for branding Project for Promotion of Global Human Resource Development

Details

- Inform stakeholders of the project and its progress through various media, and enhance their understanding and sympathy

Outcomes

- Created descriptive text and PR image of the Project for Promotion of Global Human Resource Development, which was prepared to be posted in newspaper and magazines in mid-March. Also created posters with the image to post on station bulletin boards. Conducted PR activities on the website

[February to March]

Period/Topics

- Company visit and student counseling in overseas program (AUAP/AUGP) countries
- Detailed review of the implementation progress
- Preparation of annual report and sharing of the result with stakeholders within and outside Japan

Details

- In AUAP/AUGP countries, visit enterprises to plan and coordinate study trips and internships. Meet students in the overseas study programs and check their progress against pre-set objectives
- Review the implementation status in detail by external evaluation
- Prepare an annual report of the project, publish and disseminate the result, and compare the outcome with other universities

Outcomes

- Conducted business trips to overseas study program countries (AUAP: 3 state universities in the Washington State, Arizona State University, and San Diego State University; AUGP: Spain, the United Kingdom, and Australia). Held counseling sessions with students to provide advice on improving their progress as well as on global career development after returning to Japan. Also, discussed with counterparts in partner schools, and visited prospective local companies for study tour and internship to look at their accepting environment. Moreover, conducted business trips to candidate sites for internship (South Korea, China, and Indonesia) to visit Japanese and other enterprises and discuss the possibility of accepting internship
- Created FY 2012 annual report by organizing the project activities chronologically since mid-October
- Preparing for communication and PR through the newly built homepage

Working Group Activities

Meeting 1 Date: Oct. 25, Thu., 2012

1. Opening remarks from the chair
2. The roles and responsibilities of the working group
3. Schedule
   - Opening the project office of global human resources (Nov. 1)
   - Staffing for the project office (Nov. 5)
   - Field survey (Singapore, Indonesia, the Philippines, etc.: Nishikawa, Terao, faculty in charge)
   - Branding competition of the project (Nov. 9)
   - Recruiting and staffing of TA, study session for the introduction of a numbering system
   - Debriefing of the field survey (mid-Nov. or later)
   - Setting regular meetings (the day of the week) (issue to be discussed)
   - Others

Meeting 2 Date: Nov. 14, Wed., 2012

[Discussion Points]
1. Budgeting for global human resource development of the Faculty of International Relations
2. Others

[Announcement]
1. Additional budget
2. Branding
3. Progress of building of homepage in multiple languages
4. Report of field survey
   The Philippines, Singapore, and Indonesia
5. Preparation and study session for the introduction of the numbering system
6. Activity schedule for each team
7. Information from MEXT
8. Others

Meeting 3 Date: Dec. 12, Wed., 2012

1. Additional budget request to MEXT
2. 1st meeting of the selected schools
3. Schedule until February 2013
   - Schedule for field survey
   - 1st headquarters meeting (Dec. 19, after Directors Council)

- Schedule of WG (Jan. 16, 2013, after Directors Council)
- Monthly series article on Asia University Newsletter (beginning on Jan. 10)
- Others

4. Status report and schedule of each team
   - Request for Personnel Division
   - Opening of the project office within the International Affairs Division (2 temp. staff)
   - Introduction of multi-language homepage, syllabus, and information signs on campus
   - Information gathering for numbering system
   - Donation collection system for AUAP
   - Notes for budget management
   - Proposal for accepting international students
5. Others
   - Symposium

Meeting 4 Date: Jan. 16, Wed., 2013

1. Grant request form for FY 2012
2. Necessary items for application and their progress in FY 2012
3. Public relations in FY 2012
4. Submission of the application form for FY 2013
5. Others

Meeting 5 Date: Feb. 20, Wed., 2013, 16:00-

1. Application form for FY 2013 (submitted on Feb. 8)
   - Items and submitted information
2. Submission of grant request (submitted on Feb. 18)
3. Current status of the project (progress report and check)
   - Business trips for field survey (progress report and future plan)
   - Public relations (posting in newspaper and magazines, creating posters and brochures)
   - Annual report meeting (held on campus: schedule, contents, announcement)
   - Preparation of annual report (schedule and contents)
   - Symposium (report)
5. Others

[Report on Activities]

