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
  - Classes taught all in English
  - International students from approximately 35 countries
  - Alumni network in 115 countries
  - International faculty
  - Domitories where future Japanese and international global leaders live together

- IUJ MBA is internationally ranked.
  - The Economist: 6th in Asia (the only Japanese university in the list)
  - CNN Expansion: Rank 2nd in Asia

- Collaboration with business circles
  - Custom-made training of global human resources
  - Accepting international students as interns

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- Collaboration with business circles
  - Custom-made training of global human resources
  - Accepting international students as interns

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 China
  - Introduced double degree program with overseas universities

Comprehensive measures

- 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-scaled schools

Management system

President

Promotion system and administrative organizational chart

Board of Councillors  Corporate Headquarters
Board of Trustees (Chairman)  IUJ (President)
Operating Committee
Step 1 (FY 2014 to FY 2016): Strengthening our bases in Asia and preparing for development in Africa

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

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

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 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 education exam 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.

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.

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 internships subjects and overseas volunteer subjects, including study overseas in affiliated schools, we will enhance our program for sending IJU 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 Myanmar 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 establish 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.

Featured initiatives based on the characteristics of the university

1 Enhancing the double degree program and establishing overseas bases focusing on Southeast Asia
IJU 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
IJU 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, IJU 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 IJU campus and the senior citizens are expected to live together with IJU 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.

- 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. IUIJ 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 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 IUIJ international students and local universities, and we have exchanged information and given briefings about IUIJ. We have also investigated the current state of education in Africa and African educational institutions via former IUIJ 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 IUIJ 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 AASCB (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.

**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 IUIJ international students when carrying out local activities. Based on our global partnership agreements with 55 companies, we hold an IHR 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 IUIJ 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 IUIJ 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.

**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.
IU’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 IU 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 41 students participating in the ABE initiative, including 9 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 IU 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 in a 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.

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 in 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), Nagoya 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.

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 Ganbatte 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. 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 holding an open seminar by the President of NGO Ehime Global Network entitled “Education for Sustainable Development (ESD), Supporting Mozambique, Arts 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 Japan 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 subjective 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.
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 Japan 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.


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 this program gives 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.

Free description

• Cooperation with Super Global High (SGH) School

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

• 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.

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 them give a smooth start to their study abroad.

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.

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.

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.
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 aim to connect Japan and the world, offer a balanced learning experience to 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 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 Kukusai 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.
6. FY2018 Progress

- **Common indicators and targets**

  **Internationalization**
  
  - **Diversity**
    
    In October, 2018, IJJ welcomed new students from 39 countries and regions. Students enrolled at IJJ now come from 60 different countries/regions. In an environment rich in cultural diversity, they are engaged in mature, mutual inspiration and a spirit of friendly competition with each other. 80% of IJJ’s teaching faculty are also full-time lecturers who are foreign nationals or who have obtained their degrees at overseas universities. In addition, IJJ has also invited three guest professors from the world’s top schools. IJJ strives to maintain a world-class educational and research environment.
  
  - **Mobility**
    
    IJJ attended the Meeting of Study in Japan Global Network Project (South America) and the general assembly of the Japan-Africa Academic Network (JANAN). It continues to create networks with participating universities and related organizations and to actively gather information in its quest for two-way academic exchange with students and faculty of universities in those regions and to attract outstanding students to IJJ.

- **University reform**

  - **Initiatives to raise the standard of administrative staff**
    
    To ensure that the university’s staff can unite to deliver high-quality services and original programs for diverse students from around the world, companies conducting training, and the local community, IJJ conducted team-building sessions with the aim of facilitating the sharing of information between staff, between departments, and, in turn, across the entire university. Through experience-based learning, staff explored hints for teamwork, communication, and the establishment of relationships of trust, and sought to reflect their learnings in their work. As a globalization training program, IJJ’s administrative staff participated in the university’s Intensive English Program (IEP) held over the summer. As well as improving their practical English skills, by learning side-by-side with prospective students and corporate trainees in a cross-cultural environment, the staff engaged in acquiring skills that they can adapt to their work and to the university’s services.

  - **Strengthening and enhancement of IR functions**
    
    To date, in its planning, policy formation, and decision-making, IJJ has conducted surveys of graduates and evaluation questionnaires of current students to gather and analyze data, and implemented operational reforms based on that evidence. In 2018, it introduced a new survey for newly-enrolled students, and has been striving to make further improvements to its educational activities.

