

# Top Global University Project (Type B) Tokyo University of Foreign Studies

## 1. Outline

### 【Name of project】

TUFS CONNECTS resources worldwide

### 【Future vision of the university planned in TGU project】

In May 2014, TUFS President Hiroataka Tateishi declared that the university aims to serve as a key network university in 10 years. Specifically, it means becoming a university that: (1) develops multilingual, competent global human resources; (2) helps enhance Japan's global presence; and (3) uses its knowledge of and experience in various regions of the world to provide consulting service on globalization of Japanese universities. These three goals represent the university's vision that the project aims to achieve. The realization of this vision will contribute to the development of not only TUFS but also Japanese universities in general and eventually of the country.

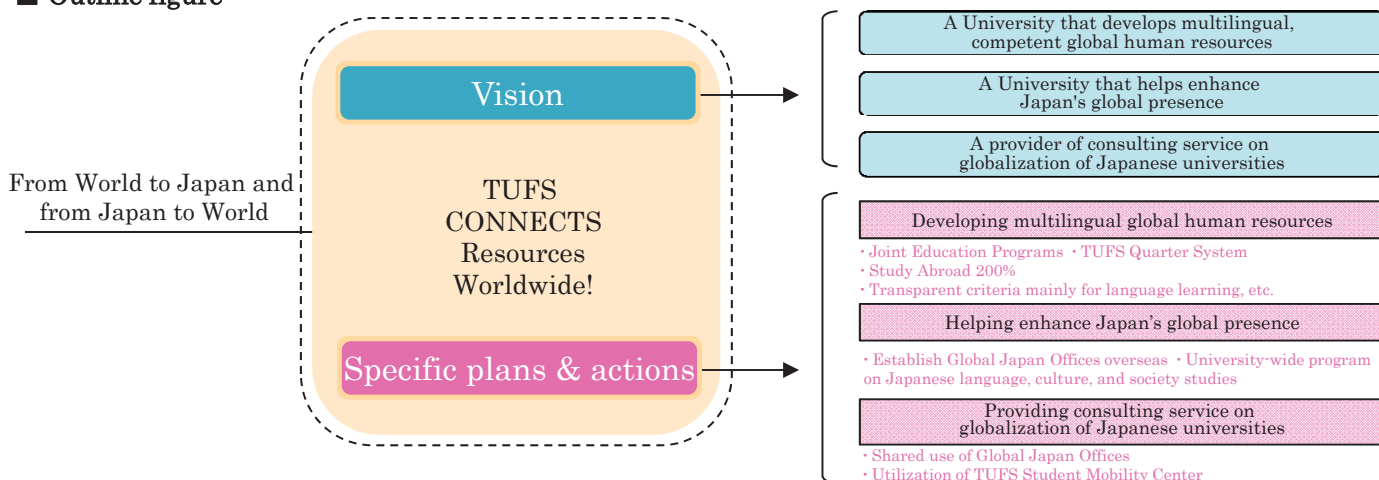
### 【Summary of project】

Using its accumulated knowledge of and experience in Japan and various regions of the world, TUFS will serve as a key network university in an increasingly diverse global society and lead the globalization of Japanese universities by taking on and accomplishing innovative initiatives that comprehensively address the three areas described above: developing multilingual global human resources, helping enhance Japan's global presence, and providing consulting service on globalization of Japanese universities.

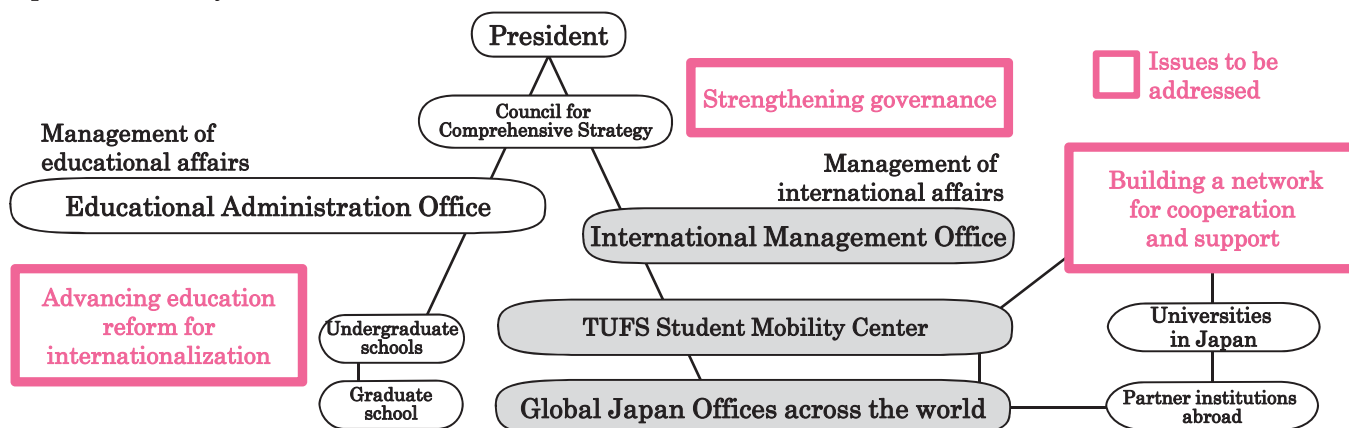
"Multilingual global human resources" refers to personnel who have deep knowledge of not only English but also a highly diverse range of languages, cultures, and communities that make up the real society and are able to take effective action in the era of globalization. To cultivate such human resources, the university will introduce the TUFS Quarter System, work toward the Study Abroad 200% target, and implement Joint Education Programs, as well as other initiatives. To help enhance Japan's global presence, the university will establish education on Japanese language teaching and on Japanese culture and society that Japanese students need to pursue an active career on the global stage. Furthermore, Global Japan Offices will be established at overseas partner institutions as bases for carrying out such activities as offering Japanese language education and introducing local people to various aspects of Japan. To provide consulting service on globalization of Japanese universities, the university will use the Global Japan Offices, which will be established at partner institutions abroad, and TUFS Student Mobility Center, which is to be set up at TUFS, to share with other universities intellectual resources and knowhow that TUFS has accumulated through interaction with people in various regions of the world.

The realization of the project through the above initiatives will help attain the university's objective of conducting education and research on the world's languages as well as on the development of cultures and societies based on those languages, while contributing to globalization of Japanese universities.

### ■ Outline figure



### ■ Implementation system



Note: Numbers before and after the arrows indicate the numbers as of 2013 and targets for 2023. Targets that are more ambitious compared to an average university covered by the MEXT project are **shown in bold**.

## 【Summary of the 10-year plan】

### ○ Diversify and improve levels of teaching and administrative staff

- Hire foreign nationals or Japanese nationals with experience in education and research abroad to promote the initiatives under the project smoothly and diversify teaching staff.
- Provide language training and overseas training for administrative staff to enhance the framework to support globalization of universities.

◆ Number of foreign teaching staff: 38 → 65 **Percentage of teaching staff incl. Japanese with overseas experience: 81% → 94%**

### ○ Increase numbers of international students at TUFUS and TUFUS students studying abroad

- Increase the number of overseas partner universities and expand short-term programs, etc., including the Joint Education Program.

◆ Annual total no. of international students studying at TUFUS: 698 → 1,216 **Percentage out of all TUFUS students: 15% → 26%**  
◆ Annual total no. of TUFUS students studying abroad on partnership agreements: 310 → 1,672  
**Percentage out of all TUFUS students: 7% → 36%**  
◆ Number of Joint Education Programs implemented: 3 → 50

### ○ Enhance foreign language acquisition

- For English, give students guidance to score at least 800 points on the TOEIC test as a minimum level of English proficiency that has to be attained before graduation. For other languages, set criteria to assess competency based on international standards such as CEFR.

◆ No. of undergraduates attaining TOEIC 800 points or more: 1,077 → 3,907  
**Percentage out of all TUFUS undergraduates: 27% → 83%**

### ○ Internationalize university registrar

- Shift to the TUFUS Quarter System to increase flexibility in the academic calendar for more effective learning.
- Advance the revision of the Grade Point Average (GPA) system, provision of syllabus in English, etc.

### ○ Enhance marketing capabilities

- Enhance marketing to overseas audiences by providing more information in English on the TUFUS website, disseminating information on Global Japan Offices in English, etc.

### ○ Carry out university reform

- Establish a Council for Comprehensive Strategy to expedite decision-making under the president's leadership. Create a framework to ensure smooth communication of decisions and policies and their prompt implementation.
- Expand the introduction of the annual salary system and the tenure track system to raise the quality of education and research and to increase flexibility in the employment of teaching staff.
- Appoint non-Japanese external members to the Management Council to receive advice and proposals on education and research from international viewpoints.

