



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

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

■ 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.