

## 1. Outline

### 【 Name of project 】

Establishing a New Global Standard from Asia

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

Under the founding principles of fostering leaders who not only possess high-caliber expertise and interdisciplinary perspectives but also are capable of applying what they know in a demanding international setting, the International University of Japan (IUJ) has implemented internationalization in many aspects with the philosophy of being the university where people gather from all over the world. For the next decade, we will continue to work to leave the status quo behind and foster human resources who can understand and promote diversity in the world. By producing human resources who can serve both national and global interests, we will continue to be a university that increases our contributions to the world.

### 【 Summary of Project 】

#### 1. Produce adaptable global leaders

By sending Japanese students, etc., throughout Asia and, through our alumni network and the cooperation of collaborative universities, we foster and produce global leaders who can play active roles immediately after graduation.

#### 2. Support companies with education

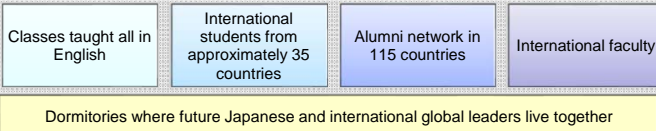
We support the advance of Japanese companies in Asian and African countries with education and realize business-academia collaboration through education in Japanese business practices overseas.

#### 3. Create a network in Africa

To extend our university bandwidth that has been already established in Asian countries into Africa, we promote accepting international students from African countries and academic exchange with affiliated universities.

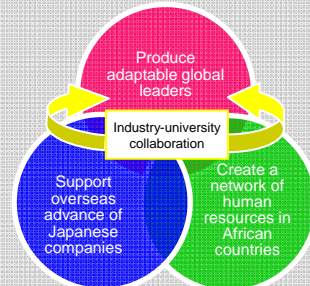
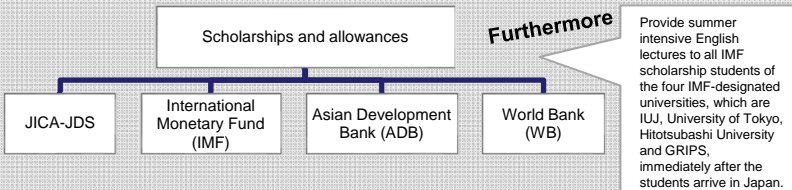
## Establishing a New Global Standard from Asia

### ● Outstanding international environment in Japan



### Top Global University the IUJ aims at Strategic initiative for achievement

- Newly established the Center for Language Education and Research
- Established overseas bases in Sri Lanka, Myanmar and Ghana
- Introduced double degree program with overseas universities



### ● IUJ MBA is internationally ranked.

The Economist: 6th in Asia (the only Japanese university in the list)

CNN Expansión: Rank 2nd in Asia

### ● Collaboration with business circles

Custom-made training of global human resources

Accepting international students as interns



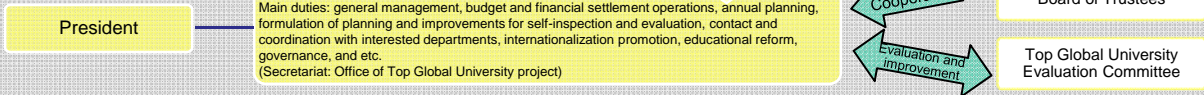
### Comprehensive measures

- Establishing the Top Global University Global Promotion Headquarters
- Educational reform
- Governance reform
- Establishing the international advisory board
- Strengthening collaboration with Japanese and overseas universities and organizations
- Strengthening the network with Japanese business circles
- Collaboration with Meiji University

### Well-developed learning and living environment

- Study and computer rooms are open 24 hours a day.
- Library is open until midnight.
- Exchange with top overseas schools
- English support for students
- English can be used in the local community.
- Quick decision-making only in small-scale schools

### ● Management system



### ● Promotion system and administrative organizational chart



## 【Summary of the 10-year plan】

### Step 1 (FY 2014 to FY 2016): Strengthening our bases in Asia and preparing for development in Africa

#### <Strengthening the bases for internationalization>

We will experimentally provide Japanese-language education in Southeast Asia where our alumni and teacher networks are strong; the Center for Language Education and Research founded in FY 2014 will play a key role. We will start double degree programs with Southeastern Asian universities sequentially by collaborating with existing higher education institutions. In addition, we will prepare and negotiate for concluding overseas study agreements with top universities in Africa.

#### <Internationalization Promotion>

For students who are planning to study overseas, we will provide services such as offering a risk management course, introducing TAs (teaching assistants) for supporting study overseas and consultations about doctoral studies at overseas universities in order to establish a campus-wide overseas study support system.

#### <Educational reform>

We will apply to establish a Ph.D. program in FY 2014 and plan to establish it in September 2015. We will prepare and study for unifying the school affairs system, education support system and alumni management system that we have independently developed within the university. As to the numbering of subjects that we have already implemented, we will conduct research on overseas affiliated schools, and recreate the numbering system to help students to study in Japan and abroad.

#### <Governance>

To implement the initiative, we will establish the Top Global University Project Headquarters and the Office of Top Global University Project to promote the project and strengthen campus-wide collaboration.

### Step 2 (FY 2017 to FY 2019): Development and base creation in Africa

#### <Strengthening the bases for internationalization>

We will conclude overseas study agreements with top universities in Africa and promote exchanging students. We will also hold explanatory sessions for seeking students in Africa twice a year. We will create overseas internship subjects and overseas volunteer subjects at overseas bases that will be established in Southeast Asia and Africa to increase the number of IUJ students who will study overseas. In addition, we will start providing Japanese business practice training for local employees of Japanese companies advancing into Asia as well as non-degree programs for bureaucrats in neighboring Asian countries.

#### <Internationalization promotion>

After establishing the overseas study support system for students in Step 1, we will create an overseas study database to promote peer support among students. To create the Professional School for Human Resource Development for International Cooperation, we will introduce subjects for degrees by using overseas bases and lectures to be taught by visiting faculty based on their practical experience.

