



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

5. FY2017 Progress

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)	⑫ 清江大学 (台湾) Tamkang University (Taiwan)
② ロンドン大学SOAS (英国) SOAS, University of London (United Kingdom)	⑬ 上海外国語大学 (中国) Shanghai International Studies University (China)
③ 韓国外国語大学校 (韓国) Hankuk University of Foreign Studies (Korea)	⑭ カイロ大学 (エジプト) Cairo University (Egypt)
④ サラマンカ大学 (スペイン) University of Salamanca (Spain)	⑮ グアテマラ大学 (メキシコ) University of Guatemala (Mexico)
⑤ ベオグラード大学 (セルビア) University of Belgrade (Serbia)	⑯ リオデジネイロ州立大学 (ブラジル) Rio de Janeiro State University (Brazil)
⑥ 国際人文開発大学 (トルクメニスタン) International University for the Humanities and Development (Turkmenistan)	⑰ ヴィリダス・マグナス大学 (リトアニア) Vilnius Magnus University (Lithuania)
⑦ ライデン大学 (オランダ) Leiden University (The Netherlands)	⑱ リヴィウ大学 (ウクライナ) Ivan Franko National University of L'viv (Ukraine)
⑧ 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.



(TUFS Global Community Meeting in Moscow)

○ Students who achieved a challenging goal regarding foreign language skills

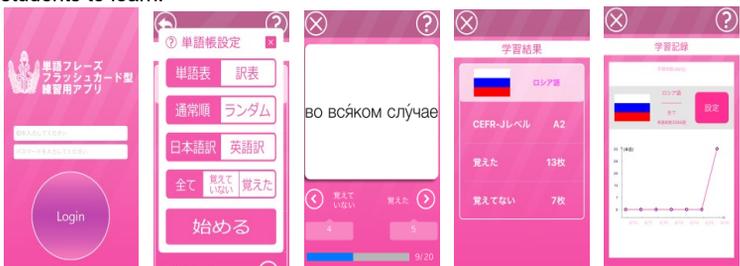
- 619 undergraduate students (compared to 569 students in the previous year) and 40 graduate students (compared to 25 students in the previous year) scored 900 points or higher on the TOEIC test, which is a particular goal set by TUFS.

■ 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.



(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 (TUFCCOMMU), 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.



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

- 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.



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

■ 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)).