

# Top Global University Project (Type B) Okayama University

## Overview of the program

### 1. Outline of the Plan

**[Name of the Plan]**

PRIME program: producing practical-oriented human resources in a global community

**[Future of the university to be achieved through measures for Top Global University]**

Students and university staff will acquire high level abilities and launch into the world, while we will receive excellent students, teachers and researchers from all over the world to evolve Okayama University into a university disseminating outcomes of creative knowledge and fruits of technologies to the world. By changing people, regions and the world, Okayama University will become a university showing its presence in the world in the next 10 years.

**[Outline of the Plan]**

Under the PRIME (PRactical Interactive Mode for Education) program, students will not only be able to acquire three core powers (liberal arts strength, linguistic ability and specialized knowledge), but also be given opportunities to utilize the powers in the global fields through experiences in three faces (inter-discipline, inter- culture and inter-culture). As a result, students will be able to cultivate conversational abilities, creativities, abilities to take actions, leadership and decisiveness, and acquire abilities to make proper decisions in actual fields – abilities called the global practical wisdom.

**1 Liberal arts education and development of linguistic ability**

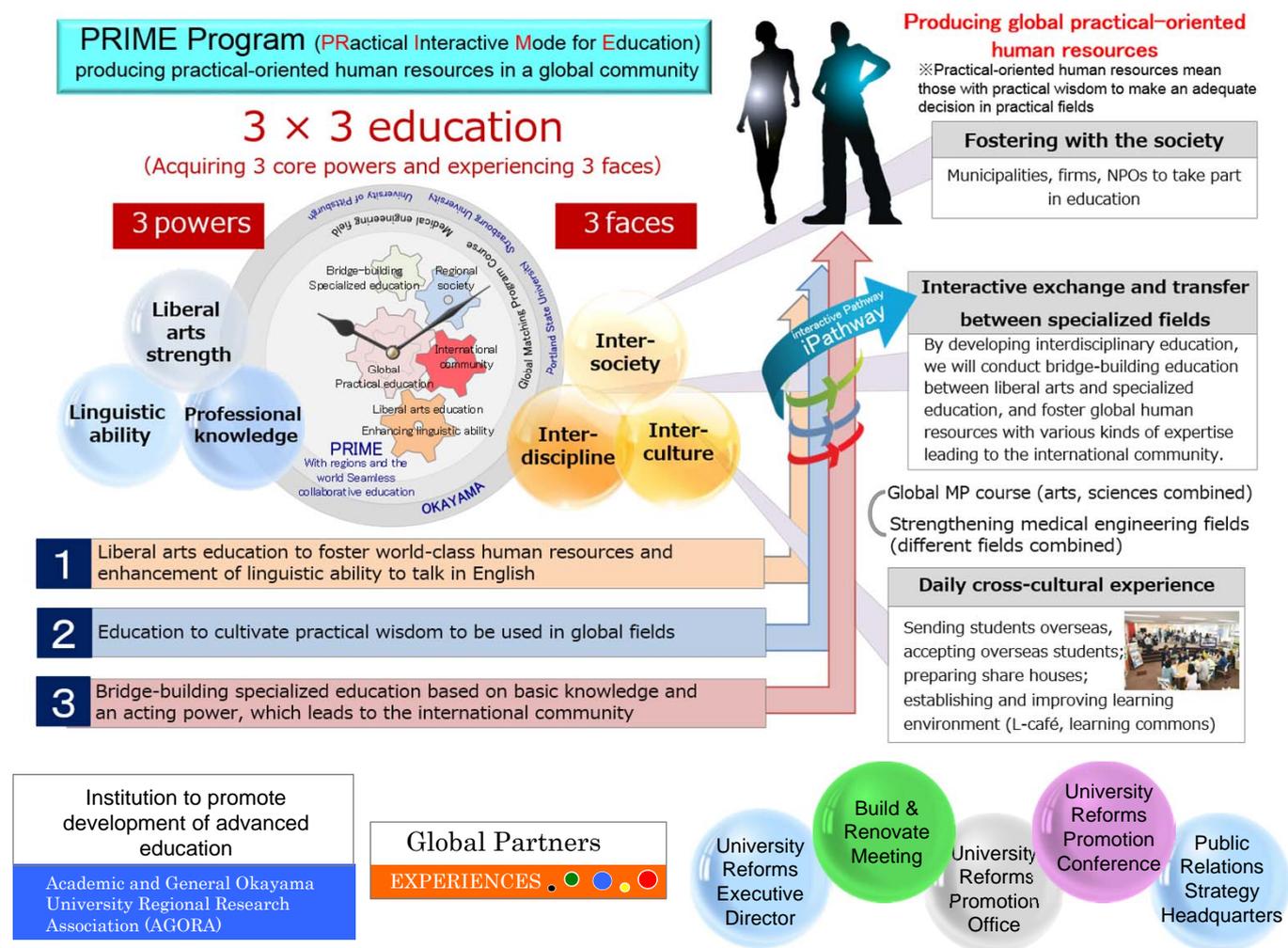
Through liberal arts education, we will build students' identities as Japanese necessary for them to play active roles globally and develop their communication skills to talk about their own ideas in English.