#### <Educational reform>

With the improvement of the school affairs system, we will recreate the numbering of subjects and introduce it to all graduate schools. We will reexamine the formats of syllabuses to enable on-line entry of information.

#### <Governance>

We will strengthen night support for student dormitories and offer support in English 24 hours a day. By reorganizing the current student center, we will establish a support center that supports students and international faculty. To operate the university in line with movements in Japan and overseas by extensively incorporating the ideas and proposals of international intellectuals and business executives, we will newly establish an International Advisory Board that has external international board members.

### Step 3 (FY 2020 to FY 2023): Creating the bases for development in the world

#### <Strengthening the bases for internationalization>

We will further promote overseas study of IUJ students through the double degree program introduced mainly with universities in Southeast Asia, overseas internship program and overseas volunteer subjects, and international exchange with affiliated schools in Africa. We will implement a short-term program of dispatching IUJ faculty to affiliated universities in Africa.

#### <Internationalization promotion>

We will continue expanding the Human Resource Development Program for International Cooperation and enhancing the overseas study support for students.

#### <Educational reform>

We will continue numbering subjects and unifying the formats of syllabuses implemented in Step 2.

#### <Governance>

We will continue the governance system that has been established in Steps 1 and 2.

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

### ABE Initiative

In the 1st Batch of the African Business Education Initiative for the Youth (ABE Initiative) of the Japan International Cooperation Agency (JICA) in September 2014, we accepted 13 participants, the largest number among all universities in Japan. The ABE Initiative is for providing internship opportunities in Japanese companies in addition to education in higher education institutions. Among the 13 participants who entered IUJ, 90% of the students have already found internships. This high rate was achieved due to IUJ having been established by four economic organizations (Japan Business Federation, Japan Chamber of Commerce and Industry, Japan Association of Corporate Executives and Japan Foreign Trade Council, Inc.) as well as collaboration with global human resource partner companies that consist of 55 companies in Japan. We will contribute to development in Africa and, through our network of alumni and the establishment of overseas bases in Africa, we will support the overseas development of Japanese companies.

## 2. FY2014 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1 Diversity

In our initiative for the Top Global University Project, Africa is a priority. In the 1st Batch of the African Business Education Initiative for the Youth (ABE Initiative) in September 2014 of the Japan International Cooperation Agency (JICA), we accepted 13 participants, the largest number among all universities in Japan. Based on past education results, we promote strategic student acceptance to further strengthen our alumni network.

##### 2 Flowability

Following the participation in the Japan-Africa Academic Network (JAAN), through the network with participating universities, we have started expanding academic exchange including both sending students to Africa and welcoming African students in Japan. We concluded the collaboration agreement with Nagaoka University of Technology to contribute to human resources development and development in academic fields and the local community. We will develop this into comprehensive collaboration that covers diversified fields including educational research, contributions to local communities, exchanging faculty members and students, and promoting internationalization.

##### 3 Overseas study support

For establishing our support center, we selected a company that will be entrusted with operations. With the establishment of the support center, we can offer support in English 24 hours a day, which is expected to quickly help solve problems that occur at night and improve the campus life of students and their families.

##### 4 Language ability

Since our foundation, IUJ has provided lectures of all subjects in English except for Japanese language subjects for international students. We will newly establish a Ph.D. program in international relations in the Graduate School of International Relations in September 2015 to foster advanced specialized professionals.

To provide business Japanese-language education for overseas bases, faculty in charge of Japanese language education visited Vietnam and Myanmar and produced teaching materials that meet local needs and created a network with local government officials, educators and business persons.

##### 5 Internationally viable school affairs system

To enhance convenience for students, facilitate the data management of IUJ students and alumni, and strengthen evidence-based management of learning and teaching, we unified the school affairs system, My IUJ education support system and alumni management system. These systems had been independently developed within the university; we also formulated the specifications of the new school affairs system corresponding to IR (Institutional Research). In accordance with the unification, to secure internationally viable system, we will recreate the current subject numbering system by using those of affiliated universities as a reference to address the flow of students.

##### 6 International opening of the university

Since our foundation, we have introduced a flexible academic year that includes the start of the new school year in September and a trimester system in an educational environment where all students live in dormitories together. We introduced the system of accepting entrance applications via our website in 1999 for the first time in Japan and now accept applications from more than 120 countries. In the future, we will conduct on-site interviews or interviews via video conferencing for entrance examinations for overseas residents. At present, all students who were informed that they qualified for scholarships after entering IUJ and did so have received their scholarships. We will work to continue to achieve this ratio of 100% for providing scholarships to students in the future. Moreover, we will work to get title scholarships from companies and alumni.



<International festival / African team>

#### University reform

##### 1 Personnel affairs system

To academically enrich our faculty, we will utilize the sabbaticals introduced in FY 2014 to enable our faculty to conduct their research in Japan and overseas, for a certain period of time. Moreover, at overseas bases to be established under our initiative for the Top Global University Project, we will promote research and education exchange with overseas affiliated schools.

As for university staff training, we will institutionalize hands-on training including dispatch while we are establishing overseas bases and expanding exchange with overseas affiliated schools. With Meiji University, which we are affiliated with, we have mutually exchanged one university staff since FY 2014, and we will continue providing staff training to improve their qualifications.

##### 2 Governance

At present, in IUJ planning, policy formation and decision-making, we survey our alumni and administer questionnaires to students for their evaluation of classes to improve operations based on data and evidence. With the improvements of the school affairs system that started from FY 2014, the IR concept is shared by faculty members and the data analysis in each department enables promoting internal quality assurance: the PDCA (plan-do-check-action) cycle.