### ○ Create Global Japan Offices at overseas partner universities and utilize TUFUS Student Mobility Center

- Create Global Japan Offices at partner universities abroad (see "University-Specific Initiatives" below for details).
- Utilize TUFUS Student Mobility Center to provide: education for Japanese students from other universities in Japan before and after they study abroad; and community support for international students who study at other universities in Japan, in Japanese and in their mother tongue.
- Enhance follow-up surveys on international students who have studied at TUFUS and the TUFUS Global Community Project to establish a framework for supporting Japanese students studying abroad and cooperation for overseas internships, etc.

◆ No. of Global Japan Offices around the world: 0 → 38

### ○ Revamp TUFUS university structure; Creation of new schools and reform of graduate school etc.

- Use a university-wide program on Japanese language, culture, and society studies and a program for International Japanese Studies to equip students who are to work on the global stage after graduation with higher abilities to help enhance Japan's global presence.
- Promote diversification of entrance examinations by introducing exams for applicants from International Baccalaureate-accredited schools and screening of overseas applicants before they come to Japan.
- Establish a new master's course on global and Japan studies in FY2016, with the aim of producing highly professional personnel including researchers with advanced Japanese language skills as well as comprehensive and practical abilities who are ready to work in the international community.

## 【Featured initiatives (Internationalization, University reform, Education reform)】

### Creation of Global Japan Offices around the world: 38 locations in 10 years

In order to serve as a key network university that connects resources worldwide as stated in the plan name, TUFUS plans to set up Global Japan Offices in 38 locations around the world in 10 years, in other words, by FY2023. The Offices will serve as bases for providing support to local students who want to study in Japan, carrying out outreach activities to spread the Japanese language and culture, implementing Joint Education Programs, etc.

### Joint Education Programs: Diverse programs provided in cooperation with overseas partner institutions

A diverse range of Joint Education Programs with overseas partner institutions are to be established, including summer intensive seminars at TUFUS, joint courses at overseas partner institutions, and study tours that students from both TUFUS and overseas partner institutions participate in. The plan envisions setting up 50 such programs in 10 years, by FY2023.

### Study Abroad 200%: Encouraging students to study abroad two or more times

"Study Abroad 200%" is an original target set by TUFUS to encourage students to study abroad two or more times while enrolled at the university. Student exchange programs, short-term study abroad programs, Joint Education Programs in cooperation with overseas partner universities, etc., are to be expanded to provide students more than one opportunity to study abroad while enrolled at TUFUS, with the aim of cultivating multilingual, competent global human resources. The university aims to have 90% of its students to attain the Study Abroad 200% target by FY2023.

### CEFR-J × 27 Project: Introducing a common framework for teaching, learning and assessing languages

TUFUS will introduce proficiency assessment criteria that cover all of the 27 languages it teaches. The Common European Framework of Reference for Languages (CEFR) is spreading from Europe to the rest of the world as a common criteria for language proficiency assessment. CEFR-J is a framework for English based on the CEFR, proving more detailed criteria for lower-level users. TUFUS is experimenting on multiple-language adaptation of the CEFR-J to assess proficiency levels in each language in a more transparent manner.

## 2. FY2014 Progress



Tobita-kun, the mascot for TUFS study-abroad promotion campaign

### ■ Common indicators and targets

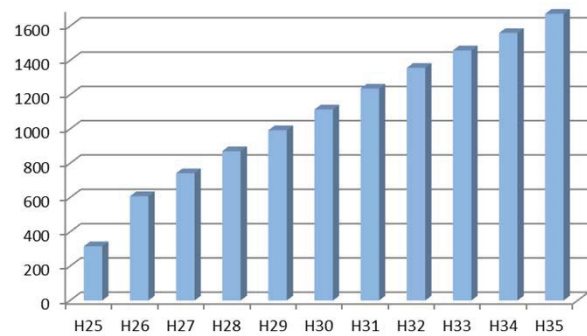
#### Internationalization

##### ○ Increase number of incoming international students

- As the number of overseas institutions in partnership with TUFS increased, the number of international students who come to study at TUFS based on agreements with such institutions increased by 37 from 196 in the previous year. The annual total number of incoming international students increased by 35 from 698 in the previous year.
- The university held a short-stay winter program (a 4-week intensive course) for students who study Japanese while being enrolled at partner institutions and awarded a certification of completion to 24 students from 5 universities.
- The above efforts have helped advance internationalization of the university and students' learning environment.

##### ○ Increase number of TUFS students studying abroad

- As a result of an increase in the number of partner institutions and the inception of a new program of short-term courses abroad in summer and winter, the number of TUFS students who studied abroad increased by 258 from 310 in the previous year.
- The university sent student teachers to teach Japanese at partner institutions, giving them an opportunity to learn basic knowledge and skills required in operating a Japanese class and teaching Japanese, and to acquire practical abilities.
- The university enhanced its framework for risk management with regard to students studying abroad, thereby promoting study abroad programs more smoothly.



Target for number of TUFS students who study abroad

##### ○ Enhance marketing

- To enhance marketing to overseas audiences, TUFS produced university brochures in 27 languages, renewed the university web pages in English, and provided information on Global Japan Offices in English, among other efforts.

##### ○ Diversify and improve levels of teaching and administrative staff

- Newly hired foreign-national teaching staff participated in the planning of classes for the Global Liberal Arts Program in the undergraduate schools and for the master's courses in FY2015, as well as being involved in programs for cooperation with high schools and PR activities, thereby contributing to improving students' international understanding and English proficiency, attracting students, and disseminating information on education and research.
- Participation by administrative staff in English training at TUFS and in duties overseas (13 staff members in 9 countries) has helped advance internationalization of the framework for supporting education and research.

### Education reform

#### ○ Implementation of Joint Education Programs with partner universities

- Toward the target of 50 programs by FY2023, 12 programs were implemented in FY2014, including:

##### ■ Moscow State Institute of International Relations of the Ministry of Foreign Affairs of Russian Federation (MGIMO)

Invited Professor Dmitry Streltsov, one of the most well-known Russian researchers on Japanese politics, for an intensive lecture and a seminar on the theme of "Issues and Prospects for Russo-Japanese Relations."

##### ■ University of Erlangen-Nürnberg (FAU)

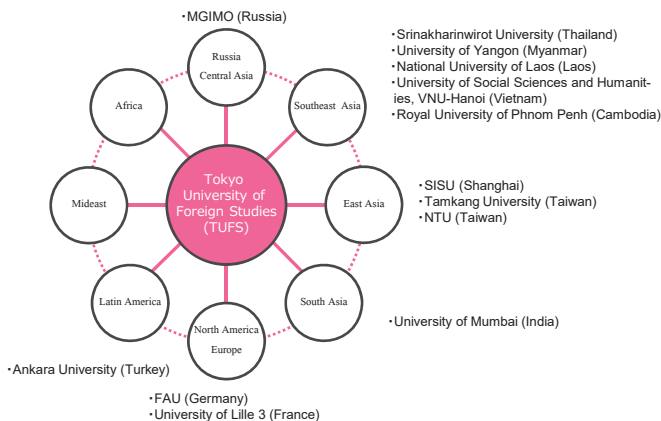
Thirty students learning Japanese at University of Erlangen-Nuremberg came to Japan and participated in a program that combined the Japan-Germany Tandem Camp and an internship program for TUFS graduate students in the Japanese-Language Education course.

##### ■ Tamkang University

TUFS students viewed classes at Tamkang University and taught Japanese as student teachers.

##### ■ Joint Education Program held at 9 partner universities

Graduate students had opportunities to receive direct instruction from the professors in the field.



Examples of Joint Education Programs

TUFS student providing educational assistance abroad

### ○ Internationalize the university registrar

Preparation was made for a shift to the TUFSS Quarter System planned for FY2015 (spring quarter Apr.–June, summer quarter July–Sept., fall quarter Oct.–Dec., and winter quarter Jan.–Mar.); with the summer quarter being implemented on a trial basis, which led to a sharp increase in the number of students going to study abroad for a short-term.

The number of courses for which the syllabus is provided in English or in other languages increased by 341 from 193 in the previous year. This has helped boost international compatibility of the university's education.

	4	5	6	7	8	9	10	11	12	1	2	3
Conventional semester system	Spring semester Apr. 1–Sept. 30						Fall semester Oct. 1–Mar. 31					
TUFSS Quarter System	Spring quarter Apr. 1–July 11			Summer quarter July 12–Sept. 30			Fall quarter Oct. 1–Jan. 23			Winter quarter Jan. 24–Mar. 31		

TUFSS Quarter System (2015)

A students' class evaluation questionnaire survey including syllabus evaluation on 3,071 courses out of 4,351 was carried out to verify educational effectiveness. The data was used to make improvements in education.

To provide transparent criteria mainly for language learning, a TUFSS portfolio was created, incorporating study abroad experience and language proficiency. As a result, a framework for giving more effective educational guidance has been put in place.

### ○ Revamp TUFSS university structure; Creation of new schools and reform of graduate school etc.

For the university-wide program on Japanese language, culture, and society studies, to be introduced from FY2015 as part of the initiative to help enhance Japan's global presence, various preparations were made, such as designing the program and producing pamphlets.