**2 Practical wisdom education to make students succeed at global fields**

Students will be able to acquire abilities to make adequate decisions by solving problems in actual fields through hands-on experiences in regions, companies and the international community. Global practical education also aims at maintaining a reciprocity between the university and the community. We will implement collaborative education not only with regions but also with the international community in the whole university.

**3 Bridge-building specialized education leading to the international community**

Based on basic knowledge and action acquired through liberal arts education, we will foster human resources possessing various kinds of expert knowledge by making use of the strength as a university.



## 【Outline of the 10-year Plan】

### Courses to promote internationalization

Expanding the Special Course for Global Human Resource Development (student quota increased from 50 to 150); opening and expanding the Foundation Course for Postgraduate Studies and the Short-Term Student Exchange Program (the yearly student quota increased from 60 to 200).

※ 2,000 international students and 1,200 students having studied abroad; all students have cross-cultural experiences.

### Education system reform

Introducing the Numbering Code System, with the execution rate at 100 percent; introducing 60-minute classes and the quarter system in the whole university in academic year 2016; starting new liberal arts education by establishing an institution to promote development of advanced education in academic year 2016

※Full introduction of the Numbering Code System, 60-minute classes and the quarter system

### Global practical education

Implementing practical education in the whole university and offering the education for graduate students and working adults; promoting practical education by a conference established in cooperation with local communities

※Providing global practical education for all students.

### Increasing freedom in studying: Matching Program (MP) Course

Introducing the International Baccalaureate admission; opening the Global Matching Program Course (student quota increased from 17 to 250)

※Teaching 2,100 subjects in foreign languages: the rate of courses in which students graduate only by taking classes conducted in foreign languages is 45 percent.

### Expanding strength: International medical engineering

Opening the Division of Biomedical Engineering: opening an overseas campus; creating a graduate school of international medical and biological engineering

※Teaching 2,100 subjects in foreign languages, the rate of courses in which students graduate only by taking classes conducted in foreign languages is 45 percent. (written again)

### Governance system to support internationalization

Reorganizing the International Center; expanding the annual salary system; strengthening the structure to promote university reforms; implementing the 5-U strategy (URA, UEA, UGA, UPR, UAA)

※Ratio of employment through the annual salary system: 53.1 percent for teaching staff and 31.3 percent for university officials; ratio of foreigners: 60 percent for teaching staff and 10 percent for university officials

## 【Distinctive measures: Internationalization, governance reform, education reform, etc.】

### Implementing global practical education in the whole university

Implementing global practical education subjects featuring collaboration between the university and the community in the whole university.

By creating a cross-faculty team of Japanese and international students, they learn histories, cultures and industries in regions and the world together. With knowledge acquired through classroom lectures, they will launch into actual fields in the society. The students and the community will cooperate to tackle problems faced by the community. Students will be able to acquire the global practical wisdom to solve problems from a global perspective, and the community will be able to solve problems.

### Global Matching Program Course, which evolves our characteristics

In the current MP Course, students can learn cross-faculty and cross-department degree programs based on tasks they set on their own. We will expand the course to create the Global Matching Program Course.

We will conduct thorough language education from the first year by establishing a course in which students can take an English degree in liberal arts and sciences, respectively. We will conduct education in both English and Japanese and open a mixed seminar in which international and Japanese students learn together. In addition, we will provide opportunities for both Japanese and international students to learn in different cultures and societies through long-term internship programs. Through these measures, we aim to foster human resources who can play an active role on the global stages.

### Faculties and graduate schools of medical engineering field, which help enhance our strength

Based on the Division of Biomedical Engineering, which opened in academic year 2015, we will create a graduate school of international medical and biological engineering in academic year 2018 to develop researches combining different study fields, mainly medicine, engineering and agricultural science.