<Hearing survey conducted in Vietnam>

#### Education reform

##### 1 Securing qualitative change of education and independent-minded learning

With regard to required subjects, upper-class students provide extra classes as TAs and substantial learning time is secured. We will expand the TA sessions to subjects other than required subjects. In order to use the TA sessions for improving student understanding of lectures and as the method for providing educational experience for teaching assistants themselves and enhancing teacher educational quality, we will increase opportunities for faculty development (FD).

##### 2 Entrance examination reform

The IUJ obliges all applicants to submit certificates of English proficiency (TOEFL, IELTS or TOEIC) for all graduate programs when applying for admissions, excluding those who have cleared certain conditions. GMAT and GRE scores are also used for the MBA program. We will continue using these external tests for admissions in the future. At present, all applicants must have interviews for entrance examinations conducted in Japan, but for overseas entrance examinations interviews are only required in the special selection process. We will have interviews using Skype and video conferencing and introduce in-person interviews after overseas bases are established.

##### 3 Flexible, diversified academic path

As career guidance for students, we hold orientations and assign a faculty advisor to each student, which we will continue in the future.



## ■ University's own indicators and targets

### 1 Producing global leaders (Sending Japanese students to Asia)

We have already implemented collaboration with higher education institutions in Asia while our many alumni are active in Asia. We have sufficiently established the foundation for the double degree program in Asia. By newly creating the overseas internship subjects and overseas volunteer subjects, including study overseas in affiliated schools, we will enhance our program for sending IUJ students overseas.

In the Human Resource Development Program for International Cooperation that started in 2012 in cooperation with Meiji University and Rikkyo University, we offer an active research course taught by a full-time Myanmarese instructor that contains a field trip to Myanmar as part of the programs for sending Japanese students overseas.

### 2 Creating the human resources network in Africa (Establishing the bases in Africa)

We position Africa as a strategic and prioritized region for the next decade. We have already established an alumni network of more than 160 people in Africa, of which over 10 people are teaching at higher education institutions in Africa. Since we have engaged in research exchanges in the form of joint studies after the graduation of African students, we will increase the number of affiliated schools in Africa by using our alumni network. Through inviting visiting educators, we will play a central role in African research in International Relations and International Management. As indicated by the ABE Initiative, we will increase the number of students from Africa. To increase the visibility of our university, we will hold explanatory sessions gradually.

### 3 Supporting Japanese companies' advance overseas (Support companies in education)

In our university, our faculty teach their subjects entirely in English. Also, based on our founding principles, we offer Japanese-language education for international students (in particular, business Japanese) to help foster the human resources sought by Japanese business circles.

In April 2014, we opened our Center for Language Education and Research that has Japanese and English faculty. In FY 2014, Japanese faculty visited higher education institutions, Japanese-affiliated companies and more in Vietnam and Myanmar, producing Japanese-language education teaching materials after studying local needs.

In the Japanese-language education program, we assume collaboration with Japanese companies that are abroad. Therefore, by incorporating internships in Japanese companies, we will produce excellent local human resources for Japanese companies overseas that seek adaptable human resources.



<Vietnam's Hai Phong City mission visits IUJ>

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

### 1 Enhancing the double degree program and establishing overseas bases focusing on Southeast Asia

IUJ has an international environment supported by internationalization on campus and a strong alumni network beyond the borders of Japan. The international environment is cultivated by all students living in dormitories together for two years, which is uncommon even in higher education institutions in American and European countries. In addition, the international faculty network supports the alumni network. First, we will expand the double degree program and establish overseas bases in Southeast Asia where we have already established a foundation and then develop in Africa.

### 2 Development in Africa

IUJ was established by strong support from business circles and has a philosophy of fostering global leaders. As the next step, we will further deepen our collaboration with companies and combine the development of human resources sought by business circles with education at graduate schools through offering corporate-driven seminars to establish bases in Africa.

### 3 Expanding the Human Resource Development Program for International Cooperation

We will provide a more sophisticated academic educational environment by developing the Human Resource Development Program for International Cooperation in the Professional School for Human Resource Development for International Cooperation and establish a Center for Community with Asia as the theme. Through educational continuity from undergraduate education to master's and doctoral programs, we will produce human resources who can assume responsibility in international public affairs in order to promote finding solutions to global issues.

## ■ Free description

Using our human network and diverse environment, IUJ is promoting the internationalization of Minamiuonuma City and Niigata Prefecture.

Since FY 2014, Minamiuonuma City in Niigata Prefecture has promoted the platinum town initiative known as a CCRC (continuing care retirement community) to promote the movement of active senior citizens (platinum human resources) from urban areas to Minamiuonuma City. We plan that the residences for the CCRC will be built around the IUJ campus and the senior citizens are expected to live together with IUJ students. The senior citizens will have experience overseas and great interest in multicultural exchange. We will offer them a well-developed active life by entrusting operations such as support for international students and career support while providing opportunities for lifelong education. The platinum human resources are expected to participate in promoting exports of local agricultural products, processed goods and other products as well as to try to find solutions to problems in nearby cities such as employment issues, consumption expansion and preventing population decreases.

In February 2015, we concluded a framework agreement with Nagaoka University of Technology which was also selected to participate in the Top Global University Project from Niigata Prefecture. With the agreement that can promote collaboration beyond the national and private universities, we have established a system for promoting the globalization of other universities in Niigata Prefecture and local revitalization.

Since Niigata Prefectural Kokusai Joho High School was selected as a Super Global High School (SGH) in March 2015, we will support upper secondary education in Niigata Prefecture together with Meiji University, which we are affiliated with.

Through the Top Global University Project, we will promote vertical and horizontal deployment of globalization to contribute to society.



