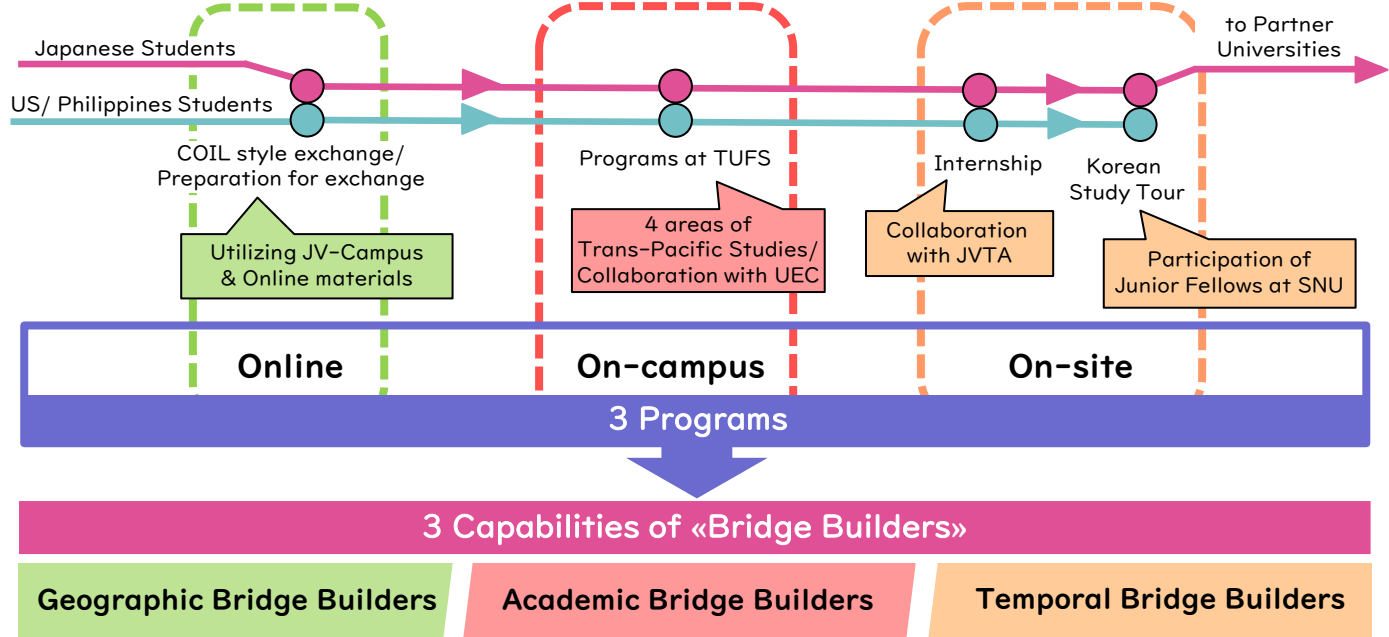


**【Name of Project】** (Adopted year: FY2023)

**TUFS Training Program for Trans-Pacific Bridge Persons**

**【Summary of Inter-University Exchange Projects】**



**【Summary of Exchange Program】**

- 1) Online: Two-way exchanges based on acquiring credits through COIL style education. In addition, we provide preparatory education for students scheduled to participate in upcoming exchange programs.
- 2) On-campus: Interdisciplinary education with credit acquisition for incoming and outgoing exchange students. With the cooperation of the University of Electro-Communications(UEC), students will comprehensively study across four areas of Trans-Pacific Studies, spanning the fields of both humanities and sciences.
- 3) On-site: We aim to complement language proficiency and share ideas and awareness of issues through our internships and the Korean Study Tour/Presentation Session in which Junior Fellows at the Japan Research Institute of Seoul National University(SNU) will also participate.

**【Global Human Resource on the Project】**

- A bridge builder can share and cooperate with people who have different ways of thinking and values – in fact, rather than seeing differences in nationalities, languages, and cultures as barriers, they understand that this diverse environment fosters new ideas and an understanding of sustainability (GX/DX).
- In a world that is continuing to globalize and becoming increasingly uncertain, global human resources are people who possess language proficiency skills and who can use their own creative ability to lead, organize, and collaborate with people with diverse values and ways of thinking.

**【Feature on the Project】**

- Students from Japan, the United States, the Philippines, and South Korea, who have different majors and diverse cultural backgrounds, learn about the current situation in the Asia-Pacific region. They share diverse ideas and knowledge through an interdisciplinary educational program, incorporating GX/DX areas of study.
- Built on the achievements and experiences of the collaboration with UEC since FY2015 Inter-University Exchange Project, the COIL style education in the FY2018 project, and the JV-Campus project.