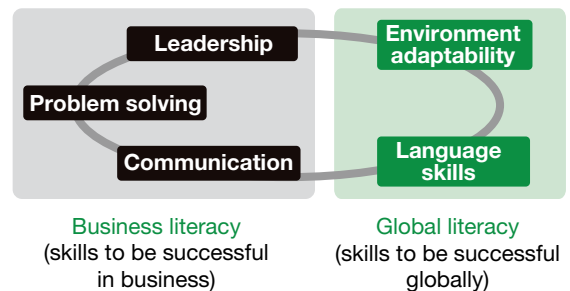### Global Business Literacy Assessment System

<Objective>

"Language skills" and "multicultural adaptability" have been the major outcome of study abroad for a long time. Language skills are measured by TOEIC®, TOEFL®, and other language tests, and multicultural adaptability is only expressed by words such as "I understood that there are various cultures in the world…" in reports and speeches after students returned. Students' various experience is only remembered but not recorded, so they are having hard time analyzing themselves, which is the first step of job hunting.

In order to change such a situation, this assessment system will help students understand their own levels of behavioral characteristics during study abroad, in a long time frame of "before, during, and after study abroad."

Before going abroad, students set objectives about their activities during study abroad. While studying abroad, they review their actions and receive advice from local staff to have a more fruitful experience. After returning, they record not only language test scores but also their activities during study abroad to understand their accomplishment objectively. This system will help students understand their own achievement through the study-abroad experience.

<5 areas of literacy to be successful in the society>

Business literacy
(skills to be successful in business)

Global literacy
(skills to be successful globally)

<Personal Sheet: an image>

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Meeting 6 | Date: Mar. 7, Thu., 2013

1. Major tasks and activities
   - (i) Preparation of brochure
   - (ii) Preparation of annual report (fiscal year)
   - (iii) Annual report meeting (fiscal year)
   - (iv) Business trips for field survey
   - (v) Schedule for public relations
     - □ "Universities Striving for Globalization" (selected universities only)
     - □ AERA (weekly magazine) (issued on Mar. 11)
     - □ Nikkei Business (weekly magazine) (issued on Mar. 18)
     - □ Nikkei (daily newspaper) (Mar. 15, national edition, 5 full colums)
     - □ Poster display in Tokyo Metro stations (1 week from Mar. 18)
     - □ Posting on websites such as Recruit and Rikunabi (for high school students)
   - (vi) Symposium
     - □ Aug. 3, Saturday at Keidanren Kaikan. Details are under discussion among the symposium committee
2. Others

Meeting 7 | Date: Mar. 26, Tue., 2013

1. Future plans and activities of the project
   - (i) Annual report (fiscal year) Submission request from MEXT
     - □ Accounting report (expenses) for FY 2012: due on Apr. 10
     - □ Activity report for FY 2012 (given format): due at the end of April
   - (ii) Preparation of annual report (fiscal year)
   - (iii) Advice from external evaluation
   - (iv) Annual activity report meeting for FY 2012, including external evaluation result
   - (v) Expenditure for FY 2013 and branding (PR)
   - (vi) Symposium
2. Others
   - □ Outcome of public relations (posters, magazines, and newspaper)

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The five areas of literacy above are divided into specific abilities (such as independency, executive ability, and communicativity), and each ability has 5 levels of achievement with behavioral indicators. Details are as follows:

- ■ "Business literacy"
  - (1) Leadership
    (independency, achievement-oriented, learning ability, discipline, and ethics)
  - (2) Problem solving
    (problem finding, analytical thinking, planning ability, and creativity)
  - (3) Communication
    (situation assessment, explanation capability, negotiation capability, and teamwork)

- ■ "Global literacy"
  - (4) "Environment adaptability"
    (multicultural adaptability: multicultural responsiveness, flexibility, and stress tolerance)
  - (5) Language skills
    (listening, reading, expression, and writing)

<Outcome of FY 2012>

As for the Global Business Literacy Assessment System, we reviewed the issues of the current paper-based version and created a data version in March, enabling the system to be implemented in FY 2013. Even though this is a data version, students studying abroad can record data useful for creating a resume and other documents as a trial. It enables them to start preparation for job hunting promptly after their return.

Creation of a Homepage in Multiple Languages: Process and Minutes for Renewal of Official Websites (English, Chinese, and Korean)

- ■ Objectives and background

We renewed our multi-language homepage (English, Chinese, and Korean) in order to enhance recruitment of international students and activate international exchange in the university. For stronger appeal, we made efforts to provide information that international students may need, instead of simply translating the Japanese homepage. With cooperation from professional contractors (planners, website creators, and translators), the renewal proceeded from October 31, 2012, to March 28, 2013.