Progress was made on diversification of entrance examinations by introducing exams for applicants from International Baccalaureate-accredited schools and making preparations for screening of overseas applicants before they come to Japan.

## University reform

### ○ Initiatives for university reform

The Council for Comprehensive Strategy was established to expedite decision-making under the president's leadership. A framework for smooth communication of decisions and policies and their prompt implementation was created.

The university's original annual salary system was used for 1 more persons, in addition to 43 persons in the previous year. A new annual salary system beginning in FY2015 will help further raise the quality of education and research and to increase flexibility in the employment of teaching staff. The new system will be used for 6 more persons starting from 1 April 2015.

Dedicated staff members were assigned to the entrance exam department and the IR office, research and discussion on overseas screening of applicants were carried out, and exams for applicants from International Baccalaureate-accredited schools were introduced as the first step in internationalization of entrance exams.

## ■ University's own indicators and targets / Featured initiatives based on the characteristics of the university

### ○ Global Japan Offices and TUFSS Student Mobility Center

Global Japan Offices were set up and began operation at University of Yangon in Myanmar and Tamkang University in Taiwan in December and at University of London in February. A Global Japan Desk opened and began operation in Cairo in February. Activities to introduce Japan, remote classes via the Internet, Japanese education internship programs for TUFSS students, etc., were held at these offices.

The TUFSS Student Mobility Center was set up in January to enhance the support framework for TUFSS students studying abroad and incoming international students.



Opening ceremony for Global Japan Office at University of Yangon

### ○ Initiatives related to language education

After a preparation period starting in October, the CEFR-J × 27 Project was launched to develop new language proficiency criteria.

The number of students who attained 800 points or more on the TOEIC test, the target set by TUFSS as a minimum level of English proficiency to be achieved before graduation, declined by 39 from 1,077 in the previous fiscal year. Among those who attained the TOEIC 800 points target, 10 students achieved the CEFR-J/C1 level for a foreign language other than English, and 348 students scored 900 points or more on TOEIC. To share such results with students and teaching staff, improvements were made to the academic information system portfolio. This will help motivate students and improve education at the university.

The number of courses held in foreign languages increased by 5 from 144 in the previous fiscal year, providing a multilingual learning environment.

Proficiency in all the 27 languages is to be assessed on unified criteria based on CEFR-J



### 27 languages taught at TUFSS

English, German, Polish, Czech, French, Italian, Spanish, Portuguese, Russian, Mongolian, Chinese, Korean, Filipino, Indonesian, Malay, Burmese, Thai, Lao, Vietnamese, Cambodian, Urdu, Hindi, Bengali, Arabic, Persian, Turkish, Japanese

CEFR-J Project

## ■ Free description

### ○ Plans for FY2015

In FY2015, the university will steadily continue working toward the realization of its vision.

The Joint Education Programs will cover not only undergraduate but also graduate students, providing more students with learning opportunities.

The number of students going to study abroad on student exchange programs with partner institutions and on short-term summer and winter programs will be increased to around 740.

Partner institutions around the world will be invited to send more students to TUFSS and short-stay programs will be expanded to increase the number of incoming students from the current level of around 40 to around 90.

A wide range of courses will be provided in the summer quarter based on the TUFSS Quarter System, for participation by not only TUFSS students but also students from other universities and partner high schools.

More Global Japan Offices will be established in a steady manner (to be set up in China [Shanghai], South Korea, Mexico, and Brazil under the current plan).

### 3. FY2015 Progress



Tobita-kun, the mascot for TUFs study-abroad promotion campaign

#### Common indicators and targets

##### Internationalization

###### ○ Increase number of incoming international students

- New partnership agreements were executed with thirteen universities, increasing the number of incoming international students based on the agreements by 21 (TUFs students studying abroad will increase by the same number).
- The number of incoming international students based on such agreements increased by 9 from 606 in the previous academic year, and the total number of incoming international students increased by 127 from 733 in the previous academic year.
- The university held short-stay summer and winter programs (3-week and 4-week intensive courses in summer and winter, respectively) for students who study Japanese while enrolled at partner institutions, and awarded certification of completion to 81 participating students.

###### ○ Increase number of TUFs students studying abroad

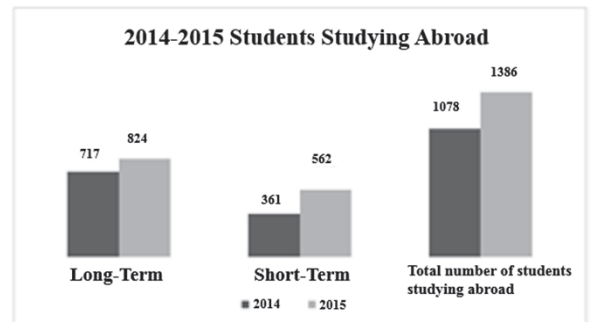
- The number of TUFs students who studied abroad increased by 229 from 568 in the previous academic year, mainly through short-term courses in partner institutions.
- To enhance safety and provide peace of mind, the university introduced Online Information System for TUFs Outgoing Students (*Tadaima Kaigai Ryugakuchu*), a unique risk management system for TUFs students studying abroad.

###### ○ Enhance marketing capabilities

- The university enhanced its capacity for creating English language web pages to increase their English content and provide quicker updates.
- The university brought greater international perspective to its marketing, distributing information on Global Japan Office activities and other content in both Japanese and English.

###### ○ Diversify and improve levels of teaching and administrative staff

- Foreign-national teaching staff was hired for the Institute of Japan Studies to prepare for the establishment of a Master's Program in Japan Studies in AY2016. The staff also taught Japanese History and Civilization as part of the International and Area Studies Course within the Master's Program in Global Studies, and taught Japanese History as part of the Global Liberal Arts Program (which is taught in English), thereby contributing to better international understanding and English ability among the students.
- Participation by administrative staff in English training at TUFs and in duties overseas (5 staff members in 4 countries) improved practical English abilities helped to make the university's framework for supporting education and research more international.



※All type of studying abroad are included



Online Information System for TUFs Outgoing Students

#### Education reform

###### ○ Implementation of Joint Education Programs with partner institutions

- The university implemented nine Joint Education Programs with partner institutions as part of the TUFs undergraduate program and 19 postgraduate students received research guidance from teaching staff in partner institutions.
- National Taiwan Normal University  
Students explored the theme of "Basics of Foreign Language Studies as a Science," learning about student psychology, the learner corpus, and basic theories of e-learning.
- University of Erlangen-Nuremberg  
22 students learning Japanese at University of Erlangen-Nuremberg and 27 TUFs students learning German participated in a program that combined the Japan-Germany Tandem Camp and an internship program for the Japanese-Language Education course.
- Joint Education Programs were made available as part of the new TUFs Open Academy program, enabling partner high school students to participate and enhance their understanding of TUFs education programs.

###### ○ Internationalize the university's administrative system

- Implementation of the TUFs Quarter System provided flexibility in school year, resulting in varied and effective learning, including more short-stays.
- The TUFs portfolio enabled effective educational guidance, including confirmation of study history and proficiency for various languages, and an accurate view of study abroad information.
- The student survey was analyzed and reports were prepared in the School of Language and Culture Studies and the School of International and Area Studies.
- The international compatibility of the university's education was boosted by providing all syllabuses in English or other foreign languages.

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○ **Revamp TUFUS university structure: Creation of new schools and reform of graduate school**

- The university introduced a program enabling all TUFUS students to cultivate their knowledge of Japan by studying Japanese language, culture, history and society prior to going abroad. In addition, it progressed with planning and preparations for the Japan Studies Program to be introduced in AY2016 targeting mainly incoming international students who have not studied Japanese language.
- Teaching staff were sent to overseas partner institutions to coordinate selection of students for the Japan Studies Program and admission interviews were conducted with overseas applicants using Skype and other methods.

**Governance reform**

○ **Governance reform**

- The university established the Council for Comprehensive Strategy (CCS) and set up four function-based offices with their own working groups to promote flexible university operation centering on the President of the University.
- An annual salary scheme was introduced and seven members of teaching staff were transferred to the scheme. Introduction of the cross-appointment system in AY2016 will enhance education and research, and promote mobility among teaching staff.