- **Education reform**

  - **Use of Teaching Assistants**
    
    In December 2018, IJJ established the International University of Japan Teaching Assistant Regulations. As a general rule, students in one of IJJ’s doctoral programs or the second year of one of its master’s programs are eligible to become teaching assistants (TA). These regulations will apply when a lecturer responsible for a compulsory or elective subject that attracts large numbers of students wishes to employ a TA and the Dean of the Graduate School deems it necessary and appropriate. The use of TAs under these regulations began in the winter semester, and efforts were made to expand TA sessions. Many of IJJ’s students are international students whose native language is not English, for whom classes in English are an invaluable experience. Teaching classes themselves will enable TAs to recognize the shortcomings in their own understanding. It will not only be significant in terms of gaining teaching experience, but will also have major learning benefits for the TAs themselves through the act of preparing for TA sessions.

  - **Launch of Japan-Global Development Program (JGDP)**
    
    The International University of Japan’s medium-term (five-year) plan, which began in 2018, declares as the university’s new vision the provision of well-balanced learning experiences to the global leaders of the future, who will connect Japan and the world, promote the diversity of the international community, and be able to shine on the global stage. As a symbol of that vision, IJJ has launched the Japan-Global Development Program, a new master’s program at the university in collaboration with the JICA Development Studies Program. This program cultivates professionals who, by learning about the Japanese development experience (Japan’s modernization experiences and its expertise as a donor after World War II), will gain a systematic understanding of Japan and be able to communicate Japan proactively to other parts of the world. It is hoped that top leaders of developing nations who have studied in Japan will play an active role as leaders with a good knowledge of and positive feelings toward Japan. In addition leveraging the internationalized make-up of the student body and educational environment that IJJ has always had to cultivate the motivation in students to proactively make their way overseas, this program will also cultivate Japanese professionals who are able to proactively communicate Japan to the world.
University’s own indicators and targets

Proposal for establishment of overseas offices, with a focus on Southeast Asia
IUJ is planning to open an office in Myanmar, which has produced more than 200 IUJ graduates and whose students form the largest community within the university. This will be IUJ’s second overseas location after Hanoi in Vietnam. Research of the local area is being conducted, taking advantage of IUJ’s strong networks of teaching faculty, graduates, and current students. Preparations for the establishment of the office are underway, with discussions with local business education institutions and meetings held within the university.

Expansion of networks of people in African nations
In June 2018, IUJ produced 35 new graduates from 17 African countries and regions. They included IUJ’s first master’s program graduates from Equatorial Guinea, Niger, and South Sudan. The distribution map of African graduates now stretches across 36 countries, creating a giant network of more than 260 people.

Support of Japanese companies from an educational perspective
In an effort to expand education of the kind of job-ready Japanese language skills, including Japanese-style business etiquette, that Japanese companies expanding overseas want, IUJ conducted a workshop on teaching materials for Japanese language in business. These materials have been produced by IUJ’s Center for Language Education and Research, and the workshops are conducted both on IUJ campus and as part of the ABE Joint Program. Associate Professor Takeuchi, who is in charge of the Center’s Japanese language program, gave a lively mock class, which included a discussion.

Featured initiatives based on the characteristics of the university (Type B only)

Promotion of academic exchange in Africa
IUJ participated in Study-in Japan Fairs hosted by the Study in Japan Global Network Project and in the South Africa-Japan Academic Exchange Workshop. Through a presentation of research contents given by Associate Professor Zhang Zhaowang of IUJ’s Graduate School of International Business Management, IUJ conducted lively exchanges of information and opinions with local educational institutions. Discussions are underway between the University of Pretoria’s Gordon Institute of Business Science (GIBS), one of the world’s leading business schools, and IUJ’s Graduate School of International Business Management to realize two-way academic exchanges between the two schools.

Corporate networking events for IUJ graduates
IUJ currently has global human resources partnerships with 56 leading Japanese companies and is devoting efforts to supporting the Japanese economy from the educational domain. As a new initiative, the university held a networking event for IUJ graduates working in those companies. The event included a lecture about cross-cultural communication. More than 50 people attended the event. From a wide range of corporate departments, many of the attendees were IUJ graduates or past participants in IUJ short-term training programs who had been sent to study at IUJ by their companies. As well as maintaining the strong ties it has had to Japan’s business community since it was first founded, IUJ is engaged in the development of human resources who will be able to help find practical solutions to the global challenges facing the world.