- ■ Homepage size/recommended environment

English   http://www.asia-u.ac.jp/english/ (72 pages)
Chinese (simplified)   http://www.asia-u.ac.jp/chinese/ (72 pages)
Korean   http://www.asia-u.ac.jp/korean/ (72 pages)

- ○ Recommended environment
  - (1) Windows
    - Internet Explorer7.0 or later
    - Mozilla Firefox3.5 or later
    - Google Chrome4.0 or later
  - (2) Macintosh
    - Safari4.0 or later
    - Mozilla Firefox3.5 or later
    - Google Chrome4.0 or later

- ■ Process/meeting
  - (1) Meeting 1
    Date: Oct. 31, Wed., 2012
    Agenda: ▪ planning
             ▪ activities for each team
             ▪ schedule
             ▪ current issues
  - (2) Interview
    Date: Nov. 20, Tue., 21 Wed., 2012
    Target: International Center, international students (English, Chinese, and Korean)
  - (3) Meeting 2
    Date: Nov. 29, Thu., 2012
    Agenda: ▪ requirement definition and planning concept
             ▪ "put emphasis on Intensive Japanese Course, and cover from entrance to exit" was selected
             ▪ clarifying sections in charge
             ▪ schedule
  - (4) Meeting 3
    Date: Dec. 11, Tue., 2012
    Agenda: ▪ design of the website
             ▪ reviewing the list of contents and screen design
             ▪ use of simplified Chinese instead of traditional Chinese
  - (5) Meeting 4
    Date: Dec. 18, Tue., 2012
    Agenda: ▪ review of contents before implementation
             ▪ review of contents list, wire frames, and functions
             ▪ determination of the fonts
  - (6) Meeting 5
    Date: Jan. 22, Tue., 2013
    Agenda: ▪ updating process
             ▪ improvement of translation list (English, Chinese, and Korean)
             ▪ writing rules for names and years
             ▪ update schedule for next year and later
  - (7) Implementation of the website, translation, and proofread
  - (8) Website opened
    Mar. 28, Thu., 2013

English Language Guidance (conversational)

\<Outline of the class\>

Target: freshmen and sophomores of the Faculty of
International Relations

Duration: Dec. 10–21, 2012, Jan. 8–25, 2013

    Freshmen: 4th class on Monday,
                  5th class on Wednesday

    Sophomores: 5th class on Monday,
                  4th class on Wednesday

As a part of the Project for Promotion of Global Human Resource Development, English Language Guidance (conversational) was started for freshmen and sophomores of the Faculty of International Relations with the help of two tutors who are international students from the United States.

It was intended to improve students' communicativity through casual conversation on what they are interested in.

For AUAP participants, it is a part of preparation to get used to English conversation before they go, as well as a follow up after they return. It provided greater opportunities for students to have English conversation.

Recruitment of Teaching Assistants and Establishment of Extra English Class

We opened an extra English class in regular classrooms for Freshmen of English Super Course (from Nov. 6, 2012, to Jan. 31, 2013), and provided instruction for getting higher scores in TOEIC.

Ai Takahashi (alumni of the Faculty, certified for teaching high school English) and Mari Kakimoto (senior of the Faculty) were hired as teaching assistants. We hired "business persons or current students who have a TOEIC score of 750 or higher, a strong will to teach junior fellows, and the ability to teach" through interviews by faculty, since we do not have a graduate school for English education. The core of the instruction was provided by a member of the school faculty (Reiko Chinami, Professor).

(1) Text: "Essential Grammar for the TOEIC TEST" (Macmillan LanguageHouse), grammar text for TOEIC "TOEIC Plus Magazine" (with past test questions)

(2) Teaching method: Under the supervision of the instructor and with the support from the teaching

assistants, students reviewed lessons by grammar topic, using the textbook, and learned trends in TOEIC. Also, students worked on past test questions (mostly Part 5: grammar and vocabulary section), and teaching assistants explained the answers. Strong emphasis was put on grammar to develop the ability to analyze written text by repeatedly solving problems. There were some practices for listening section (Part 1 - 4).

Following is the outcome and evaluation of the class. Most participating students increased their scores. It is impossible to measure the precise outcome of the class only, because the students also took other regular classes such as Academic English; however, it seems the class contributed to the development of basic English skills necessary for regular classes.