In the current aging society, human resources who can lead the development of new medical equipment, diagnostic treatment technologies and drug development technologies, all of which help improve patients' quality of life, are required in the fields of medicine, nursing care and welfare. To foster such human resources, we will create a graduate school of international medical and biological engineering in academic year 2018. We also plan to enhance collaboration with affiliated overseas university hospitals to promote international research on medical engineering.

## 2 Progress situation of measures (academic year 2014)

### ■ Common outcome indicators and performance goals

#### Measures related to internationalization

##### 1 International Baccalaureate admission

International Baccalaureate admission for April enrollment had been conducted in Faculty of Science, Faculty of Health Science at Medical School, Faculty of Engineering, Faculty of Agriculture and Matching Program Course until academic year 2013, the admission was introduced in all faculties and departments in academic year 2015.

##### 2 Foundation Course for Postgraduate Studies

In October 2014, we opened the Foundation Course for Postgraduate Studies to support international students intending to apply for graduate schools of the university and the Short-Term Student Exchange Program accepting undergraduates who finished the third year as special auditing students. The number of students accepted by the Foundation Course for Postgraduate Studies was 28 for the second semester in academic year 2014 and 30 for the first semester in academic year 2015. The number for the second semester in academic year 2015 is expected to exceed 60.

##### 3 Introducing Numbering Code System and translating syllabus into English

We input a numbering code on trial basis in August and September. Based on the results of the test, we presented a draft numbering code "AREAtGETxppqW" at a meeting of the the Board of Trustees for Education and Research in November, and obtained an approval from the whole university. Translation of the syllabus into English was completed before the end of academic year 2014, and the translated syllabus for academic year 2015 was made available for students in March 2014.

##### 4 Support for international students before and upon arrival

We have compiled a booklet providing a clear explanation about support to obtain a student visa and procedures upon arrival as a pre-guidance. Since the second semester in academic year 2014, we have been providing transportation support to and from airport in response to arrivals of international flights.

Orientations are separately provided in Japanese and English. We increased guidance information on matters necessary for students' daily lives, such as explanations about the university co-op and cell phones. We also enhanced the contents of support for international students to smoothly provide assistance for them after arrival through the help of resident assistants at the university's dormitories, students assigned as help staff and others.



〈 Support by help staff 〉

#### Measures related to governance reform

##### 1 Meetings for university reforms

We created the University Reforms Promotion Meeting in April 2014 and started exchanges of views between university executive members on a strategy for university reforms, policy formulation and other issues. At the same time, we created the Build & Renovate (BR) Meeting to provide opportunities to exchange opinions and share information with department heads concerning such issues as implementation of concrete measures for university reforms. Both bodies have been holding a regular meeting every month respectively.

##### 2 Employing highly-skilled professionals as university staffers

Under the university president and relevant executive directors, we decided to employ business professionals acting on their own initiatives, called 5U (UEA, URA, UAA, UGA, UPR) from outside using the annual salary system. In academic year 2014, we employed three people as URA to further build up the university's research support system, such as making proposals on research policies as well as understanding and analyzing information about research activities worldwide. We also employed one as UPR to draw up a public relations strategy for the whole university and implement it.

##### 3 Expanding the annual salary system

We established a system to apply the annual salary system to full-time teaching staff in academic year 2014. In the year, we planned to apply the system to 190 teachers, accounting for 15 percent of all, while we actually could apply it to 214 teachers, or 17 percent.

#### Measures related to education reform

##### 1 Establishing an institution to promote development of advanced education

In October 2014, we established the institution to promote development of advanced education as an education research organization supporting collection of information, research and development and planning on advanced education and other issues; research study on education reform; examination on curriculums and educational methods and; promotion of university-wide education. We made discussions on the introduction of 60-minute classes and the quarter system.

##### 2 Securing spaces for self-directed learning

After aseismic renovation works of the Central Library and the Shikata Branch Library, we secured spaces for self-directed learning such as learning commons, a seminar room, and a group-learning room in both buildings. Thanks to the effects of the new facilities and various events including pilot classes aimed at developing education programs to foster students' critical thinking skills and to enhance their communication ability through Finnish interactive techniques, among other reasons, the number of visitors to the Central Library increased by about 1.5 times from a year earlier to 451,894 in academic year 2014.



〈 Learning commons 〉

## ■ The university's own outcome indicators and performance goals

### 1 Increasing staff members with a mind to think it necessary to actively conduct reforms to cope with the globalization

In academic year 2014, we held the Young Staff Training Program to improve their planning abilities, communication skills and other abilities for promoting university reforms; the Global Leadership Training aimed at improving English communication skills to foster global human resources and; the Global Vision Training aimed at improving the quality of university officials building the foundation of the globalization.