Free description (Describe any initiatives you would like to promote)

Collaboration with local companies
Thirteen international students from IUJ participated in a study tour of companies in the Tsukuba-Sanjo region of Niigata, which is one of Japan’s top metal ware industry regions. The study tour was arranged by the area’s Tsukuba-Sanjo Local Industry Promotion Center, in an attempt to create opportunities for Niigata and the world to interact with each other through mutual learning and discoveries by the international students and the local companies.

Nine African students studying at IUJ also participated in an African Business Seminar headquartered in Niigata, Japan, International Cooperation Agency (JICA), and Japan International Cooperation Center (JICE). Building a bridge between companies hoping to do business in Africa with these international students will promote internship and employment opportunities in Niigata Prefecture. It will also lead to human resources development and support for company’s overseas expansion through industry-academia cooperation.

Collaboration with Niigata Prefecture’s Education Agency
In collaboration with the Niigata Prefecture Education Agency, IUJ held two Global Seminars for High School Students of Niigata Prefecture. These seminars gave high school students in the prefecture the opportunity to understand other cultures and improve their presentation skills. The aim of the seminars was to cultivate people who will want to be proactive in the global community by deepening their understanding of cross-cultural communication and working together to converse and debate in English. IUJ also continues to hold exchanges with Niigata Prefectural Kokusai Joho High School and Yokohama Municipal Minami High School, both of which have been designated by the national government as Super Global High Schools (SGH).

2019 AACSB Influential Leader
IUJ’s Graduate School of International Management has obtained certification from the Association to Advance Collegiate Schools of Business (AACSB), which is an international accreditation body for management education, as an educational institution offering an education of the highest standard globally. Kyo Ogushi, a graduate of the GSB’s MBA program and currently the President and CEO of Fujixerox Learning Institute, Inc., was chosen by AACSB from among graduates of AACSB-accredited schools as a 2019 Influential Leader in recognition of her continued impact on the community, company, and the world. Through her experiences studying in IUJ’s globalized educational environment among an international student body, IUJ’s Japanese students are also creating opportunities to shine. The whole of IUJ will continue to engage in its efforts to further elevate the standard of the education it offers.
7. FY2019 Progress

International University of Japan

■ Common indicators and targets

Internationalization

- Diversity
  In September 2019, IUJ welcomed 170 new students from 39 countries and regions. The countries/regions of origin of our students now exceed 60, offering internationally diverse education and learning environments. This academic year, we started accepting scholarship students from the JICA-SDGs and JICA-Mali programs.

- Mobility
  The Graduate School of International Relations has university partnership agreements with nine universities and the Graduate School of International Management with 35 universities. Students are sent to study at these universities in the fall/winter semester through student exchange programs. Six of the 14 exchange students sent this year were Japanese, accounting for approximately 30% of our Japanese student body. At the same time, we also accept exchange students from our partner universities, giving our students the opportunity to interact with students from some of the world’s top schools.

- Language Initiatives
  By informing new students who will be enrolling in September every year about the Japanese language study smartphone apps, Gantante Kana (produced in AY2015) and Gantante Shadowing (produced in AY2016), and the ten Japanese language study videos for different situations available on YouTube (produced in AY2015), we give them opportunities to study some Japanese before they arrive. These apps and videos have also been also made available to people outside the university. So far, the Gantante Kana app has been installed 5,903 times and the Gantante Shadowing app 13,528 times (as of March 2020), increasing by 650 and 3,500 respectively in the past twelve months. They have been installed from more than 100 countries and regions around the world. The study videos have accumulated a total of 153,000 views (as of March 2020), offering many Japanese language learners the opportunity to study.

University Reform

- Tenure Track Scheme
  IUJ has introduced a tenure track scheme whose aims include greater job stability for educational and research staff, the improvement of education and research motivation and skills to gain eligibility for tenure, and the promotion of their independence as educators and researchers. This academic year, three tenure track faculty members from the Graduate School of International Relations and one from the Graduate School of International Management underwent tenure examination.