Also, since the teaching assistants are an alumna and a senior of the university, and their ages are close to that of students, they played a role as an advisor, a tutor, or a counselor in addition to learning support. It seems important to assign supporting staff who can take such roles when faculty plays a key role in learning guidance.

For non-English Super Course students (freshman and sophomore), English conversation class was opened with the help of 2 tutors who are international students from the United States. Although it was only from December to January, it contributed to increasing students' motivation as an opportunity for enhancing English communicativity before and after going to study abroad.

Numbering System

In order to discuss the introduction of a numbering system, some members were selected to review the past discussion within the university, to analyze numbering systems in other domestic universities, to conduct study groups with MEXT about the numbering system, to report research outcomes in meetings, to understand the progress of discussion on ensuring quality of higher education in Asia, and to gather information on partner universities.

We understood the current situation of the numbering system within and outside the university, and we recognized that the urgent issue is to promote understanding within the university for the numbering system and its necessity. We are planning to consider the introduction throughout the organization starting in 2013.

Cooperation with High Schools

Some students are notified of their admission to the university in November under the admission by recommendation system. Those students who are admitted under this system (about half of the enrollment limit) tend to have lower motivation for continuing studying. When they take TOEIC in April as a placement test in the Faculty of International Relations, the difference in scores with students who passed regular entrance examinations in February is clear. In order to respond to such a situation, we provide prospective students admitted by recommendation in November with access to the university's e-learning system so that they can have opportunities to prepare for TOEIC (we also give assignments such as reading).

In FY 2012, we visited nearby high schools to hear if such a system is working properly and what they think about it. We also explained to them that we were selected for the Project for Promotion of Global Human Resource Development.

We interviewed an English teacher in a municipal school and a Japanese teacher who is in charge of career counseling in another municipal school. They knew that there was pre-university assignment for students admitted by recommendation in November, and homeroom teachers were encouraging them to work on it. However, they did not have a clear idea how much time the students take for the assignment. It is important to increase their understanding of the necessity of pre-university English study. We need to ask their support for prospective students' independent study without interfering with high school education, and we would like homeroom teachers to assist the students by periodically monitoring their progress.

One of the teachers asked about our study-abroad programs and scholarship for them. For the next year, we need to provide high schools with more information about our various programs after admission.

Study Abroad Scholarship by Project for Promotion of Global Human Resource Development Fund

As a part of the Project for Promotion of Global Human Resource Development, we discussed the establishment of a new and unique study-abroad scholarship program, which will promote study abroad by supporting outstanding students, highly motivated students, and students giving up study abroad for economic reasons.

Specifically, we will raise funds (5,000 yen each) from 13,000 alumni with study-abroad experience and provide the funds to students participating in study-abroad programs as scholarships.

In FY 2012, we discussed the duration of the fund raising, target amount, and implementation plan, and the process will begin in FY 2013.

Field Survey for Overseas Program Development (FY2012)

Objective	Destination	Duration	No. of travelers
Multicultural Field Study	The Philippines	Oct. 30–Nov. 4, 2012	2
		Mar. 18–Mar. 25, 2013	1
	Vietnam	Dec. 27, 2012–Jan. 3, 2013	1
	China (Beijing)	Mar. 2–Mar. 6, 2013	1
Multicultural Field Study, Multicultural Internship	Singapore, Indonesia	Oct. 31–Nov. 7, 2012	2
	Indonesia	Feb. 28–Mar. 11, 2013	1
Overseas Internship	China (Dalian)	Dec. 9–Dec. 16, 2012	2
Multicultural Internship	The United States (Los Angeles)	Mar. 3–Mar. 8, 2013	2
	South Korea	Mar. 10–Mar. 14, 2013	2
	China (Hong Kong)	Feb. 25–Mar. 1, 2013	2
AUAP (Asia University America Program)	The United States (California, etc.)	Mar. 8–Mar. 14, 2013	2
	The United States (Washington)	Mar. 19–Mar. 27, 2013	3
AUGP (Asia University Global Program)	Australia	Mar. 2–Mar. 11, 2013	2
	Spain	Feb. 17–Feb. 22, 2013	2
	The United Kingdom	Feb. 13–Feb. 17, 2013	2
AUCP (Asia University China Program)	China (Dalian)	Nov. 12–Nov. 15, 2012	1