In addition to the Department Heads Training Session which is held annually, the Faculty of Engineering held a training workshop for teachers to improve their minds for university reforms.



〈 Training camp session for department heads and others 〉

## ■ Distinctive measures based on the characteristics of the university

### 1 Implementing global practical education in the whole university

Inviting the governor of the prefecture and the chairman of the Okayama Association of Corporate Executives, we held a symposium to introduce our project to people in the region and enhanced the government-academia-industry collaboration to implement the global practical education.

We also drew up a draft definition of the practical social collaborative education program, decided test subjects to be implemented in academic year 2015 and compiled a draft plan for subjects to be taught in academic year 2016. In the future, we will examine all subjects based on results of self-monitoring on the program, and fully introduce it in academic year 2016.



〈 Symposium for collaboration between the industry, government and university 〉

### 2 Global Matching Program Course: Enhancing our characteristics

We created a working group for opening the Global Matching Program Course in academic year 2017. Aiming to expand and globalize the current Matching Program Course, we conducted several projects including a hearing survey at an overseas IB school for the development of a curriculum to differentiate the university from others. We started creating a curriculum making use of the advantages as a university, such as guaranteeing learning in a wide range of academic fields and creating programs to help new graduate students successfully enter into graduate studies.

Under the new program, which is based on that students with various backgrounds learn together, we plan to offer thorough language education, make liberal arts subjects compulsory, provide education combining liberal arts and sciences by setting up several groups of specialized subjects and open new practical subjects such as a long-term internship program at home and overseas, aiming to realize the so-called 3 × 3 education.

### 3 Faculties and graduate schools of medical engineering field: Expanding our strength

To foster human resources leading new research and development activities, we opened the Division of Biomedical Engineering in the Graduate School of Natural Science and Technology by integrating study fields related to biomedical engineering from the school's Division of Industrial Innovation Sciences and Division of Chemistry and Biochemistry in April 2015.

We started exchanges of opinions with heads of all graduate schools to open a graduate school of international medical and biological engineering (provisional name) in academic year 2018 to boost the university's strengths that received high evaluation in the redefinition of the mission, -- promoting clinical research and medical transplantation (medicine); combining different fields of medicine and agricultural science / biotic function (engineering) and; collaboration with medicine, dentistry, pharmacy, science, engineering and agriculture (nursing and medical technologies).

## ■ Free description

### 1 Steady implementation of the Plan based on a progress schedule chart

We compiled a progress schedule chart for all measures to be achieved in the next 10 years, while we assigned executive directors or officials in equivalent positions to be in charge of respective measures and decided offices to be in charge of implementing these measures. We created a progress management chart for each of all items on the progress schedule chart and confirm progress situations of all measures on a regular basis. Through these measures, we aim to steadily implement the Plan.

### 2 Implementing the Plan by all university staff members working together

By measure, we create a project team comprising teachers and university officials to promote the project through collaboration between teachers and officials.

### 3 Promoting the Plan by the whole university

We have been putting contents discussed by project teams and other issues before the BR Meeting attended by all department heads, and exchanging opinions with all department heads. We decide projects at the education and research the Board of Trustees for Education and Research and other bodies after obtaining an approval from all departments, and then implement them.

項目	実施期間	担当者	進捗状況	備考
1. 国際化推進	2015.10.1 - 2016.3.31	国際化推進室	完了	
2. 地域連携強化	2016.4.1 - 2017.3.31	地域連携推進室	進行中	
3. 産学連携推進	2017.4.1 - 2018.3.31	産学連携推進室	計画	
4. 国際共同研究	2018.4.1 - 2019.3.31	国際共同研究推進室	計画	
5. 国際共同教育	2019.4.1 - 2020.3.31	国際共同教育推進室	計画	
6. 国際共同人材育成	2020.4.1 - 2021.3.31	国際共同人材育成推進室	計画	
7. 国際共同社会貢献	2021.4.1 - 2022.3.31	国際共同社会貢献推進室	計画	
8. 国際共同国際化	2022.4.1 - 2023.3.31	国際共同国際化推進室	計画	
9. 国際共同国際化	2023.4.1 - 2024.3.31	国際共同国際化推進室	計画	
10. 国際共同国際化	2024.4.1 - 2025.3.31	国際共同国際化推進室	計画	

〈 Progress management chart 〉

### 3. FY2015 Progress

#### ■ Common indicators and targets

##### Internationalization

###### ○ Establishment of the International Student Shared House

In March 2016, a shared house, where 120 students (30 Japanese students and 90 international students) can live together, was completed. Living together with other students may improve mutual cultural understanding, cooperation, and learning from each other. This shared house is expected to be a place that may increase students' motivation in language learning and encourage international exchange and studying abroad.