- Preparation of Top Global University Project Self-Advancement Plan
  IUJ has formulated a self-advancement plan that will allow it to continue independently with initiatives that it has built up through the Top Global University Project even after funding from the Project ends. Specifically, we will work on the expansion of the acceptance of study abroad and scholarship programs, and the attraction of self-funded students by continuing to approach prospective Japanese applicants with IUJ’s education programs, including the Japan-Global Development Program (JGDP) that launched in September 2018, and our learning and research environments that are rich in global diversity. In addition, we plan to stabilize our financial foundations with measures such as the steady acquisition of scholarships and donations from companies and the expansion of commissioned projects.

- Preparations for External Evaluation Committee Meeting
  To ensure the effectiveness of the university’s internal quality assurance and the objectivity and fairness of its self-inspection and evaluation activities, and to strive for the further improvement of its education and research standards and improve and revitalize its organizational management systems, this academic year, four additional experts were appointed as members of the External Evaluation Committee. Preparations are underway to hold a meeting of External Evaluation Committee in mid-April next year for self-inspection and evaluation and to evaluate the IUJ Top Global University Project initiatives.

Educational Reform

- Streaming of Videos of Special Lectures
  IUJ regularly holds special lectures by external lecturers to give our students opportunities to obtain a wide range of knowledge beyond their normal classes. By filming these special lectures and making them available online for all students, we have aimed to assist students with follow-up after the lecture and to help students who were unable to attend the lecture to secure substantial learning time.

- Online Briefing Sessions
  Online briefing sessions for prospective applicants are held every month. Anyone anywhere in the world with access to the internet can participate in these sessions, where they will receive an overview of the university’s programs and information about entrance examinations. These online sessions are useful not only for overseas residents, but also residents of other parts of Japan who find it difficult to attend of university orientations and open campus days in person because of distance and time constraints due to the campus’s location in Niigata Prefecture. This allows the university to approach a diverse range of prospective applicants.
University’s own indicators and targets

- Initiative for Establishment of Overseas Bases, Centering on Southeast Asia
  In March 2020, IUJ opened an overseas base in Mandalay, Myanmar. This is the university’s second overseas base, continuing on from the base previously opened in Hanoi, Vietnam. Taking advantage of our strong network of teaching faculty and graduates, we researched the location and established an office through a services agreement with a business school run by an IUJ alumnus. From this base, we will continue with our efforts to attract outstanding students by strengthening relationships with local higher education institutions, expanding our double degree programs, supporting the activities of Japanese companies in Myanmar, strengthening our network of IUJ alumni who are active as government officials and business owners there, and participating in study-in-Japan fairs.

- Expansion of Personnel Network in African Nations
  In May 2019, IUJ participated in a Study in Japan Fair organized by the Study in Japan Overseas Bases Collaboration Promotion Project in Pretoria, Republic of South Africa, and in the 4th South Africa-Japan University (SAUJ) Forum. The SAUJ Forum is held with the aim of establishing frameworks for academic exchange and cooperation between Republic of South Africa and Japan in the field of higher education. From IUJ, Professor Hyunkoo Lee of the Graduate School of International Management presented his research in the category of “Growth, Exploration and Conservation.”
  Also in May, IUJ concluded a comprehensive agreement with the Gordon Institute of Business Science (GIBS) of The University of Pretoria, which includes student exchange and joint degree programs and joint research initiatives, and we are working to realize two-way academic exchange between the two universities.

- Support of Japanese Companies from an Educational Perspective
  Japanese language study materials on Japanese business practices, produced by Japanese language instructors at the Japanese Language Education Research Center, are being provided to students within and outside the university. Within the university, there is demand for these materials among current students who wish to gain employment or internships at Japanese companies, and they are using them for individual study and group study outside their Japanese language classes. Outside the university, these materials have been provided to organizations both in Japan and overseas, such as Japanese language education support groups and Japanese language instructors teaching IT engineers in Vietnam.

- Featured initiatives based on the characteristics of the university (Type B only)

  - Strengthening of Relationships with African Nations
    IUJ hosted a symposium on the theme of “The Potential of Japanese Development Studies - Africa’s development and human resources development” as an official side event of the Seventh Tokyo International Conference on African Development (TICAD7) held in Yokohama in August 2019. At the symposium, panelists discussed the development of future leaders for African nations through IUJ’s unique Japan-Global Development Program (JGDP), a master’s program in which students can learn about the historical experience of Japanese economic, social and corporate growth and development. IUJ also had a booth that exhibited the university’s track record of intakes of students from African nations and its efforts to expand its networks in the region, through which we sought to build networks with government agencies and higher education institutions from the region.