■ **University’s own indicators and targets**

○ **Global Japan Office deployment and TUFUS Student Mobility Center**

- New Global Japan Offices were established to start disseminating information on Japanese language and culture in Shanghai International Studies University (China), Hankuk University of Foreign Studies (South Korea), University of Salamanca (Spain), University of Guanajuato (Mexico), University of Belgrade (Serbia), and Rio de Janeiro State University (Brazil).
- Existing offices in Yangon, London, Cairo and Tamkang continued to disseminate information on Japanese language and culture, and the four initial coordinators from each of these offices were invited to Japan for an information session.
- The Yangon office asked students in the extracurricular introductory Japanese language course to write essays about their interest in Japan and these indicated a high level of interest.
- TUFUS Student Mobility Center analyzed trends in overseas study during AY2014 and published the results as the White Paper on Studying Abroad. Such white papers will be used to ascertain trends in overseas study in future and to increase the number of TUFUS students studying abroad.
- TUFUS Global Community Meetings were held at seven locations including Cairo (Egypt), Guanajuato (Mexico) and Madrid (Spain), with 127 participants including TUFUS students, alumni, and related parties, who exchanged information. A survey was conducted among those who participated in the meetings held in 2015 to confirm the outcome of the meetings.



(Opening ceremony for Rio de Janeiro State University GJO)



(Opening ceremony for Belgrade University GJO)

○ **Initiatives related to language education**

- The number of students who attained 800 points or more on the TOEIC test, the target set by TUFUS as the minimum level of English proficiency to be achieved prior to graduation, increased by 388 from 1,038 in the previous academic year.  
Among those who attained the 800 points target, the number of students who attained 900 points increased by 137 from 348 in the previous academic year.
- The number of courses held in foreign languages increased by 45 from 149 in the previous academic year, providing a multilingual learning environment.

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

○ **Establishment of language proficiency criteria for foreign languages other than English using international standards such as CEFR**

- A sample language proficiency indicator was prepared in English as part of an effort to establish an indicator based on CEFR-J. CEFR-J is an adaptation of the international CEFR standard with more detailed criteria for lower-level users. In addition, discussions were held with teachers of 26 non-English languages to ask them about course curriculums, instruction methods, student assessment, and availability of teaching materials and language resources.
- External language tests were used to develop language proficiency indicators based on CEFR-J (for which 1,342 examinees took the TOEIC Secure Program Group Application test), as well as in Turkish (12 examinees), German (54 examinees), and French (62 examinees).

**Proficiency in all the 27 languages is to be assessed on unified criteria based on CEFR-J**



CEFR-J Project

**27 languages taught at TUFUS**

- English, German, Polish, Czech, French, Italian, Spanish, Portuguese, Russian, Mongolian, Chinese, Korean, Filipino, Indonesian, Malay, Burmese, Thai, Lao, Vietnamese, Cambodian, Urdu, Hindi, Bengali, Arabic, Persian, Turkish, Japanese

■ **Free description**

○ **Plans for FY2016**

- In AY2016, the university will continue working steadily to make its vision a reality.
- New forms of Joint Education Program will be developed, including intensive seminars at TUFUS, joint study tours for students from TUFUS and overseas partner institutions, remote classes, and joint instruction of postgraduate students.
- The number of Global Japan Offices will be increased steadily (plans call for offices in Iran, Australia, Turkmenistan and Zambia).
- The number of students participating in exchange programs with overseas partner institutions will increase to about 260.
- The Educational Administration Office will check how the TUFUS Quarter System instituted in AY2015 is operating and suggest improvements.
- Short-term study abroad courses will be established in the Master’s Program to promote studying abroad.

## 4. FY2016 Progress

【Tokyo University of Foreign Studies】



Tobita-kun, the mascot for TUFs study-abroad promotion campaign

### ■ Common indicators and targets

#### Internationalization

##### ○ Increase the diversity of teaching and administrative staff

- Hiring foreign-national teaching staff (specialized in modern Japanese literature) at the Institute of Japan Studies and having the staff teach the history of Japanese literature and such courses as Japanese Culture Studies A and B helped deepen Japanese studies and research at TUFs from an international perspective.
- TUFs hired two graduates from foreign universities, one as a teaching staff member in charge of institutional research (IR) and the other as an administrative staff member. The former promoted IR activities, such as analyzing the TUFs' global presence in studying abroad at the Institutional Research Office.

##### ○ Increase the number of TUFs students studying abroad

- In line with its international strategy, TUFs concluded new student exchange agreements with 14 institutions, and the number of TUFs students studying abroad and that of foreign students studying at TUFs is expected to increase by 31 each.
- An increase in the number of partner institutions resulted in more TUFs students studying abroad, mainly through short-term courses in Summer and Winter Quarters. The number of TUFs students studying abroad in FY2016 increased by 27 from 797 in the previous academic year.
- TUFs introduced short-term study abroad courses designed to encourage master's course students to study abroad and began to provide information on studying abroad to prospective postgraduate students, i.e., those who passed the entrance exam, enabling them to study abroad during the first year of their master's program.



Short-term course in Uzbekistan

##### ○ Increase the number of incoming international students

- The number of international students studying at TUFs under the partnership agreements increased by 13 from 615 in the previous academic year. The total number of international students increased by 30 from 860 in the previous academic year.
- TUFs offered short-stay programs for Japanese language learners in the Summer and Winter Quarters. A total of 64 students from 12 countries participated in the summer program, and 37 students from 10 countries in the winter program, both including students from partner and non-partner institutions. Those students interacted actively with TUFs students studying multicultural interactions in practice as well as those supporting Japanese language classes as training.

##### ○ Initiatives related to language education

- The number of students who attained 800 points or more on the TOEIC test, a target set by TUFs as the minimum level of English proficiency to be achieved prior to graduation, increased by 145 from 1,426 in the previous academic year. Meanwhile, the number of those who achieved a level equivalent to a TOEIC score of 900, a target specially particularly set by TUFs for its students, increased by 84 from 485 in the previous academic year.
- CEFR-J sessions, which are designed to enable students to obtain specific skills or overcome weakness with an eye on language proficiency benchmarks, were offered for nine languages on a trial basis at a multilingual lounge newly set up in the Research and Lecture Building.

##### ○ Internationalize the university's administrative system

- The introduction of the TUFs-Quarter System has resulted in greater flexibility in school year arrangements, leading to an increase in the number of students participating in short-term courses and internship programs in the Summer and Winter Quarters, and thereby fostering self-motivated, well-planned learning by. The Educational Administration Office checked the operation of the TUFs-Quarter System and put forward proposals for the effective implementation of active learning.
- TUFs portfolios have been serving as a good reference for teaching staff to check students' language learning history and level of proficiency in teaching classes, while information on the experience of studying abroad has been used to compile the White Paper on Studying Abroad. The portfolios have also been used to develop a unique language proficiency indicator based on CEFR-J.

##### ○ Enhance international openness

- For the priority enrollment of international students with financial support from MEXT as International Priority Undergraduate Program of Japanese Government Scholarship, TUFs conducted interviews via Skype or other means to screen candidates without requiring them to visit Japan. This resulted in the enrollment of five government-sponsored international students each in the School of Language and Culture Studies and the School of International and Area Studies. TUFs' Global Japan Office at Rio de Janeiro State University was utilized in the selection of students from Brazil.
- TUFs conducted the screening of candidates for master's programs in the same manner mentioned above, resulting in the enrollment of 24 students, mainly in the Peace and Conflict Studies Course and the Recurrent Course in Japanese Language Education.
- TUFs began offering the Japan Studies Program targeted at those international students who have been selected by screening at their home countries as candidates for degree programs but have yet to attain sufficient Japanese proficiency, and considered a plan to establish a School of Japan Studies (tentative name) based on the program.
- TUFs conducted the screening of candidates from International Baccalaureate-accredited schools. There were six applicants from overseas and one from Japan.

##### ○ Enhance multilingual information dissemination

- Articles featuring activities at TUFs' Global Japan Offices (GJOs) and reports on TUFs students who made a study trip to Brazil and worked as volunteers for the Rio 2016 Olympics and Paralympics were published on TUFs Today, an online magazine.
- As part of its efforts to enhancing capacity for creating website in English, TUFs published various Topics & News articles and event information in English. Also, TUFs has continued to report the activities of GJOs both in Japanese and English on its bilingual website featuring Top Global University Project. This has helped enhance TUFs' public relations from an international perspective.



1. University of Yangon, MYANMAR 2. Tansang University, TAIWAN 3. SOAS, Univ. of London, U.K. 4. Shanghai International Studies University, CHINA 5. Hankyuk University of Foreign Studies, KOREA 6. Cairo University, EGYPT 7. University of Salamanca, SPAIN 8. University of Guanajuato, MEXICO 9. University of Belgrade, SERBIA 10. Rio de Janeiro State University, BRAZIL 11. International University for the Humanities and Development, TURKMENISTAN

Article featuring GJOs published on the online magazine 'TUFs Today'

### Governance reform

##### ○ Enhance the capabilities of administrative staff

- Attending visitors from overseas educational institutions was introduced as a new practical training program designed to improve international skills of administrative staff. A total of seven administrative staff members participated in the program implemented in four occasions.

