

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.

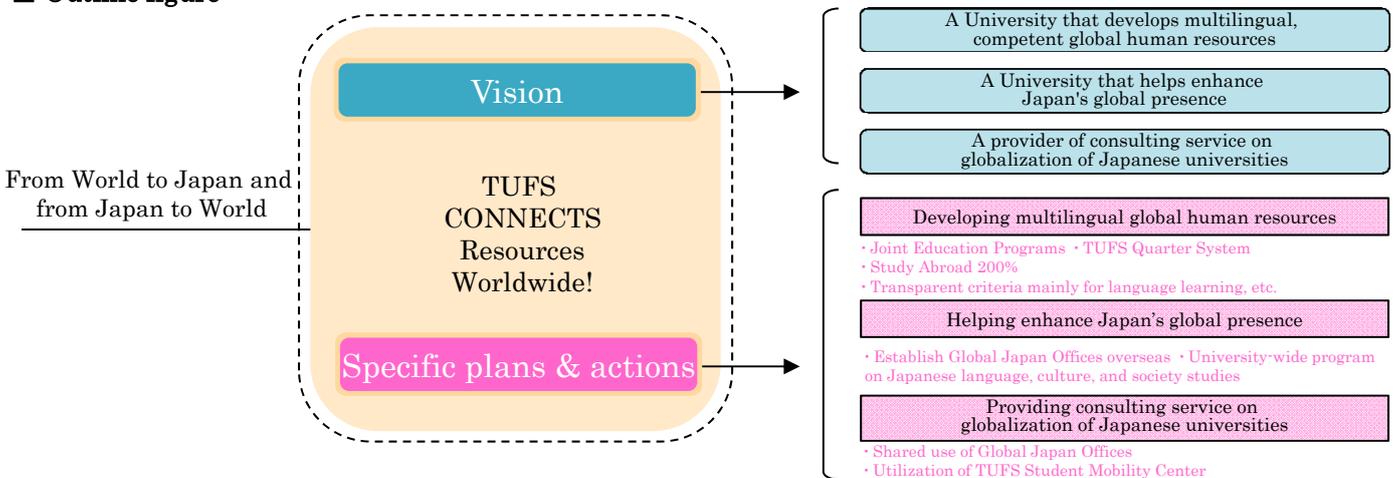
【Summary of project】

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.

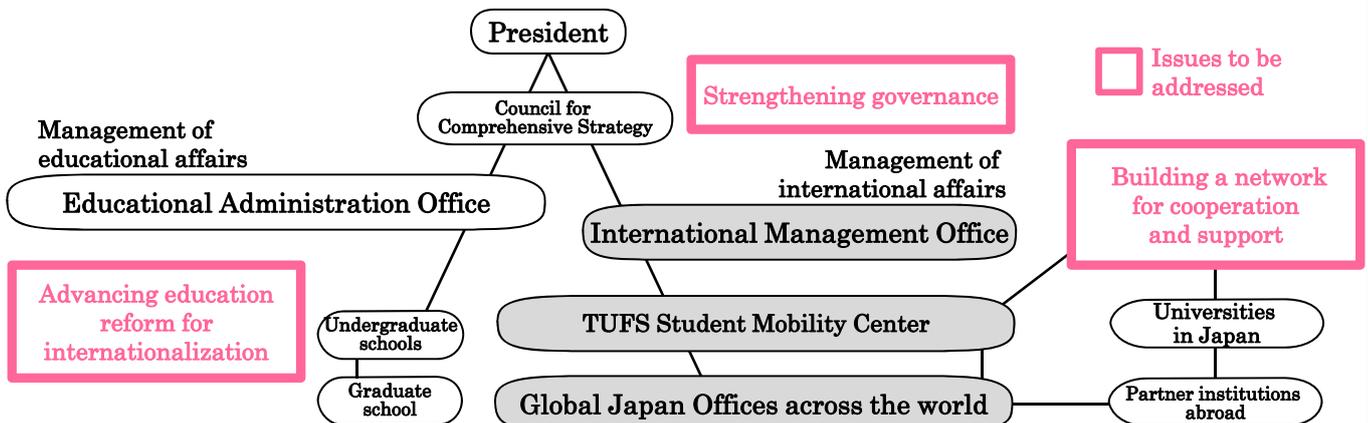
"Multilingual global human resources" refers to personnel who have deep knowledge of not only English but also a highly diverse range of languages, cultures, and communities that make up the real society and are able to take effective action in the era of globalization. To cultivate such human resources, 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 TUFSS and TUFSS 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 TUFSS: 698 → 1,216 **Percentage out of all TUFSS students: 15% → 26%**
◆ Annual total no. of TUFSS students studying abroad on partnership agreements: 310 → 1,672
Percentage out of all TUFSS 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 TUFSS undergraduates: 27% → 83%