  - Promotion of Academic Exchange in Vietnam
    In September 2019, a Vietnam-Japan International Business Conference took place at Foreign Trade University (FTU), jointly organized by FTU, JICA, Kanto Gakuin University, Rikkyo University, Toyo University, JETRO, JCCI, and IUJ. IUJ President, Hiroyuki Itami, delivered a keynote address on the theme of “Japanese Style Management in Heisei and Its Impact on Vietnam,” while GSIM Dean Wenkai Li is an enthusiastic proponent of BGS membership by IUJ students and more proactive research.

- Evaluation in Global Rankings
  As shown below, IUJ programs were rated in various global academic rankings.

  **Eduniversal Best Masters Ranking 2019**
  - (Graduate School of International Relations)
    Public Management and Policy Analysis Program:
    - Ranked 11th of 200 programs in Far East Asia (2nd in Japan)
  - (Graduate School of International Management)
    M. A. in Economics:
    - Ranked 18th of 200 programs in Far East Asia (4th in Japan)
  - (Graduate School of International Management)
    MBA Program:
    - Ranked 12th of 200 programs in Far East Asia (3rd in Japan)
  - The Economist MBA Rankings
    (Graduate School of International Management) MBA Program:
    - Ranked 94th worldwide (6th in Asia, only program in Japan)

- Establishment of Beta Gamma Sigma Chapter
  The Graduate School of International Management (GSIM) established the GSIM Chapter of Beta Gamma Sigma (BGS), an exclusive organization open only to top performing students at AACSB accredited business schools. GSIM Dean Wenkai Li is an enthusiastic proponent of BGS membership by IUJ students and more proactive research.
8. Progress in Initiatives (AY2020)

International University of Japan

Common indicators and targets

Internationalization

- **Diversity**
  In September 2020, IUJ welcomed 168 new students from 46 countries and regions. Although the COVID-19 situation prevented many international students from arriving in Japan before the start of the new semester, IUJ made university-wide arrangements, such as the introduction of hybrid classes, to ensure that it could provide the best education for all students, regardless of their circumstances. In this way, IUJ realized a highly internationalized educational and learning environment that has brought together students from 56 countries and regions.

- **Global Compatibility and Quality Assurance of Education Programs**
  - Highest-ranked Japanese program in *The Economist*’s 2021 MBA Ranking (announced in January 2021)
    IUJ’s MBA program was the only Japanese program to earn a place in *The Economist*’s 2021 MBA ranking, coming in at No. 73 in the global rankings, making it the 7th highest ranking university in Asia. Many of the universities with which IUJ has partnership agreements for student exchange were also in the Top 100. Student exchange with these top schools is one of the attractions of IUJ.

  [Student Exchange Program Partnership Universities]
  - University of Florida - Warrington College of Business (12th), University of Rochester - Simon Business School (25th), IESE Business School (1st), University of Warwick - Warwick Business School (17th), ESADE Business School (20th), SDA Bocconi - School of Management (6th), EMlyon - EMlyon Business School (22nd), University of St. Gallen (53rd), National University of Singapore - The NUS Business School (43rd), etc.

  - Placings in the Eduniversal Best Masters & MBAs Ranking Worldwide 2021 (announced in April 2021)
    - Graduate School of International Relations - Public Management and Policy Analysis Program: 9th in Far East Asia (2nd in Japan)
    - International Development Program (Economics): 19th in Far East Asia (4th in Japan)
    - Graduate School of International Management - MBA Program: 10th in Far East Asia (2nd in Japan)

Governance reform

- **Efforts to realize speedy decision making**
  - Second meeting of the IUJ External Evaluation Committee
    On July 17, 2020, the IUJ External Evaluation Committee was convened for the second time with the aim of the continuous review of IUJ’s mission, objectives, and educational activities in response to social trends and the times. At the same time, the university also held the second meeting of its External Evaluation Committee for the Evaluation of IUJ Top Global University Project Initiatives. The Committee provided the university with an assessment of the progress of its initiatives over the past seven years, along with recommendations for the future.