**【Exchange Number】**

|           |  | 2023 | 2024 | 2025 | 2026 | 2027 |
|-----------|--|------|------|------|------|------|
| Out bound | Students studying abroad   | 10   | 24   | 25   | 35   | 35   |
|           | Students taking online international education and exchange programs in their home countries | 90   | 181  | 185  | 250  | 250  |
|           | Students fulfilling both of the above requirements   | 0    | 0    | 0    | 0    | 0    |
| In bound  | Students studying abroad   | 0    | 7    | 10   | 15   | 15   |
|           | Students taking online international education and exchange programs in their home countries | 70   | 73   | 120  | 155  | 185  |
|           | Students fulfilling both of the above requirements   | 0    | 0    | 0    | 0    | 0    |

# 1. FY2023 Progress

【Tokyo University of Foreign Studies】

【Name of project】(Adopted year: FY2023)

TUFS Training Program for Trans-Pacific Bridge Persons” (TP-Bridge)

## Exchange Programs



太平洋を『架橋』するブリッジ・パーソン養成プログラム

〈 TP-Bridge Website 〉

### Student-Mobility

#### Outbound

- <Long-term Exchange> From January, 1 student was sent each to San Diego State University (SDSU) and the University of Nebraska at Kearney (UNK).
- <Short-term Exchange> Between February and March, 8 students were sent to 3 partner universities in the US, and 3 students were sent to 1 partner university in the Philippines.
- <Online> Through COIL classes, 178 students from TUFS participated in five courses connecting with University of California, Irvine (UCI) or California State University, Northridge (CSUN).

#### Inbound

- <Online> Through COIL classes, 125 UCI students and 54 CSUN students interacted with students from TUFS.
- <Long-Term Exchange> 7 students accepted for the spring quarter of 2024 were given pre-training and information sessions.

### Forming the University Network with Quality Assurance

- Between November and March, 13 faculty members were dispatched to partner universities in the US and the Philippines to coordinate program content and exchange opinions with partner university faculty members in order to enrich the program content and ensure the program operates as intended. Meetings were also held with partner university staff in charge of inter-university agreements to prepare for smooth student exchanges.
- The first external evaluation committee meeting was held in March, consisting of members from other universities, NPOs, independent administrative organizations, etc., to receive advice and comments regarding the implementation of the program and suggestions for future program management.

### Promotion of Student-Mobility Environment

- TPS courses were prepared for the start of the 2024 spring quarter, and course registration information was provided to prospective students.
- A kickoff meeting was held in February to provide an opportunity for our students and students scheduled to arrive in the 2024 spring quarter to interact. The purpose and content of the program was shared, creating an environment in which students can enjoy a meaningful study abroad experience, while increasing their motivation to participate in the program.
- Students were provided with an opportunity to study Japanese online before coming to Japan, creating a smooth learning environment and support for communication in their daily lives and interactions for students after arriving in Japan.

### Internationalization of the university, Information disclosure and Publication of outcome

- TP-Bridge pamphlet (in Japanese and English) was created and distributed to partner universities in the US and the Philippines.
- A website (<https://www.tufs.ac.jp/english/tp-bridge/>) was created in both Japanese and English to publicize and spread information about TP-Bridge.
- A video (<https://www.youtube.com/watch?v=wZ6PTFthwr8>) has been released explaining the program in English.
- A promotion video (<https://www.youtube.com/watch?v=wwiv686Bc1c>) was created to introduce student life at TUFS and to help reduce any anxiety prospective students from our partner universities may have about life after arriving in Japan.



〈"A Day at TUFS" Video〉

### Good Practices

- By opening the recruitment of internship participants, we provided students from a total of 6 universities (excluding TUFS and our partner universities) with the opportunity to interact with students from the US and the Philippines.
- A relay style lecture course for 'TPS3: Sustainability Studies' has been prepared with the cooperation of the University of Electro-Communications to build an interdisciplinary program that transcends the boundaries of humanities and sciences. Discussions have begun with the University of Tokyo's Research Center for Advanced Science and Technology to strengthen collaboration and horizontal expansion between Japanese universities.

<On-Campus> Trans-Pacific Studies (TPS) courses covering 4 disciplines were prepared and information sessions held for prospective students in preparation for the courses launching in April 2024.