〈 International Student Shared House 〉

###### ○ Enhancing the education system for the Special Course for Global Human Resource Development and doubling number of students accepted for the Course

We doubled the number of students to be accepted for the Special Course for Global Human Resource Development from 50 to 100 with the goal of global leadership development. In this course, students are required to develop their English proficiency, participate in overseas training programs, and study abroad, based on the curriculum, while belonging to the faculty/course they entered.



〈 Special Course for Global Human Resource Development 〉

Moreover, to respond to the increase in students, we established new partnerships with universities/colleges (14 new inter-institutional partnerships, 6 new inter-departmental partnerships, and 2 new overseas language training programs) as well as improved and expanded existing overseas language training programs and exchange student programs (increased the number of students in such programs by approximately 90 people), and develop and implement new overseas internship programs (3 cases), as a result of university-wide efforts.

###### ○ Expansion of the Foundation Course for Post Graduate Studies

We continued to conduct a program for accepting prospective international postgraduate students in preparation for attending graduate school, the Foundation Course for Post Graduate Studies, following academic year 2014. The number of students who joined the course is steadily increasing, with 22 students joining in April and 27 joining in October in academic year 2015. This program has helped international students improve their Japanese proficiency.

###### ○ Numbering of class subjects and creating English version of syllabus

We promoted the numbering of class subjects and preparation of an English version of the syllabus. All class subjects for academic year 2016 were numbered and prepared in English as well as Japanese.

##### University reform

###### ○ Establishment of a system for reallocation of faculty members

At the BR (Build & Renovate) meeting for University executives and deans/directors to exchange ideas for promoting reform, we established a system for reallocating faculty members that calculates the "basic number of faculty members" of each faculty/school. The number is calculated pursuant to the standard number of faculty members as a "base number," which is based on the number of students accepted in each department, by adding "contribution number," which is calculated based on each faculty/school's contribution to common undertakings within the University.

###### ○ Publicity and information strategy

For the purpose of the branding of Okayama University, we established the Public Relations Strategy committee in May 2015 to standardize the design of brochures for University faculty/schools and revised the English version of the University and faculty/school websites. Moreover, Institutional Research (Public Relations/IR) Review Project Team established in academic year 2014 has planned measures by collecting, organizing and analyzing information owned by the University.

###### ○ Ensuring diversity among faculty and staff members

We employed a person who have earned a degree from overseas universities/colleges and who have experience working or conducting research overseas over a year or more as a University Global Administrator (UGA: highly skilled specialist for planning international strategy for the University). We also employed faculty members by using a cross-appointment system and expanded the range of staff members who are subject to the annual salary system (236 persons as of March 1, 2015 to 375 persons as of March 1, 2016) in order to ensure diversity among faculty and staff members.

##### Education reform

###### ○ Efforts toward introduction of University-wide, 60-minute lessons and four term system

We notified students, faculty and staff members of the strengthened learning experience by university-wide, 60-minute lessons introduced from academic year 2016 and improvement of students' independent activities (e.g. long-term overseas study, volunteer programs) by introducing four term system in order to promote curriculum review and educational improvement and allow smooth introduction of the new systems.

###### ○ Strengthening University-wide organizational structure

To improve the functions of and seek the simplification of the education-related organizations, we discussed the reorganization, integration and abolishment of two institutions and seven University-wide centers related to education, and decided to newly establish the Institute for Education and Student Services in April 2016. This enables a structural response to requests for new projects (e.g. globalization, collaboration between universities and high schools) and clarifies a place for discussing matters of University-wide education.

1.3 times more learning at University

### Introduction of 60-minute Lessons

Current	90 minutes/lesson	× 15 lessons =	2 credits
Planned Future	60 minutes/lesson	× 15 lessons =	1 credit
		× 30 lessons =	2 credits

Various lesson styles will be provided tailored to course objectives and contents.

Examples of lesson styles

60 minutes 1 lesson/week	60 minutes Several lessons/week	60 minutes Several consecutive lessons
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### Four Term System

Intense learning and extramural activities will be possible.