○ Internationalize university registrar

- Shift to the TUFSS 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 TUFSS 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 TUFSS Student Mobility Center

- Create Global Japan Offices at partner universities abroad (see "University-Specific Initiatives" below for details).
- Utilize TUFSS 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 TUFSS and the TUFSS 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 TUFSS 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, TUFSS 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 TUFSS, joint courses at overseas partner institutions, and study tours that students from both TUFSS 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 TUFSS 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 TUFSS, 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

TUFSS 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. TUFSS 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

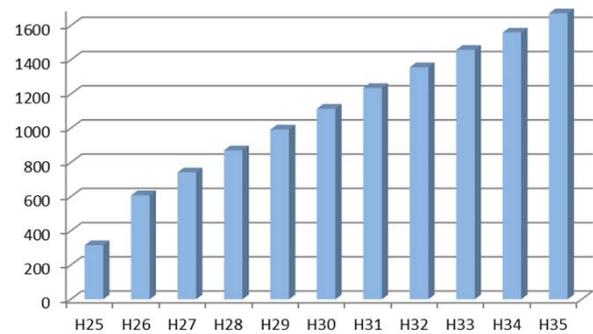
Internationalization

○ 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)

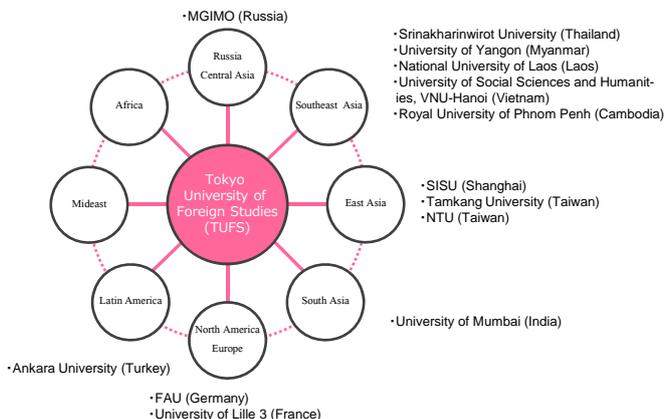
Thirty students learning Japanese at University of Erlangen-Nuremberg came to Japan and participated in a program that combined the Japan-Germany Tandem Camp and an internship program for TUFS graduate students in the Japanese-Language Education course.

■ 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

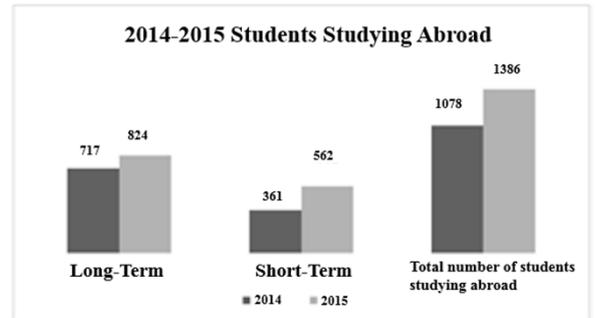
- The number of TUFs students who studied abroad increased by 229 from 568 in the previous academic year, mainly through short-term courses in partner institutions.
- To enhance safety and provide peace of mind, the university introduced Online Information System for TUFs Outgoing Students (*Tadaima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

○ Enhance marketing capabilities

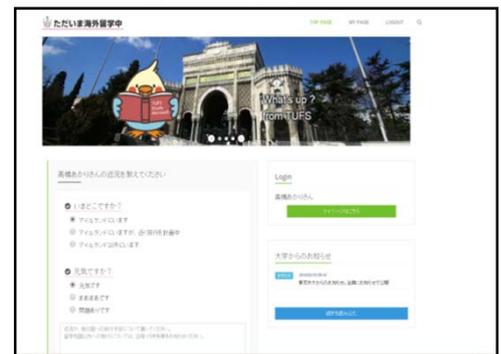
- The university enhanced its capacity for creating English language web pages to increase their English content and provide quicker updates.
- The university brought greater international perspective to its marketing, distributing information on Global Japan Office activities and other content in both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



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

CEFR-J Project

■ **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.