<Online> COIL classes have connected Tokyo University of Foreign Studies (TUFS) and international partner universities. Online Japanese language classes have been provided as preparatory education for students who have been accepted to TUFS.

<On-site> 55 students (including 36 from TUFS and 6 from partner universities) selected for the internship underwent 3 hybrid pre-training sessions in March in preparation for the internship to begin in April 2024.

|          | 2023 |         |
|----------|------|---------|
|          | Plan | Results |
| Outbound | 100  | 191     |
| Inbound  | 70   | 179     |



〈Meetings with International Partner Universities〉



〈Information Session for Students at International Partner Universities〉

# 2. FY2024 Progress

[Tokyo University of Foreign Studies]

## [TUFS Training Program for Trans-Pacific Bridge Persons (TP-Bridge)]

(Adopted year: FY2023)

### (1) Exchange Programs

<Online> TUFS Online Preparatory Japanese Language Course for International Students (OPJLC) was offered to Spring 2024 incoming students; all six participated. COIL classes in eight subjects with US and Philippine partners had 495 participants (114 TUFS students, 381 partners' students).



(Seoul Study Tour)

<On-Campus> In the spring quarter, 42 courses across four fields in Trans-Pacific Studies (TPS) were offered; 1065 students earning credits. In Sustainability Studies, one of the fields within TPS, a course was offered with the support of The University of Electro-Communications (UEC), and 13 students enrolled. Another course with the faculty of the Research Center for Advanced Science and Technology, The University of Tokyo (RCAST) will start in AY2025.

<On-Site> An internship in subtitling and translation of foreign films related to the SDGs ran April-July, with 55 students. A five-day Seoul Study Tour in July involved five students from TUFS and five incoming students.

### Student-Mobility

#### Outbound

Long-term Programs (Total: 16)

•Aug.–Sep. 2024 start: 5 (one semester/quarter) / 9 (one year)

•Jan. 2025 start: 1 (one s/q) / 1 (one year)

Short-term Programs (Total 22) : Summer quarter 10, Winter quarter 12

Online Programs (Total: 133): COIL 107, Internship 26

#### Inbound

Long-term Programs (Total: 12)

•Apr. 2024 start: 7 (one quarter)

•Oct. 2024 start : 4 (one quarter) / 1 (one year)

Online Programs (Total: 348): COIL 347, Internship 1

|          | 2024 |         |
|----------|------|---------|
|          | Plan | Results |
| Outbound | 205  | 171     |
| Inbound  | 80   | 360     |

### (2) Forming the University Network with Quality Assurance



(Information Session for Students at San Francisco State University)

•A student exchange agreement with UC Irvine was reached and officially signed in June 2025. An exchange program with credit transfer is scheduled to begin in AY2026.

•In October 2024, University of Nebraska at Kearney and San Francisco State University, universities with low inbound student numbers, were visited. A meeting with faculty and staff and an information session for students were held, and as a result each will send two students in Fall 2025, reflecting our efforts to improve the balance between outbound and inbound mobility.

•To ensure program coherence, the program guides students through (1) Online (Japanese course, COIL), (2) On-Campus (TPS), and (3) On-Site (internship, Seoul study tour), leading to study abroad. Students completing all three programs receive a certificate.

•The project also fosters “bridge persons” from high school to the graduate level. An early enrollment system was established in AY2024, enabling partner high school students to take courses from AY2025. It also aims to create pathways to the master’s *Peace and Conflict Studies Course* and doctoral *Joint Doctoral Program for Sustainability Research*, which are related in content to this program.

•An external evaluation committee provides advice for program implementation.

### (3) Internationalization of the university, Publication of outcome

•Most programs under the TP-Bridge program are open not only to our students and incoming exchange students but also to other domestic/overseas students and even high school students, advancing the university’s internationalization.

•An SDGs-related subtitling internship involved 55 students from nine universities. Their subtitled films were presented at the “WATCH 2024” online event and on-campus screenings and talk sessions, all open to the public with 58 attendees. Outcomes were also published on the WATCH 2024 website, raising domestic and international awareness of the program.

•OPJLC, also available to the member institutions of the “Japan Forum for Internationalization of Universities”, enrolled 338 students in AY2024. A micro-credential planned for AY2026 will further globalize access and recognition of outcomes.

•The project publicizes its activities and outcomes worldwide through a bilingual website, brochures, and event flyers, and by holding student sessions during visits to partner universities abroad to broaden participation.

•Within the “Three National Universities in West Tokyo” framework our university works with UEC and Tokyo University of Agriculture and Technology (TUAT), sharing know-how from this program to strengthen collaboration and promote practices that support internationalization.