<Japanese class>



<Lecture under the Human Resource Development Program for International Cooperation>



<Entrance ceremony in FY 2014>

### 3. Progress Report on Implemented Initiatives (Academic Year 2015)

#### ■ General assessments and performance targets

##### Topics related to internationalization

###### 1 Diversity

The ratio of female faculty members in Academic Year 2015 rose to 15.6% as a result of newly hired faculty members. Moreover, the ratio of female managers improved to 50%. The number of home countries or regions for newly admitted students rose from 36 in AY2014 to 47 in AY2015. IUJ accepted 39 participants in the second batch of the African Business Education Initiative for Youth. Like last year, this was the largest number of participants received by any university in Japan.

###### 2 Mobility

We have been using the Hanoi Office, which was established in AY2015, as a base for activities aimed at strengthening our networking with Japanese companies in preparation for the establishment of an overseas internship course. Moreover, we have examined the possibility of cooperating with JICA Tokyo on the establishment of an overseas volunteering course based on a framework agreement concluded with JICA Tokyo. As part of our efforts to conclude an agreement with an African university, we have sent faculty members on inspection tours to Africa and carried out networking with former IUJ international students and local universities, and we have exchanged information and given briefings about IUJ. We have also investigated the current state of education in Africa and African educational institutions via former IUJ international students and Japanese companies.

###### 3 International student support system

In AY2015, we launched 24-hour English language support at the student dormitories in order to strengthen our international student support system. We have carried out a case study survey of mental health care for international students at other universities and we are working to develop our support for international students even further.

###### 4 Language skills

Along with the establishment of a doctoral course at the Graduate School of International Relations, we have increased to 16 the number of courses through which a degree can be obtained entirely in a foreign language (including courses on the Public Policy Program launched in 2014). This is up from the initial number of 10 courses. We continue to offer all lessons in English. At the Graduate School of International Management, we have increased the maximum number of students from 150 to 180 to match the capacities of business schools located in Europe and the United States.

###### 5 International acceptability of course system

In order to ensure that our course system has international currency, we have modified the course system to handle any course numbering reorganizations. Under the new course system, it has been possible to centralize the students' portal website and former IUJ student management system, and to strengthen and develop the IR function. From a quality assurance perspective, we have developed a system to receive screening in various fields by AACSB (which is the oldest international business school accreditation organization). We have also introduced a lecture video recording system as part of these efforts in order to promote lecture information disclosure via Open Course Ware.



< International students from 47 countries and regions >

###### 6 International openness of the university

We will use the Hanoi Office as a base for our efforts to build relationships and strengthen partnerships with local universities and research institutions. What's more, we will make active use of our network of more than 120 Vietnamese former IUJ international students when carrying out local activities. Based on our global partnership agreements with 55 companies, we held an HR Network conference as a way of exchanging opinions with the personnel representatives of Japan-based companies.

##### Topics related to governance reforms

###### 1 Personnel system

We have used an international open recruitment system to hire three new faculty members with doctoral degrees. We have also launched the Faculty Development Committee in order to develop our teacher training system. What's more, in March one of our faculty members took part in a Case Method Teaching Seminar at Harvard University with the aim of enhancing our faculty development. Upon returning to Japan, the faculty member gave briefings and shared information with IUJ faculty members.

###### 2 Governance

We encourage our faculty members to sit external examinations, such as TOEIC, and we work hard to identify and manage their level of English language skills. We carry out university corporation accounting and finance training as part of our week-long staff development training. Faculty members who wish to do so are allowed to take part in the business creation training and on-demand training offered by The Japan Association of Private Universities and Colleges. One of our faculty members took part in advanced model training on the internationalization of Korean universities and the construction of a global campus, exchanged information on university governance, and carried out networking through advanced model research on the topic of internationalization.

##### Topics related to educational reforms

###### 1 Qualitative transformation in education and ensuring independent learning

In addition to continuing to offer existing TA sessions, our faculty members took part in a seminar on the new TA system at Hiroshima University and carried out an advanced model survey of overseas universities and other universities. Based on the survey results, we will make adjustments in cooperation with the relevant university departments and further develop our TA sessions.

###### 2 Reforming admissions

A large number of students at IUJ are in employment. This can be explained by our university's history of being founded through the strong support of the business community. For this reason, we offer a special selection entrance examination for working adults and we select students for admission in numerous ways. As part of overseas admissions, we carry out interviews using Skype and face-to-face interviews overseas.



< Staff Development Training >

###### 3 Flexible and diverse academic paths

As part of the careers guidance we offer our students, we hold orientations and provide each and every student with a faculty consultant in order to offer a contact point for consultations. This is something we plan to continue in the future.



## ■ IUJ's own assessments and performance targets

### 1 Producing “work-ready” global leaders (sending Japanese students out to Asia)

We will establish new “Overseas Internship” and “Overseas Volunteering” courses to include overseas study at our global partner schools and develop our program for sending students from IUJ overseas. We will use our Hanoi Office to build partnerships with Vietnamese educational institutions with the aim of realizing a double-degree program.

### 2 Building human resource networks with African countries (platform-building in Africa)

As of June 2016, we have a total of 51 students staying with us on the ABE Initiative, including 39 students who came to Japan as part of the second batch in September 2015 and the second-year students who came with the first batch in 2014. This means that we achieved the target we set of 40 international students from Africa by 2023 in AY2015. In February, a former IUJ student who now works for the Ghana Statistical Service gave a special lecture at the IUJ campus on consumer price index case studies in Ghana and opinions were exchanged on development in Africa. We also took part in a Study in Japan Fair held in South Africa and explained IUJ to the 50 African students who visited our booth.



< Study in Japan Fair held in South Africa >

### 3 Supporting the overseas expansions of Japanese companies (supporting Japanese companies from an educational perspective)

The Manager of the Hanoi Office gave a lecture at University of Languages and International Studies-Vietnam National University, Hanoi (ULIS) to Vietnamese undergraduates aiming to join Japanese companies on the topic of business etiquette when starting work at Japanese companies, with the cooperation of one of IUJ's global partnership company. We have used Japanese language teaching materials produced at IUJ and activities at our overseas bases in order to support Japanese companies from an educational perspective. We also held discussions in preparation for the conclusion of a three-party framework agreement between the Japan External Trade Organization (JETRO), Nagaoka University of Technology and IUJ, which is planned for AY2016. We plan to utilize the strengths of the three organizations in order to support the overseas expansions of Japanese companies from multiple directions.