○ **Governance reform**

- Two offices were established under the Council for Comprehensive Strategy (CCS), one for the management of student support and the other for the management of social contribution. Each office was operated in a flexible manner, with various working groups set up and/or abolished as needed.
- Six additional members from teaching staff were shifted to the annual salary scheme. The Institute School of Global Studies and the Institute of Japan Studies introduced a tenure track system, under which TUFs hired four teaching staff on fixed-term contracts (four years), utilizing a government subsidy designed to promote the reform of national universities by subsidizing the hiring of excellent young researchers. Furthermore, under the cross-appoint system, two teaching staff joined the Institute of Japan Studies in April 2016.
- The IR Office took the initiative to analyze the grade point average (GPA) of students by course of study for those admitted in FY2012 and FY2013, and reported the results to the CCS.

**Education reform**

○ **Implementation of Joint Education Programs**

- A total of 11 Joint Education Programs, including those in new forms, were implemented at undergraduate schools and 14 at graduate school.
- In the program with the Tashkent State Institute of Oriental Studies (TSIOS) in Uzbekistan, TUFs students were sent to Uzbekistan to work with TSIOS students and made joint presentations on themes assigned to them in advance on a group-by-group basis.
- In the program with Tamkang University in Taiwan, student teachers practiced teaching and lectures were given on East Asian cultural studies, both using a remote teaching system.
- The program with the Hankuk University of Foreign Studies (HUFS) took a new form, with students studying Polish at TUFs attending Polish language classes conducted by Polish teaching staff at HUFS.
- TUFs postgraduate students received instruction from professors of hosting partner universities as part of thesis seminars.

■ **University's own indicators and targets**

○ **Global Japan Office deployment and TUFs Student Mobility Center**

- New Global Japan Offices (GJOs) were established at International University for the Humanities and Development of Turkmenistan and Vytautas Magnus University in Lithuania to launch activities to promote and disseminate information on the Japanese language and culture.
- The existing GJOs in ten locations including Yangon, London, and Cairo continued to promote and disseminate information on the Japanese language and culture. Among the coordinators assigned to those offices, three newly appointed coordinators were invited to TUFs for briefing on the university.
- A TUFs Global Community Meeting was held in Yangon, Myanmar. Also, in an effort to build a network of those who have returned to their home countries after teaching, working as researchers, or studying at TUFs, greeting cards were sent via e-mail to a total of 294 TUFs associates (TUFs graduates living overseas for a long time, former international students, etc.) describing recent developments at TUFs. Many returned comments on the content.
- TUFs Student Mobility Center (TOBITA Center) provided community support to Filipino students living in the Tama district, thus enhancing support for international students studying in other universities.

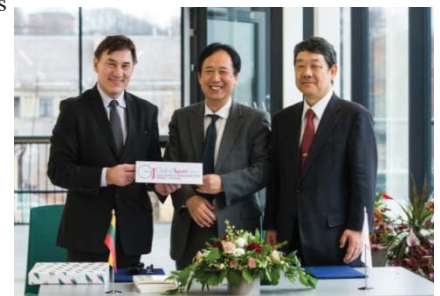


GJO at International University for the Humanities and Development of Turkmenistan

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

○ **Establishment of language proficiency criteria for foreign languages other than English using international standards such as CEFR**

- TUFs adopted the CEFR-J as uniform proficiency assessment criteria for all of the 27 languages taught at the university, proceeded with the development of language education materials, and completed the development of vocabulary lists of up to Level A2 for 19 languages. It also began to install those vocabulary lists into language learning applications, starting from languages for which such installation is possible. Furthermore, TUFs considered ways to improve the transparency of proficiency assessment and developed a sample diploma supplement including a CEFR-J profile.
- In order to develop language proficiency indicators, TUFs had its students take external language proficiency tests. A total of 2,091 students took the TOEIC Secure Program Group Application Test, while students learning other foreign languages took proficiency tests in the respective languages, 31 students in German, 74 in French, and 18 in Turkish.



A scene from the opening ceremony for the GJO in Lithuania

**Proficiency in all the 27 languages is to be assessed on unified criteria based on CEFR-J**



〈CEFR-J Project〉

**27 languages taught at TUFs**

- English, German, Polish, Czech, French, Italian, Spanish, Portuguese, Russian, Mongolian, Chinese, Korean, Filipino, Indonesian, Malay, Burmese, Thai, Lao, Vietnamese, Cambodian, Urdu, Hindi, Bengali, Arabic, Persian, Turkish, Japanese

■ **Free description**

○ **Plans for FY2017**

- In FY2017, TUFs will continue working steadily to turn its vision into reality.
- TUFs will seek to implement Joint Education Programs in various new forms such as intensive lectures at TUFs, joint study tours for students from TUFs and partner institutions, remote teaching programs, tandem training camps in which students from TUFs and partner institutions learning the same foreign language visit a country where the language is spoken, and the joint instruction of postgraduate students.
- The number of Global Japan Offices will be increased steadily (plans call for offices in the Netherlands, Ukraine, Russia, and Australia).



## 5. FY2017 Progress



【Tokyo University of Foreign Studies】

Tobita-kun, the mascot for TUFS study-abroad promotion campaign

### ■ Common indicators and targets

#### Internationalization

##### ○ Increase the number of TUFS students studying abroad

- In line with its international strategy, TUFS newly concluded international academic exchange agreements with 23 universities (including 13 universities with which student exchange agreements were concluded). In addition, TUFS newly concluded student exchange agreements with four universities with which framework agreements had been already concluded. As TUFS newly concluded student exchange agreements with 17 universities, the number of TUFS students studying abroad and that of international students studying at TUFS are both expected to increase by 32.

- The new partner universities chosen were mainly those that can offer short-term study abroad courses. As a result, 86 courses with 162 programs were offered in FY2017 (the number of such courses and programs increased by 10 and 20 respectively from the previous academic year). A total of 609 students, mainly undergraduate freshmen and sophomores, participated in a total of 100 programs in 40 countries and regions (the number of such students increased by over 100 from 496 in the previous academic year).

##### ○ Increase the number of incoming international students

- The number of international students studying at TUFS under the partnership agreements increased by 41 from 628 in the previous academic year. The total number of international students increased by 207 from 802 in the previous year, reflecting the strategic expansion of partner universities and an increase in the number of international students under short-stay summer and winter programs.

- A total of 111 international students from 15 countries and one region participated in the short-stay summer and winter programs. These international students interacted actively with TUFS undergraduate students studying "multicultural interactions in practice" as well as those supporting Japanese language classes as training (a total of 28 students, 17 in the summer program and 11 in the winter program).

##### ○ Initiatives related to language education

- The percentage of undergraduate students who scored 800 points or higher on the TOEIC test, which is the minimum targeted level of English proficiency expected of TUFS students prior to graduation, was 40% (compared to 37.5% in the previous year), and the same percentage for graduate students was 12.5% (compared to 6.3% in the previous year).

- In FY2016, the multilingual lounge began offering language proficiency sessions for nine languages on a trial basis. In FY2017, the multilingual lounge offered 132 speaking sessions for nine languages (which were attended by 248 students) and 84 CEFR-J sessions for seven languages (which were attended by 103 students) in the spring semester. The lounge offered 212 speaking sessions for 14 languages (which were attended by 326 students) and 170 CEFR-J sessions for 11 languages (which were attended by 193 students) in the autumn semester.

##### ○ Internationalize the university's administrative system

- TUFS e-learning system "Moodle" was developed to show the radar chart of acquisition status of foreign language skills (Listening, Reading, Spoken Interaction, Spoken Production, Writing) by using the TUFS portfolio function which indicates the results of external tests on proficiency in English and other languages based on the CEFR-J.

- The development of the TUFS Record enables students to review their learning and find challenges, providing motivation for efficient learning. Furthermore, teaching staff can now confirm students' foreign language study history and their level of proficiency and can firmly grasp information on students' study abroad experiences. Therefore, teaching staff can efficiently provide study guidance to students.

#### Governance reform

##### ○ Enhance the capabilities of administrative staff

- In addition to current three-staged programs to improve international skills, one administrative staff member was sent to the United States for 10 months under the Long-Term Education Administrators Program (LEAP), a long-term training program for administrative staff in charge of international educational exchanges, one staff member was sent to Germany for two weeks to participate in training offered by the National Institution for Youth Education, and one staff member was sent to Australia for one week to participate in short-term exchange training for university administrative staff in Japan and Australia, which was hosted by the Japan Association of National Universities.

- A training program to improve abilities to handle international administrative duties was offered. The program was aimed at enabling administrative staff to obtain practical work skills by acquiring basic knowledge of technical terms necessary to understand and translate agreements and contracts written in English and create agreements and contracts in English.

- Thanks to these measures, administrative staff members were able to improve their abilities to handle English and other foreign languages in a practical manner and respond to international administrative duties. Furthermore, a system was developed to accept teaching staff from abroad, and international academic exchange agreements were successfully concluded with foreign universities. As a result, TUFS's education and research environment has been enriched.

#### Education reform

##### ○ Utilization of TAs

- For the speaking sessions and CEFR-J sessions, which are offered at the multilingual lounge as supplementary sessions for regular classes, international students who were recommended by teaching staff and went through orientation and training sessions were used as instructors.