First Term, Second Term, Summer Vacation, Third Term, Fourth Term, Spring Vacation

Plus alpha term

By dividing a year into four Term ...

- ▶ You can learn intensively and move up;
- ▶ A flexible plan for taking courses will be possible; and
- ▶ You can participate in extramural activities during each term and plus alpha term.

Examples of possible extramural activities by introducing the four term system

Studying abroad more than 2 months	Long-term internships	Regular and/or long-term volunteer activities
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〈 introduction of University-wide, 60-minute lessons and four term system 〉

## ■ University's own indicators and targets

### ○ Expanding PBL training programs, as part of personnel training (system to "change people"), to "change" the mindset of faculty and staff members

By adding Problem-Based Learning (PBL) elements to existing training programs for newly employed faculty and staff members and for section managers and assistant managers, we expanded opportunities to develop planning and communication skills for the University reform. Moreover, with regard to a learning group of young employees set up since academic year 2012, an advanced learning group of young employees has been set up to further improve the skills of participants in academic year 2012 and 2013.



〈 Learning group of young employees 〉

## ■ Featured initiatives based on the characteristics of the university

### 1. University-wide development of practical global education

We visited several institutions and conducted interviews regarding Co-op education with a high reputation as practical global education. As a trial implementation in advance of actual introduction and development at the University, we decided to implement University of British Columbia (UBC)'s Co-op program. We accepted UBC students for a period of three months and send them to forest industry companies in Okayama Prefecture. During the three-month period, UBC students were accompanied by Okayama University students for the implementation of the Co-op program. We also held a special symposium on practical global education in order to introduce Okayama University's version of the Co-op program and exchange ideas about the purposes, effectiveness, and future issues of Co-op education.

As for practical education subjects for society-academia collaboration, 13 subjects were provided as a liberal arts trial, and about 60 subjects will be fully introduced for liberal arts and about 50 subjects for technical training from academic year 2016.



〈 Implementation of Co-op program with UBC students 〉

### 2. Discovery Program for Global Learners evolving its characteristics

Aiming at establishment in academic year 2017, we discussed the substantial contents and development of the plan to establish the Global Matching Program Course, changed its name to Discovery Program for Global Learners, and set up a preparatory office. Moreover, we also created the following seven teams and held review meetings 64 times in total: Curriculums, Entrance Exams, Public Relations and Recruitment, International Student Support, Language Education, Long-term Internships, and Educational Methods and Facilities teams.

We joined study abroad events and visited overseas high schools for public relations and recruitment activities. Moreover, we kept track of overseas demand for manpower and necessary expertise and skills. Furthermore, we developed curriculums for training personnel with practical skills that will have high educational effects and match the needs of students and society, and an entrance examination system for selecting applicants who are qualified for the program.



〈 Discovery Program for Global Learners' public relations activity for the 3rd GO Global Japan Expo 〉

### 3. Faculty and Graduate School in the field of medical engineering, which is developing its strengths

We established a review meeting and working group for establishing the Joint Graduate School of Healthcare and Science to solve problems of aging society by strengthening the field of medical engineering and integration with humanities and social sciences. Discussed were not only collaboration between the fields of medical science and engineering, but also participation from the humanities and social sciences. Aiming at establishing a Graduate School of Medical and Health Sciences Integrated with Humanity and Technology (provisional name), we made progress in discussing the establishment of a Graduate School that matches the needs of students and society by combining the humanities and sciences.

Moreover, we will hold a Graduate School of Medical and Health Sciences Integrated with Humanity and Technology (provisional name) workshop in academic year 2016.



〈 Meeting of the external evaluation committee 〉

## ■ Free description

### ○ Holding of external evaluation committee

We held the academic year 2015 external evaluation committee of the Okayama University Top Global University project, which consists of five external experts, the president of Okayama University, six executive directors, and three president's aides. We promoted University-wide efforts by numerical process management toward implementing the plan and improved awareness among faculty and staff members.

### ○ Confirming progress of the Top Global University project using a progress check list

For all efforts in the Top Global University project, the project team consisting of faculty and staff members regularly confirmed the progress status by using a progress check list for the Top Global University project that clarifies the persons (executive directors) and departments in charge of implementation. Moreover, after grasping the issues, the team discussed improvement strategies.

### ○ Holding of Super Global Day

As a new endeavor for the purpose of promoting globalization and international exchange activities, Okayama University Super Global Day 2015 was held. Over 400 people from Japan and overseas participated, including alumni from overseas, and socialized with each other.



〈 Holding of Super Global Day 〉