## ■ Unique measures based on IUJ's distinct characteristics

### 1 Expanding the double-degree program with a focus on Southeast Asia and establishing overseas bases

At the Hanoi Office, we will establish a double-degree program in Southeast Asia by promoting public relations activities and partnership-strengthening activities, including activities aimed at strengthening our relationships with local universities and research institutions. We will also carry out inspection tours to Myanmar and Ghana and interview former IUJ international students with a view to establishing overseas bases in Myanmar and Ghana to follow on from the base in Vietnam.



<IUJ's Hanoi Office >

### 2 Strategic developments in Africa

Africa is attracting attention from the Japanese business community as the next opportunity for business expansion, and we intend to establish IUJ's presence in Africa. We have set a target of establishing a base in Ghana by 2020, and we plan to use Ghana as the focus for contributing to the development of human resources in Africa through collaboration between industry and academia with the cooperation of IUJ former students and locally-based Japanese companies.

### 3 Development of programs to foster human resources for international cooperation

We will develop the Human Resource Development Program for International Cooperation into a “Professional School for Developing Human Resources for International Cooperation”, provide an even more advanced academic and educational environment, and establish a “knowledge base” on the subject of Asia. We will use an integrated education system from undergraduate through to masters and doctoral degrees in order to produce human resources capable of working in the field of international public policy and promote solutions to global issues.

### 4 Japanese language education based on a newly-established Center for Language Education and Research

We have made a global release of *Ganbatta Kana* (a hiragana and katakana study app) on App Store. We are currently developing a shadowing app for Japanese language study. We have also created e-learning teaching materials for foreign international students who are visiting Japan for the first time. We have released the materials on the IUJ website and YouTube and included them in the Info Pack sent to students planning to come to IUJ to study. The assumption is that the materials will be used for educational purposes prior to students coming to Japan with the aim of helping them make a smooth start to their lives as international students. What's more, we have interviewed companies in Vietnam about Japanese language education and created Japanese language teaching materials to reflect these needs. We plan to use these materials to develop educational support for locally-based Japanese companies with a focus on the Hanoi Office. With the cooperation of our global partnership companies, IUJ held a special intensive Japanese language seminar for Japanese teachers and researchers in August 2015 at the University of Languages and International Studies, Vietnam National University, Hanoi, and we plan to hold the seminar again in AY2016.

## ■ Free comments

IUJ utilizes its international network and extremely diverse environment as part of its efforts to make an active contribution to regional society. In February 2016, we signed an MOU with Niigata Prefecture, Minami-Uonuma City (which is located in Niigata Prefecture) and Adam Innovations Co., Ltd. on initiatives aimed at promoting a Global IT Park in Minami-Uonuma. The goals of the project are cited as developing a base for overseas IT companies to operate in Japan and attracting them to Minami-Uonuma with the aim of securing talented human resources and creating employment. IUJ will provide total support from an educational perspective and promote the internationalization and vitalization of the region.



< Signing ceremony >

We are also working in cooperation with our incorporated alliance partner Meiji University to strengthen our partnership with Niigata Prefectural Kokusai Joho High School, which has been designated as a Super Global High School (SGH). In AY2015, faculty members from IUJ and Meiji University visited Kokusai Joho High School to give a lecture entitled “Uonuma Studies”. We plan to continue building partnerships with schools that have been selected as SGHs and to support upper secondary education. What's more, in February 2016 IUJ became the focal point as a place “Where the World Gathers” by hosting an open seminar by the President of NGO Ehime Global Network entitled “Education for Sustainable Development (ESD), Supporting Mozambique, Arms into Art and Community Creation” and held an art exhibition entitled “Arms into Art” with the aim of strengthening partnerships between academics and students and promoting a flow of new exchange from Uonuma to the world.

IUJ will continue to promote vertical and horizontal globalization through the Top Global University Project and to contribute to society.

## 4. FY2016 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1. Diversity

In October 2016, IUJ welcomed new students from 43 countries and regions. The number of countries and regions where students come from has risen to 55, and we are realizing a diverse educational research environment. We actively accept study abroad and scholarship programs through specific organizations, including international organizations, development assistance organizations, and foreign governments. We strive to attract strong international students from various countries.

##### 2. Support system for study abroad

We established an English-language mental health care system as part of constructing a support system for international students and other students. Examining with psychological expertise, we established a counseling office that gives maximum consideration to students' privacy. Also, we will place one full-time bilingual counselor starting in April 2017. In the future, we will construct a collaborative system, such as regularly dispatching doctors from local medical institutions, and strengthen the mental and physical support systems for students and their families. Doing so, we aim to enhance the academic environment and make it one where students can focus on their research.

##### 3. International application of teaching systems

From the viewpoint of quality assurance with strong international applicability, Graduate School of International Management will be examined for a field-specific business school accreditation by AACSB in 2017. A self-evaluation draft was completed this year, inviting mentors from abroad and carrying out interviews. The school has come together, and we are making progress with our preparations for the examination.

##### 4. University's international openness

We hosted IUJ-ULIS Hanoi Office 1st Symposium, using the IUJ-ULIS Cooperative Office at the University of Languages and International Studies - Vietnam National University, Hanoi established in 2015. We welcomed three guest speakers—a Japanese alumnus of IUJ who is managing a Japanese company in Vietnam (a corporation participating in our Global Partnership Program), a faculty member from Hanoi University of Science and Technology (an alumnus of IUJ), and a specialist from the JETRO Hanoi office. They gave lectures on Vietnam's industries and economy. Approximately 60 people participated in this symposium, including those from the Embassy of Japanese and other institutions in Vietnam and Japanese corporations, as well as alumni from our university. The symposium promoted industry-academia collaborations with Japanese companies and so on that are expanding locally.