- Two graduate students were recruited as instructors for English language supplementary lessons. They introduced methods of using e-learning and learning materials to students and evaluated and corrected students' essays, promoting English learning and autonomous learning outside regular classes.



① ヤンゴン大学(ミャンマー) University of Yangon (Myanmar)	② 淡江大学(台湾) Tamkang University (Taiwan)
③ ロンドン大学SOAS(英国) SOAS, University of London (United Kingdom)	④ 上海国際語学大学(中国) Shanghai International Studies University (China)
⑤ 韓国外語語学大学校(韓国) Hankuk University of Foreign Studies (Korea)	⑥ カイロ大学(エジプト) Cairo University (Egypt)
⑦ サラマンカ大学(スペイン) University of Salamanca (Spain)	⑧ グアナフアト大学(メキシコ) University of Guanajuato (Mexico)
⑨ ベオグラード大学(セルビア) University of Belgrade (Serbia)	⑩ リオ・デ・ジャネイロ州立大学(ブラジル) Rio de Janeiro State University (Brazil)
⑪ 国際人文開発大学(トルクメニスタン) International University for the Humanities and Development (Turkmenistan)	⑫ ヴィブタス・マグヌス大学(リトアニア) Vytautas Magnus University (Lithuania)
⑬ ライデン大学(オランダ) Leiden University (The Netherlands)	⑭ リヴィウ大学(ウクライナ) Ivan Franko National University of Lviv (Ukraine)
⑮ 高専経済学院(ロシア) Higher School of Economics (Russia)	

(Fifteen Global Japan Offices)

### ■ University's own indicators and targets

##### ○ Global Japan Office deployment

- New Global Japan Offices (GJOs) were established at Leiden University (in the Netherlands), Ivan Franko National University of L'viv (in Ukraine), and National Research University Higher School of Economics (HSE) (in Russia) to launch activities to promote dissemination of information on the Japanese language and culture.

- The GJO at HSE (in Russia) also functions as an internship base for TUFS and its six partner universities in Russia.

- At University of Yangon GJO, TUFS students studying at the University served as teaching assistants for Japanese language instructors mainly for beginners at Level 1 Japanese classes by using both Burmese and Japanese.

- TUFs Global Community Meetings were held in Beijing, Yangon, Jakarta, Ho Chi Minh City, Moscow, and Vientiane. Following the establishment of the GJO at HSE in Moscow, the second TUFs Global Community Meeting in Moscow was held in November (the first was held in 2014), and a total of 35 alumni including former international students and TUFs students studying abroad, attended the meeting. At the meeting, TUFs graduates were in particular asked to strengthen the support for the provision of career consultation and internships for current TUFs students.

### ○ Students who achieved a challenging goal regarding foreign language skills

- 619 undergraduate students (compared to 569 students in the previous year) and 40 graduate students (compared to 25 students in the previous year) scored 900 points or higher on the TOEIC test, which is a particular goal set by TUFs.

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

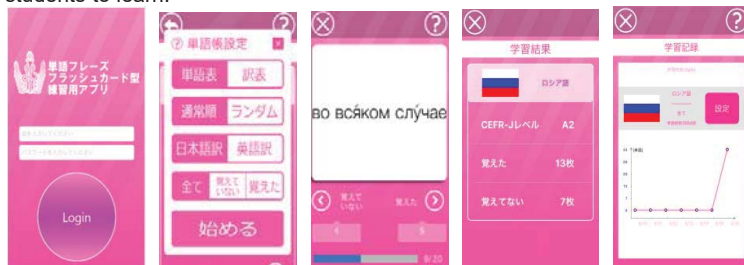
#### ○ Establishment of language proficiency criteria for foreign languages other than English using international standards such as CEFR

- TUFs adopted the CEFR-J as a uniform proficiency assessment criterion for all of the 27 languages taught at the university and proceeded with the development of language education materials. Furthermore, to encourage students to use the vocabulary and phrase lists, TUFs developed and tested (1) Flashcard-type iOS/Android applications for vocabulary learning, (2) a Web-based CAN-DO phrase learning tool, and (3) Corpus collection tools for speech and writing, covering the 27 languages.

- By adopting the CEFR-J, TUFs has sent a message to students that the university will create a language learning environment that applies uniformly to all of the 27 languages. The university's attitude of aiming to create a cutting-edge language learning environment is motivating students to learn.



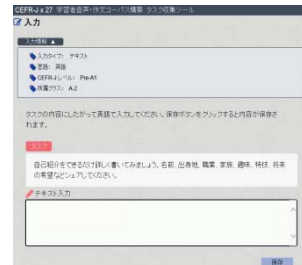
(TUFs Global Community Meeting in Moscow)



(1) Flashcard-type iOS/Android applications for vocabulary learning



(2) Web-based CAN-DO phrase learning tool



(3) Corpus collection tools for speech and writing

- In order to develop language proficiency indicators, in addition to English, German, French, and Turkish, TUFs began using external language proficiency tests for Czech and Russian, and 29 students took the German language, 64 took the French, 15 took the Turkish, nine took the Czech, and five took the Russian.

### ○ TUFs Student Mobility Center

- The TUFs Student Mobility Center provided support to a student organization, TUFs Intercultural Community (TUFSCOMMU), which aims to provide community support to international students from various foreign countries, and networking meetings were held six times by countries or languages. The center asked neighboring universities to put up posters written in both Japanese and English about the student networking meetings and post relevant information on their websites, so that people outside the university could also participate in the meetings. By providing community support also to international students studying at neighboring universities, the center contributed to creating an environment where international students can study free from anxiety because they are given opportunities to meet and interact with not only students of the university that they attend but also students of other host universities in the community.

- To provide internationalization support to other universities, the center offered study abroad advice to other universities' students and responded inquires about student exchange agreements and credit transfer systems from other universities' faculty and staff members.

### ○ Implementation of Joint Education Programs

- A total of Programs were offered to undergraduate students, and 18 Programs were provided to graduate students. TUFs students were able to deepen their interaction with students from partner universities through communal living and tandem learning. Furthermore, the program was a good opportunity for TUFs students to once think again about the Japanese language and culture through answering questions related to Japan and supporting each other for their study with students from partner universities.

- Under the Program with Srinakharinwirot University in Thailand, tandem learning was used in five curriculums, contributing greatly to enabling TUFs students to improve their Thai language skills and Srinakharinwirot University students to improve their Japanese language skills. The initial objective of improving students' language skills and deepening their understanding of each other's culture was achieved.

- Under the Program with Friedrich-Alexander-University Erlangen-Nuremberg in Germany, a tandem training camp was held in Kusatsu. Students of the two universities were divided into pairs, and they evaluated and corrected essays, did reading aloud exercises, and gave presentations regarding four themes. In addition, students wrote, practiced, and presented a short play in Japanese and German. They succeeded in improving their comprehensive language proficiency.

### ■ Free description

#### ○ Plans for FY2018

- In FY2018, TUFs will continue to work steadily to turn its vision into reality.

- To further promote interchange between Japanese students and international students at TUFs, TUFs will expand tandem learning programs, the know-how of which is being accumulated under the Joint Education Programs, and will develop various types of Joint Education Programs.

- TUFs will steadily increase the number of Global Japan Offices (plans call for offices in Pretoria (South Africa) and in Melbourne (Australia)).



(Tandem learning for Japanese and Thai students (comparison of TV commercials in Japan and Thailand))



(Tandem learning for Japanese and German students (Kusatsu Seminar House))

## 6. FY2018 Progress



Tobita-kun, the mascot for the TUFs study-abroad promotion campaign

### ■ Common Indicators and Targets

#### Internationalization

##### ○ Efforts to increase the number of TUFs students studying abroad

- In line with its international strategy, TUFs newly concluded international academic exchange agreements with 15 universities (including six universities with which student exchange agreements were concluded). In addition, TUFs concluded student exchange agreements with two universities with which comprehensive agreements had been already concluded. Because TUFs newly concluded student exchange agreements with eight universities, the number of TUFs students studying abroad under student exchange agreements and the number of international students studying at TUFs under student exchange agreements are both expected to increase by 15.

- TUFs mainly chose partner universities which would be the host universities for its Short Visit program. As a result, 104 courses and 173 programs were offered in FY2018 (the number of such courses increased by 18, and the number of such programs increased by 11 from the previous fiscal year). A total of 683 students, mainly undergraduate freshmen and sophomores, participated in a total of 119 programs in 44 countries and regions (the number of such students increased by 74 from the previous fiscal year).

##### ○ Efforts to increase the number of incoming international students

- The number of international students studying at TUFs in FY2018 increased by 82 from the previous year (669 international students in the previous year). The total number of international students, who spend a full year at TUFs, increased by 131 from the previous year (1,021 full-year international students in the previous year).

