



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. Tamkang 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, TRUKMENISTAN

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.

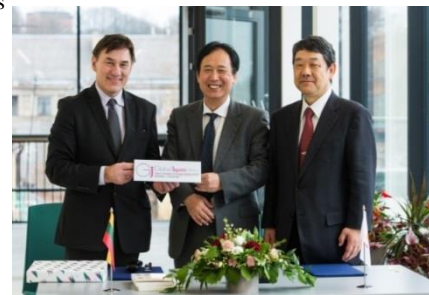


GJO at International University for the Humanities and Development of Turkmenistan

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

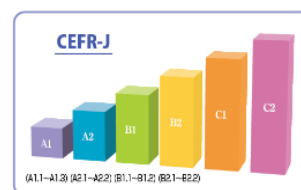
○ **Establishment of language proficiency criteria for foreign languages other than English using international standards such as CEFR**

- 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).