#### University reform

##### 1. Human resources system

This year, we established the staff development policy, the centerpiece of our efforts. In this SD policy, "Staff capable of working in a global and diverse educational research environment" are given as guidelines for International University of Japan staff HR development (desired staff). As a place where international students from all over the world gather, practical abilities in English as well as an understanding and knowledge of diversity and multiculturalism are required at our university. We believe that an understanding of diversity is a critical ability in our globalized society, greater than English language abilities. We established a system that allows staff to attend lectures on cross-cultural communication with students, and have worked on improvements with the entire office. And, this year we implemented mental care psychologist qualification acquisition assistance for the purpose of enhancing our counseling services. In addition to advanced English language abilities, we aim to develop human resources to train internationally capable university staff with advanced expertise and skills.

##### 2. Governance

To ensure the objectivity and validity of the self-assessment and evaluation results conducted by the university, and to conduct a substantial external evaluation that contributes to improvements and reforms of the university's education, research, and social contributions in general, we appointed external evaluation committee members to the four external experts, including international members, and established an external evaluation committee.

#### Education reform

##### 1. Qualitative changes to education and ensuring independent learning

In this plan, from the perspective of international applicability and quality assurance of educational programs, the lecture information of 50% of all courses held will be made publicly available via OpenCourseWare. Our efforts this year included recording and editing the lectures from the fall semester and publishing them on our website. By further working on operational aspects and enriching the distributed content in the future, we will externally ensure the quality of education at our university and will "give back knowledge" to society. At the same time, we will internally make them a useful means of providing information to university students at registration.

### ■ University's own indicators and targets

##### 1. Produce global leaders who will be immediately effective (delivery of Japanese students to Asia)

Of affiliated overseas universities, we are implementing a linkage program with four Indonesian universities (Gadjah Mada University, University of Indonesia, Padjadjaran University, and Syiah Kuala University) and one university in Mongolia (Mongolian University of Science and Technology). In 2016, we concluded new agreements on a linkage program with American University of Central Asia (AUCA) (Kyrgyzstan), National Chengchi University (Taiwan), and Royal International University of Mongolia (Mongolia).

##### 2. Human resource network construction in African countries (building a foundation in Africa)

As of March 2017, we have 80 international students from 25 African countries enrolled at our university. This far exceeds the goal of the most recent year of accepting 40 international students from Africa. Since the beginning of the African Business Education Initiative for Youth (ABE Initiative), we have continued to accept the largest number of students of any domestic university. Also, we have already turned out 200 graduates to African countries, and our own graduate network is in place. We will continue to strengthen our foundation in Africa by making full use of this network.



〈New Students Welcome Day〉



〈Symposium〉



### 3. Supporting overseas expansion of Japanese companies (supporting Japanese companies from an educational standpoint)

Two kinds of Japanese teaching materials created by last year ("Business practice: learning through examples—work methods—" and "Intro to Japanese 1 for engineers") are widely disseminated to Japanese companies expanding business in Vietnam, centering on the Hanoi office. We sent samples and data for teaching materials to companies, schools, and institutions, and tried to utilize the teaching materials and give back knowledge to society. Also, in the joint ABE Initiative program held in March 2017, "Business practice: learning through examples—work methods—" was distributed to the third batch of trainees (about 350 people). Japanese faculty members from our university gave a lecture on the content. We will continue to expand the range of utilization of these Japanese language education-related materials and assist with the overseas expansion of Japanese companies from an educational standpoint.

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

##### 1. Expansion of the double-degree program centered on Southeast Asia and the establishment of overseas bases

We will promote academic collaborations (student exchanges, faculty exchanges, the double-degree program, etc.), and overseas internship courses and overseas volunteer courses. This is with the aim of continuing to provide practical and international educational programs based on the founding philosophy of the university: "to educate capable young men and women and develop in them a high level of interdisciplinary and specialized knowledge which they can put to practical use in the international arena." Following Vietnam and the establishment of overseas bases in 2015, we are preparing for the establishment of bases in Myanmar and Ghana as well as cooperation with local higher education institutions.

##### 2. Strategic expansion in Africa

We participated in activities at the Japan-Africa Academic Network (JAAN) and activities of the exchange student coordinator placement office, and worked on creating a foundation in African countries through visits to local sites. At the same time as strengthening the network with overseas government offices and Japanese companies, by promoting exchanges with local educational institutions and strengthening the graduate network, it will become a bridge to link Japanese companies and local talent. On March 2, 2017, we concluded the first inter-university agreement between the University of Ghana and higher education institutions located in Africa. Our university takes on human resource development with foresight with Africa as a region of focus, to which the Japanese business world is also paying attention.



〈Signing Ceremony〉

##### 3. Expansion of the Human Resource Development Program for International Cooperation (HRIC)

The developed form of the "Human Resource Development Program for International Cooperation," a shared inter-university collaborative education promotion program started with Meiji University and Rikkyo University, this program sets out to launch the "Human Resource Development Professional School for International Cooperation" program that combines bachelor, master, and doctoral courses. We conducted interviews with external experts and faculty members from the Graduate School of International Relations. In view of the establishment of the double-degree program and the joint double-degree program with international universities so as to be developmentally more attractive to applicants than the content given in this program, we are working on creating a foundation for the purpose of establishing a new program.

##### 4. Japanese language education centered on the new Center for Language Education and Research

We have worked to further expand Japanese language education by creating e-learning teaching materials and providing business Japanese language education at overseas bases. In addition to the Japanese language learning application "Ganbatte Kana" created in 2015, this year we created the Japanese language learning application "Ganbatte Shadowing." We introduced two Japanese learning applications to Japanese language classes, and by providing blended learning that combines e-learning and face-to-face classes, we were able to build a system that is suitable for attentive care to individual learners and self-study. Because these are distributed free of charge, they are used not only by our students but also by people around the world.