- A total of 94 international students from 14 countries and three regions participated in the Short Stay Summer and Winter Programs. These international students interacted actively with TUFs students by attending classes with TUFs undergraduate students studying "multicultural interactions in practice" and participating in Japanese language classes and training sessions in which TUFs students provided support (a total of 24 international students: 15 for the summer quarter and nine for the winter quarter).

##### ○ Efforts relating to language education

- A total of 1,964 students took the TOEIC Secure Program Group Application test. The percentage of undergraduate students who scored 800 points or higher, which is the minimum targeted level of English proficiency expected of TUFs students prior to graduation, was 47.9% (compared to 40% in the previous fiscal year).

- The multilingual lounge was used actively in FY2018. It offered a total of 389 language proficiency sessions (210 speaking sessions and 179 CEFR-J sessions) in the spring quarter and a total of 377 sessions (191 speaking sessions and 186 CEFR-J sessions) in the fall quarter.

##### ○ Efforts to internationalize the university's educational affairs system

- A system was developed where the results of external tests on proficiency of English and other foreign languages are registered in the TUFs Record (Multilingual Global Portfolio), and the status of acquisition of foreign language skills in terms of listening, reading, spoken interaction, spoken production, and writing is shown as a radar chart on the TUFs Moodle (an e-learning system) in an easy-to-read manner. This motivated students to study efficiently.

- Teaching staff were able to confirm students' foreign language study history and their level of proficiency and have accurate information on students' study abroad experiences. Therefore, teaching staff were able to efficiently provide study guidance to students.

#### Governance reform

##### ○ Efforts to enhance the capabilities of administrative staff

- In addition to the existing step-by-step practical training program designed to improve the international skills of administrative staff, within the framework of the European Commission (EC)-led Erasmus+ programme, one administrative staff member was sent to the University of the Basque Country in Spain to participate in a five-day training program for university administrative staff in charge of international affairs. Another staff member was sent to Jagiellonian University in Poland to participate in a similar five-day training program.

- Under the TUFs Open Academy, a lifelong learning program offered by TUFs for the general public, three administrative staff members took Russian, Chinese, and Urdu courses for the full year.

- Thanks to these efforts, administrative staff members were able to improve their practical abilities of English and other foreign languages and capacities to handle international administrative duties. Furthermore, a system was developed to accept teaching staff from abroad, and international academic exchange agreements were successfully concluded with foreign universities. As a result, TUFs's education and research environment has been enriched.

#### Education reform

##### ○ Efforts to reinforce Japan's ability to deliver a message to the world

- TUFs enhanced the TUFs Program for Cultural Empowerment of Japan and the Japan Studies Program, established a doctoral program in Japan Studies, and made preparations for the establishment of the School of Japan Studies. In this manner, TUFs strengthened its Japan-related education.

- The Japan Studies Program is for full-time international students who have not completed the Japanese courses. By strengthening this program, TUFs was able to promote internationalization of its education and establish the School of Japan Studies.

### ■ University's own indicators and targets

##### ○ Global Japan Offices

- In FY2018, new Global Japan Offices (GJOs) were established at the University of Pretoria (in South Africa) and the University of Melbourne (in Australia) to launch activities to promote the dissemination of information on the Japanese language and culture.

- The GJO at the University of Pretoria (in South Africa) also functions as the Pretoria base of TUFs's African Studies Center.

- The TUFs Cinema showed a documentary movie titled "Kaunas. Sugiharos ir Japonijos ženklai." This event was co-hosted by the GJO at Vytautas Magnus University (in Lithuania), the VMU Centre for Asian Studies, and the Toshiba International Foundation.



① ヤンゴン大学 (ミャンマー) University of Yangon (Myanmar)	② 淡江大学 (台湾) Tamkang University (Taiwan)
③ ロンドン大学 (SAS) (英国) SOAS, University of London (United Kingdom)	④ 上海国際大学 (中国) Shanghai International Studies University (China)
⑤ 韓国外国語大学 (韓国) Hankuk University of Foreign Studies (Korea)	⑥ カイロ大学 (エジプト) Cairo University (Egypt)
⑦ サラマンカ大学 (スペイン) University of Salamanca (Spain)	⑧ グアテマラ大学 (メキシコ) University of Guatemala (Mexico)
⑨ ペネラード大学 (セルビア) University of Belgrade (Serbia)	⑩ リオウ・ジョーネイロ州立大学 (ブラジル) Rio de Janeiro State University (Brazil)
⑪ 国際人文開発大学 (トルクメニスタン) International University for the Humanities and Development (Turkmenistan)	⑫ ウィータウタス・マグナス大学 (リトアニア) Vytautas Magnus University (Lithuania)
⑬ ライデン大学 (オランダ) Leiden University (The Netherlands)	⑭ リヴウ大学 (ウクライナ) Ivan Franko National University of Lviv (Ukraine)
⑮ 高専経済学院 (ロシア) Higher School of Economics (Russia)	⑯ プレトリア大学 (南アフリカ) University of Pretoria (South Africa)
⑰ メルボルン大学 (オーストラリア) The University of Melbourne (Australia)	

(Seventeen Global Japan Offices)

- TUFSS Global Community Meetings were held in Venice, Sydney, Melbourne, Paris, and Madrid. The Paris meeting was attended by a total of 20 people, including eight TUFSS students studying in France and its neighboring countries and 11 TUFSS graduates working in Paris and other places. The participants interacted with each other across generational lines, and TUFSS's network in France was expanded further.

**○ Students who achieved a challenging goal regarding foreign language skills**

- In FY2018, 713 undergraduate students (compared to 619 students in the previous fiscal year) scored 900 points or higher on the TOEIC test, which is a goal set by TUFSS.



(TUFSS Global Community Meeting in Paris)

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

**○ Establishment of language proficiency criteria for foreign languages other than English using international standards such as the CEFR**

- TUFSS continued from the previous year to adopt the CEFR-J as a uniform proficiency assessment criterion for all of the 28 languages taught at the university and proceeded with the development of language education materials. As for the CEFR-J Wordlist for each level, three languages were added to level A1 (previously 23 languages), and three languages were added to level A2 (previously 21 languages).

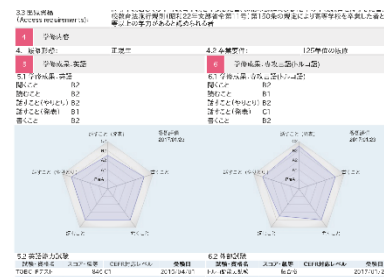
- As a measure to encourage students to use TUFSS's language education resources, TUFSS released an application called "TUFSS CEFR-J x 27 FlashCard VocabBuilder" for iOS and Android. Currently, 23 languages can be learned up to level A2 using English as the hub language. In the fall quarter, TUFSS issued accounts to freshmen, sophomores, juniors, graduate students, and faculty members (as for seniors, only those interested), thereby making the service available.

- As for the levels of language proficiency of all students, CEFR-J assessment results were put together and registered in the TUFSS Record (Multilingual Global Portfolio). In FY2018, the language proficiency of graduates at the time of graduation in terms of CEFR-J levels was shown in the Portfolio and Diploma Supplement, which was provided to them.

- On the basis of the English expressions included in the Core Inventory for General English and the Threshold Level Series, which are original reference materials for the CEFR, TUFSS created function-specific collections of expressions for 23 languages. These are expected to be used effectively as references for the preparation of educational materials, etc.



(Flashcard application to study words)



(TUFSS Diploma Supplement)

**○ Efforts by the TUFSS Student Mobility Center**

- The TUFSS Student Mobility Center provided support to the TUFSS Intercultural Community (TUFSCOMMU), which is a student organization at TUFSS that aims to provide community support to international students from various foreign countries, and 17 country-specific and language-specific networking meetings were held (six meetings were held in the previous fiscal year). The center asked neighboring universities to put up posters written in both Japanese and English about networking meetings and post relevant information on their websites, inviting people outside the university. As a result, international students at the University of Electro-Communications also participated in the meetings.

- To provide internationalization support to other universities, the center continued to offer study abroad advice to other universities' students (the center responded to over 30 inquiries from other universities' students) and respond to inquiries about agreements and credit transfer systems from other universities' faculty members.

**○ Efforts for the implementation of Joint Education Programs**

- A total of 35 Joint Education Programs were offered. (Two short visit programs, three remote lecture programs, two study tour programs, one tandem learning program, two student teaching programs, one faculty invitation program, and 24 research guidance programs for graduate students were offered.)

- TUFSS students were able to deepen their interaction with students from partner universities through communal living and tandem learning. Furthermore, TUFSS students and students from partner universities supported each other for their study, and TUFSS students answered questions relating to Japan. In this way, TUFSS students were given opportunities to once again think about the Japanese language and culture.

- There is a program in which TUFSS students majoring in Polish participate in classes offered by the Department of Polish Studies at the Hankuk University of Foreign Studies. This program was continued in FY2018. Based on the results, a similar program will be offered at Beijing Foreign Studies University in FY2019.