東京外国語大学の  
グローバルな学びを体感しませんか  
(Early Enrollment System Flyer)

# (4) Good Practices

## ● Enrichment of the Interdisciplinary TP-Bridge Program through Expanded Partnerships

<On-Campus>

TPS consists of four fields—Contemporary Asia-Pacific, Multicultural Asia-Pacific, Sustainability Studies, and Art Studies. To enhance the Sustainability Studies field, the course *Introduction to Info-Powered Energy* was launched in AY2024 in collaboration with partner institution UEC. The course addresses technologies for generating, storing, and utilizing energy and their contribution to social issues, helping students build a deeper understanding of a sustainable future.

In Spring 2025, a new course *Sustainability Studies: Perspectives and Actions Toward a Co-Creative Society* will be introduced in cooperation with RCAST's faculty, focusing on complex issues, interdisciplinary collaboration for sustainability, and themes such as disaster management, inclusive society, and the relationship between art and society.

<On-Site>

The Seoul Study Tour has been conducted in collaboration with the Institute for Japanese of Seoul National University, and from AY2025 will also involve its American Studies Institute, establishing a framework for broader academic dialogue across the Asia-Pacific region.

In addition, in partnership with TUAT and University of Hawaii at Mānoa, a study tour on the theme of "Food Security" will be implemented in Summer 2025.



<Alumni Talk Session Flyer>

### ● Showcasing Role Models through Alumni Talk Sessions

In July 2024, an alumna (Class of 2022) shared experiences of taking COIL classes, joining short-term and exchange programs, and interning at a UN agency, which later led to graduate study in the U.S. and employment at a company specializing in R&D in Africa. This talk provided participants with a role model bridging nations and disciplines and offered a concrete vision for career development.

### ● Utilization of Online Tools

In the online program, COIL classes enabled students from Japan, the U.S., and the Philippines preparing for study abroad to experience host university courses and learning environments. Incoming students also took online Japanese language courses before arrival, improving their language proficiency. Prior to departure, online orientations and exchange sessions were held for both incoming and outgoing students, explaining the program's objectives and fostering interaction that built trust and motivation for intercultural learning. In the subtitling internship, translation work and team meetings were conducted mainly online, enabling participation without geographical or time constraints and bringing together 55 students from nine universities across diverse cultures and disciplines.



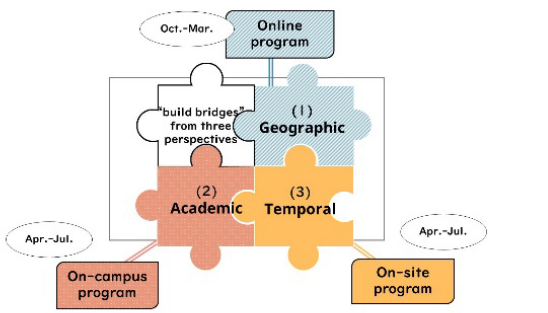
<Official Website of the Online Screening Event for the Subtitling Internship>

# (5) Major Achievements and Outcomes

•Strengthened ties with partner universities have led to expanded exchanges, including hosting UC Irvine's UCI DREAM Center short-term program in July 2024 and San Diego State University's short-term program in June 2025, both made possible through this initiative.



<Hosting UC Irvine's Short-Term Program>



<Three Capabilities of Bridge Builders>

|                          |   |
|--------------------------|---|
| <b>Geographic Bridge</b> | Use their IT literacy, language proficiency, and multicultural awareness to overcome spatial, linguistic, and cultural distances.   |
| <b>Academic Bridge</b>   | Have a wide range of interests and perspectives across the humanities and sciences, allowing them to incorporate knowledge and opinions into their thinking from areas outside their major. |
| <b>Temporal Bridge</b>   | Have the conceptual ability to imagine or create a sustainable future built on the past and present.  |

<Program Overview and Learning Outcomes Diagram>

•Through the course *Introduction to Info-Powered Energy*, jointly offered with partner institution UEC, students were exposed to knowledge across different fields and learned problem-solving from a technical perspective, helping them build a foundation for connecting diverse expertise beyond their own disciplines. During the Seoul Study Tour, students visited museums and attended lectures by professors from Seoul National University on history and contemporary culture, followed by active discussions with local students. As a result, participants broadened their perspectives by linking past and present. Students from Japan, the U.S., the Philippines, and Korea were able to strengthen their capacity to build bridges across geographic, academic, and temporal boundaries.