〈Japanese education application〉

#### ■ Free description

##### - Cooperation with Super Global High (SGH) School

We also work closely with SGH-designated schools, especially Kokusai Joho High School located in Minamiuonuma. Kokusai Joho High School aims to disseminate the appeals of Uonuma to the world under the research theme of "Training through the global transmission of [Snow country and rice area, Uonuma] —From Urasa to the World—."

"We are also aiming to train talent who can consider and make suggestions from a global perspective on the problems facing a region as well as related regional global problems. Teachers and students from our university participated as lecturers in regional research classes, one of our initiatives, and led presentations. Also, various events provide opportunities for exchanges with international students at our university. In addition, this year we welcomed 25 freshman students from Yokohama Minami High School and conducted cross-cultural communication training. The training placed an emphasis on "output" in English and was conducted in English from start to finish. Students from our university also participated as facilitators. We will actively promote cooperation with SGH-selected schools and will support their education to lead globalization in education.



〈Training for cross-cultural communication〉

##### - Three party comprehensive collaboration promotion agreement

On May 24, 2016, the Japan External Trade Organization (JETRO), Nagaoka University of Technology, and the International University of Japan signed an agreement on comprehensive collaboration promotion. Taking advantage of the strengths of the three institutions in different fields, we will cooperate with each other in cultural, industrial, educational, academic fields and so on, and promote international development in academic research, human resources education, industry-academia collaborations, etc. This will contribute to national and regional development as well as human resource development.



## 5. Progress in Initiatives (AY2017)

### ■ Common Outcome Indicators and Achieved Targets

#### Globalization Initiatives

##### 1. Diversity

In AY2017, IUJ welcomed new students from 51 countries and regions. The countries/regions of origin of our students now numbers 60, creating an extremely international, multicultural, and multi-ethnic student body. By actively taking in international students from any countries and regions through the study abroad and scholarship programs of Japan and other countries, including JICA, IMF, and ADB, IUJ offers study opportunities in its international and diversified environment.



(New Students Welcome Day)

##### 2. Student Support Systems

In April 2017, we employed permanent bilingual (Japanese and English) counselors with advanced qualifications and experience in counseling overseas and established a counseling room. Further, on June 1, 2017, we concluded an agreement with a local medical institution for the dispatch of medical doctors, and the dispatch of doctors who are able to provide service in English to IUJ began. This initiative further strengthened our systems for the physical and mental support not only of our international students, but all students, teaching faculty and administrative staff.

##### 3. Language Initiatives

The Japanese language study smartphone apps, *Ganbatte Kana* and *Ganbatte Shadowing*, are being used for e-learning and blended study in IUJ's Japanese language classes. This is proving effective in raising students' motivation to learn and their awareness of pronunciation. This academic year, we have developed an Android version of *Ganbatte Shadowing* and made it available free of charge. This has enabled almost all students who own a smartphone to use this app for their self-study. Also, because 90% of our students are foreign nationals and many of those international students are unable to understand Japanese, in the Info Pack sent to new students before they come to Japan, we encourage them to watch the Japanese language education program "Lesson for Useful Expression in Japanese" (streamed free of charge on YouTube), to help give them a smooth start to their study abroad.

Japanese language learning apps



Video Educational Material



Total installations: <b>11,313/88</b> countries and regions (As of 3/31/2018)		
iOS version	<i>Ganbatte Kana</i>	<b>3,769</b> installations/ <b>28</b> countries and regions
	<i>Ganbatte Shadowing</i>	<b>5,156</b> installations/ <b>27</b> countries and regions
Android version	<i>Ganbatte Kana</i>	<b>569</b> installations/ <b>46</b> countries and regions
	<i>Ganbatte Shadowing</i>	<b>1,819</b> installations/ <b>77</b> countries and regions

##### 4. International Compatibility of Curriculum Systems

IUJ obtained certification from AACSB (Association to Advance Collegiate Schools of Business), an international certification organization for business schools, in February 2018. In the initiatives undertaken to obtain certification, we made efforts to further improve our educational programs through the systematic organization of educational courses, as well as innovations and developments in the area of pedagogy. We will always provide a world-standard education to the students in our Graduate School of International Management.



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#### Governance Reforms

##### Meeting of the External Evaluation Committee

To improve and revitalize the university's organizational management systems, the International University of Japan External Evaluation Committee Regulations were established on April 1, 2017, and the IUJ External Evaluation Committee was formed. On October 10, 2017, the first meeting of the IUJ Top Global University Project External Evaluation Committee was held. Going forward, we will continue to take in the opinions of our stakeholders, and enhance the university's own capacity to reform in response to changes in its environment and the university's functions for responding flexibly to the new needs of society. In this way, we will raise the quality of education extended to students and heighten our educational effectiveness.

##### Formulation of Medium-Term Plan/New Vision

The IUJ Medium-Term Plan (New Five-Year Plan), which will begin in AY2018, was approved by the Board of Directors and a "New Vision" to embody the future university that we want to be. In this New Vision, we have declared our goals of connecting Japan and the world and offering a balanced learning experience to the global leaders of the future, who will promote diversity in the international community and be active on the world stage. There are three main axes to the Vision: (1) Actively communicate messages about Japan to the world in both education and research; (2) nurture professionals of a high standard in the government and business sectors; and (3) raise the level of interdisciplinary activity in the basic areas of our educational programs.



(1st Meeting of the IUJ Top Global University Project External Evaluation Committee)

#### Educational Reform

##### Employment of Doctoral Students as TAs

From November 2017 to March 2018, doctoral students in the Graduate School of International Relations were employed as teaching assistants (TA) on a trial basis. These TAs held TA sessions, collected data and other materials for use in lectures, and held individual meetings with MA program students. Going forward, we will continue to systematically develop this TA scheme, based on the contents of surveys of other universities in Japan and the experiences of foreign-national teaching faculty at IUJ.