(Student teaching program)

**■ Free description**

**○ Plans for FY2019**

- In FY2019, TUFSS will continue to work steadily to turn its vision into reality.

- TUFSS will disseminate information on achievements of the Top Global University Project, its effects on society, etc. within and outside the university. In addition, TUFSS will formulate and announce plans to continue the project sustainably even after the completion of financial support.

- TUFSS will steadily increase the number of Global Japan Offices and Global Japan Desks. (There are plans to set up a Global Japan Office at Boğaziçi University in Turkey and Global Japan Desks at the Tashkent State Institute of Oriental Studies in Uzbekistan and other universities.)



(Short visit program at the Samarkand Institute of Economics and Services in Uzbekistan)

## 7. FY2019 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Efforts to increase the number of TUFs students studying abroad

- To create more opportunities for our students to study abroad, we have concluded new international academic exchange agreements with 11 universities (four of which including student exchange agreement) and established new student exchange agreements with four universities with whom we already have comprehensive agreements.
- Regarding short-term exchange, we held 148 programs, with 44 countries and regions, in the summer quarter and 61 programs, with 35 countries and regions, in the winter quarter.
- Of these programs, students participated in 75 of the summer programs (36 countries and regions) and 47 of the winter programs (30 countries and regions), giving a total of 631 participants—347 in the summer quarter and 284 in the winter quarter.
- Three of our graduate students participated in short-term study abroad programs for improving foreign language proficiency (Ukrainian, Italian, and English), and four graduate students took part in short-term exchange programs. These programs allowed students to improve their language proficiency, which has a direct bearing on their ability to conduct research, and to gain more extensive knowledge in their research field by experiencing local culture and society firsthand.

##### ○ Efforts to increase the number of incoming international students

- A total of 54 students from 12 countries and regions participated in our Short Stay Summer and Winter Programs, where lively interactions took place thanks to TUFs undergraduate students providing support with Japanese classes (a total of 41 students, 29 in the summer quarter and 12 in the winter quarter).
- An increase in international students at the university and the consolidation of our tandem learning model in the Joint Education Program have led to improvements in intercultural understanding and language skills among visiting students and TUFs students alike. In addition, we are now providing more opportunities for home visits and visits to businesses, which has helped foster understanding of Japanese culture and society.



Opening ceremony for the Short Stay Summer Program

##### ○ Efforts relating to language education

- As a result of enhanced publicity, the sessions offered at our Multilingual Lounge were attended by 676 students in the spring quarter (409 for speaking sessions, 267 for CEFR-J sessions) and by 552 students in the fall quarter (292 for speaking sessions, 260 for CEFR-J sessions), leading to improvements in students' language proficiency.
- As part of our Graduate School Career-up Program, we are offering "Basics of Language Education I & II" in an initiative to train specialists in foreign language education equipped with proficiency in methods that draw on the Common European Framework of Reference for Languages (CEFR). Students who take this class can complete an internship in the Multilingual Lounge, where they contribute to the enhancement of our multilingual educational environment by taking part in the administration of the facility.

#### University reform

##### ○ Efforts to enhance the capabilities of TUFs staff

- By hiring eight additional faculty members with foreign nationalities and two Japanese faculty members with degrees obtained from overseas institutions, we have broadened the range of class formats, built collaborations with universities around the world, and diversified the education and research instruction that we offer.
- Our Internationalization Training Program for Administrative Staff, which applies a stepwise model across a wide range of programs, has helped improve our staff members' command of English and other foreign languages, along with their ability to handle international affairs. Moreover, the acceptance system for faculty members with foreign nationalities saw a significant improvement, while international academic exchange agreements grew steadily in numbers, enhancing the education and research environment of the University.
- To measure the English ability of our administrative staff, we provided the opportunity to take the TOEIC Speaking and Writing Test in addition to the TOEIC Listening and Reading Test. This has enabled us to measure improvements in all four English language skills, enhancing motivation and engagement in learning among our staff.

#### Education reform

##### ○ Efforts to reinforce Japan's ability to deliver a message to the world

- We established the School of Japan Studies to offer students the opportunity to study Japan comprehensively from international perspectives and share information about Japan with the world. With a total of 82 Japanese and international students in its first year (AY 2019), the school began providing programs aimed at reconsidering Japan from a variety of angles in two languages, Japanese and English.



Creation of short videos in the "Collaboration Project 1" class in the School of Japan Studies



Tobita-kun, the mascot for the TUFs study-abroad promotion campaign

## ■ University's own indicators and targets

### ○ Global Japan Offices

- In addition to the Global Japan Offices (GJOs), which function as bases for introducing Japanese education and Japan itself, we have established new Global Japan Desks (GJDs) as bases for student volunteer activities and exchange, thereby promoting the development of Japan-related education around the world.
- We established the first GJD at the Protestant Institute of Arts and Social Sciences (Rwanda). We have also agreed to establish a GJD at Tashkent State Institute of Oriental Studies (Uzbekistan).
- At our 17 existing GJOs, we have continued to conduct activities aimed at introducing Japanese education and Japan. With a lively range of student-led club activities organized around the coordinators at each GJO, including the Japanese Conversation Club (Leiden GJO), the Pera-pera Café (Belgrade GJO), and the Hashi Club (Lithuania GJO), the GJOs have functioned not only as places to learn about Japanese language and culture but also as meeting points where local students and Japanese students studying abroad can engage in exchanges.



Opening ceremony for the Rwanda GJD



Japanese Dubbing Study Group at the Guanajuato GJO

### ○ Efforts for the implementation of Joint Education Programs

- We held 32 Joint Education Programs in collaboration with our overseas partner institutions.
- We continued to provide these programs in a wide range of formats, with two short-visit programs, ten remote lecture programs, four study tours, two tandem learning programs, one teaching practice program, one faculty invitation program, and 12 research supervision programs for graduate students.

## ■ Initiatives for the enhancement of international reputation/ Featured initiatives based on the characteristics of the university

### ○ Establishment of language proficiency criteria for foreign languages other than English using international standards such as the CEFR

- For our 28 major languages, we have shared uniform standards based on CEFR-J, developed language materials for education, and have almost finished preparing CEFR-J-level-specific vocabulary lists for 25 languages at the A1 level and 23 languages at the A2 level. We have also begun compiling wordlists for two languages at the B1 and B2 levels.
- At the same time, we are preparing phrase lists that correspond to the “can do” list for each level of CEFR-J, and have almost finished preparing these for 19 languages at the Pre-A1 to A1.3 levels and 14 languages at the A2.1 to B1.2 levels.
- As a specific attempt to visualize student evaluation, in addition to the regular grading process for our language subjects, we evaluated each student's level of achievement for language proficiency based on the CEFR-J levels at the end of the quarter. Compared to the previous academic year, a much higher degree of uniformity was achieved in the evaluation criteria, and steps were taken to create an original system and improve efficiency, including use of a method to convert scores on quarter-end examinations for each language to fit the CEFR-J framework.
- CEFR-J evaluations were compiled for all students to indicate their level of achievement in language proficiency, and these were displayed in the Multilingual Global Portfolio (known as the TUFS Record). In addition, language proficiency at the time of graduation was included in CEFR-J format as part of the Multilingual Global Diploma Supplement, which was provided to graduating students.
- We have continued to improve the e-learning environment as one way of using the language education resources that we are developing. We have made the CEFR-J x 28 vocabulary learning application (iOS/Android) available to students and faculty members at the university so that they could use it on their devices. The application now enables students to learn vocabulary for 23 languages up to the A2 level using English and Japanese as hub languages.

### ○ Efforts by the TUFS Student Mobility Center

- The TUFS Student Mobility Center received 15 inquiries about study abroad from students of other universities and responded to inquiries regarding safety management for international students from faculty and staff members of other universities. Moreover, the Center analyzed the state of students' overseas study and compiled the results in a White Paper on Studying Abroad.
- Through collaboration with faculty members and use of our unique online information system for TUFS students studying abroad Tadaima Kaigai Ryugakuchu as well as the Overseas Student Safety Management Assistance (OSSMA) service, we were able to keep a constant eye on our students studying overseas. Therefore, even during the coronavirus outbreak, it was possible to liaise with students in a timely manner and issue precise instructions.



Tadaima Kaigai Ryugakuchu online information system for TUFS students studying abroad

## ■ Free description

### ○ Overseas Crisis Management Simulation Training

- Overseas Crisis Management Simulation Training was held for TUFS executives, department heads, and faculty and staff whose duties are related to overseas dispatch, student liaison, and public relations. The training session aimed to both test the university's crisis management system and further improve our capacity for managing crises on an organizational level.

### ○ International Exchange Initiatives during the Coronavirus Pandemic

- In cases where students are unable to visit the partner institution for overseas study due to the coronavirus pandemic, we are creating supplementary exchanges through online classes as we await the resumption of mutual visits while evaluating risks and watching how the situation unfolds.