## ■ IUJ's Own Outcome Indicators and Achieved Targets

### 1. Production of Career-Ready Global Leaders (Sending Japanese students to Asia)

Even after the completion of International Cooperation Personnel Development Program, which IUJ conducted in conjunction with Meiji University and Rikkyo University, these three universities continue to collaborate. To cultivate professionals with the knowledge and English language skills that are essential to working actively in the area of international cooperation in the future, IUJ teaching faculty accompanied a group of undergraduate students on a field trip to Sri Lanka.

### 2. Establishment of Personnel Network in African Nations (creating foundations in Africa)

In September 2017, IUJ participated in a Japan Study Abroad fair held in Ethiopia. IUJ staff paid another visit to the University of Ghana, with which IUJ concluded a partnership agreement in the previous academic year, where they held discussions on faculty and student exchange. As a result of these discussions, in February 2018, to kick off our faculty exchange initiative, we were able to invite an IUJ graduate who is now a lecturer at the University of Ghana to IUJ.

### 3. Support for Japanese Companies Venturing Overseas

#### (Support of Japanese Companies from an Educational Perspective)

The Japan External Trade Organization (JETRO), Nagaoka University of Technology, and IUJ held a Hanoi-Niigata business-academia collaboration workshop in Hanoi, Vietnam. This workshop was planned and held under a comprehensive collaboration agreement concluded between these three organizations in May 2016, with such objectives as helping Niigata companies to expand overseas, attracting foreign companies to Niigata, and cultivating global professionals, taking advantage of the three organizations' different respective strengths. 180 people participated in the workshop, including Japanese companies considering venturing overseas, Japanese companies already operating in Vietnam, and alumni from NUT, IUJ, and HUST. 2017 was the 45th anniversary of the establishment of diplomatic relations between Japan and Vietnam, so this workshop was positioned as part of the program of commemorative events to mark this milestone.



(From left: Professor Shinoda of IUJ, Vice Chancellor of University of Ghana, IUJ staff member, University of Ghana's Dean of Agriculture (IUJ graduate) )



(Hanoi-Niigata Workshop on Industry-Academia Collaboration)



(MBA World Summit 2018)

## ■ Distinctive Initiatives Based on the University's Characteristics (B-Type only)

### 1. Expansion of Double-Degree Initiatives, Centering on South-East Asia, and Initiative for Establishment of Overseas Bases

Continuing on from the IUJ overseas base opened in Hanoi, Vietnam in AY2015, we are also planning to establish a base in Myanmar. Taking advantage of our network of teaching faculty and graduates, we are engaged in discussions with local higher education institutions in Myanmar.

### 2. Strategic Developments in Africa

A student enrolled in IUJ through the ABE Initiative was chosen as one of the 100 Most Inspiring MBA Students at the MBA World Summit 2018. A total of 100 students from 39 of the world's top business schools, including IUJ, Gordon Institute of Business Science of University of Pretoria, Columbia Business School, Yale School of Management, Harvard Business School, Imperial College Business School, and London Business School, were invited to an international conference at the University of Cape Town. Twenty-four of those students, including our IUJ student, were given the opportunity to speak at the conference, giving presentations of approximately 45 minutes each. The opportunity for our IUJ student, who is from Africa, to present alongside students from some of the world's most prestigious universities embodies our efforts to use educational assistance to Africa to develop talent that can contribute to the world.

### 3. Expansion of International Cooperation Personnel Development Program

Under the leadership of the University President, IUJ has established a New Vision for the future of the university. In the New Vision, we will aim to connect Japan and the world, offer a balanced learning experience to the global leaders of the future who will promote diversity in the international community and be active on the world stage, and to offer a place where they can learn about both "the world" and "Japan in the world." Through this vision, we will continue to promote further the development of international cooperation personnel in the international cooperation sector and the international business sector.

### 4. Japanese Language Education Centered on the New Language Education Research Center

Taking advantage of our Vietnam base, we are conducting endowed courses sponsored by Japanese companies. In a course aimed at cultivating local Japanese-language teachers, lecturers from the Japanese Language Program of IUJ's Language Education Research Center and the director of the IUJ local office conducted lectures. Also, for students of the University of Languages and International Studies, which is part of the Vietnam National University, Hanoi where IUJ has its Vietnam office, the director of the IUJ local office conducted an endowed course on Japanese business manners, sponsored by Japanese companies. Further, with the aim of cultivating IT talent, we have started an IUJ IT course on a trial basis, with the cooperation of employees of Japanese IT companies in Vietnam, using *Beginner Japanese for IT Engineers 1*, a textbook published by IUJ. We also held a class for 80 students of the Vietnam National University, Hanoi's University of Languages and International Studies who hope to find employment with Japanese companies, using *Learning Business Practice from Case Studies*, written by IUC lecturers.



## ■ Free Comments (space to promote your initiatives)

### Collaboration with Super Global High School (SGH)

As a partner university of Niigata Prefectural Kokusai Joho High School, the only high school in Niigata designated as a Super Global High School (SGH), IUJ dispatches IUJ students to the high school's local research classes. This is a good opportunity for IUJ international students to actually experience Japan's traditional culture, as well as enjoying interactions with Japanese high school students. IUJ also conducts presentation training and cross-cultural communication training for another SGH, Yokohama Municipal Minami High School. In addition, in the current academic year, in a new collaboration with the Niigata Prefectural Board of Education, IUJ held two Global Seminars for Niigata High School Students, for 33 students enrolled in Niigata High School and Niigata Prefectural Secondary School's Senior School. By actively partnering with SGH schools and supporting senior high schools, IUJ is engaging in the cultivation of global leaders who can be active on the world stage.