- **Strengthening and enhancement of IR functions**
  - Substantial Review of Class Evaluations / Standardization of Syllabus Formats
    Working groups have been established in each graduate school to conduct substantial reviews of the contents of existing class evaluations by students. Concurrently with these efforts, a working group was also established to standardize syllabus formats to include a description of the content and required time of preparatory learning, methods of feedback on assignments, and the relationship between diploma policy and the subject in question in the syllabus. The university aims to implement the new format in the autumn semester of AY2021.

- **Initiatives to raise the standard of administrative staff**
  - Online briefings for remote work
    On the assumption that staff will work remotely due to the impact of COVID-19, online briefings were held using Google Remote Desktop.

Educational reform

- **Securing substantial learning time for students**
  - Hybrid classes
    Due to the impact of COVID-19, online classes started in the spring semester of AY2020. In the autumn semester of the same year, hybrid classes were conducted, enabling new students who were unable to come to Japan to attend lectures at the same time as the other students. A hybrid class workshop using Google Classroom was held for teaching faculty with the aim of smooth class management.

  - Special Summer Program
    After completion of classes in June, opportunities for special study were provided during July and August for students who were unable to return to their home countries due to the COVID-19 situation. This program included class-based subjects, research seminars and thesis guidance by lecturers, and field trips to regional areas.

- **Use of Teaching Assistants**
  With the introduction of online and hybrid classes, greater emphasis was placed on the role of teaching assistants (TA). For this reason, the Faculty Development Sub-Committee held seminars for TAs (faculty and administrative staff were also able to attend). Attendees learned from each other about how to support hybrid classes, how to use Zoom and Google Classroom, and tips for classroom operation and management.
International University of Japan

**University's own indicators and targets**

- **International cooperation HR development: dispatch of Japanese students overseas**
  - Signed Partnership MOU with JICA’s Secretariat of Japan Overseas Cooperation Volunteers for international human resources development program.
  - In September 2020, IUJ signed a Partnership MOU with JICA’s Secretariat of Japan Overseas Cooperation Volunteers (JOCV) concerning an international human resources development program. The two organizations agreed that they would combine the practical experience that the JICA JOCV program has built up over many years with IUJ’s world-class master’s programs and its multicultural educational environment for studying together. JICA-supported international students, with the aim of human resources development that could contribute to world peace and development. Under this MOU, IUJ will establish a new International Social Entrepreneurship Program (ISEP) in the Graduate School of International Management in September 2021.

- **Support of Japanese companies from an educational perspective**
  - Business Practice workshops in the JICA-Supported International Students Common Program
  - In September 2020 and March 2021, Professor Takeuchi of the Center for Language Education and Research conducted online workshops using the “Business Practice in Situations – Manners at Work” textbook, as part of the Common Program for JICA-Supported International Students. With the assumption that JICA-supported students and Japanese government-financed international students will go on to work in Japan-related positions in the future, the workshops taught them about Japanese business etiquette, rules, and other aspects. Approximately 160 to 180 students took part in each of the workshops. The textbook was produced after CLEAR lecturers visited higher education institutes and Japanese companies overseas to research their needs as a part of the Top Global University Project.

- **Featured initiatives based on the characteristics of the university (Type B only)**
  - **Expansion of international human resources development programs**
    - Comprehensive partnership agreement with Juntendo University
      - On July 17, 2020, IUJ and Juntendo University concluded a university-wide comprehensive partnership agreement to promote collaboration in educational and research activities. Under this agreement, the two universities will take advantage of their respective characteristics and strengths to cooperate in a wide range of areas, including education and research, regional contribution, faculty and student exchanges, and the promotion of globalization. In this way, they will put social contribution and human resources development into practice at an international level.
    - Official participation in UNU SDG-University Platform (SDG-UP)
      - In October 2020, IUJ officially joined the United Nations University (UNU) SDG-University Platform (SDG-UP). SDG-UP brings together around 30 universities in Japan to collaborate on strengthening SDGs initiatives at universities, the development of human resources who are able to play an active role in the international community, and the elevation of their voice and presence in Japan and around the world, with the aim of contributing to the sustainable development of Japan and the world.
  - **Building foundations in Africa**
    - Appearance by current IUJ student from South Africa on South African public radio, SAfm
      - In a joint initiative with the sub-Saharan base of the Study in Japan Global Network Project, Ms. Tebello Mohale, a 1st Year student in the Graduate School of International Relations, appeared on the “Life Happens” program on South African public radio station, SAfm. This initiative aimed to convey the appeal of study in Japan and encourage local students to consider it, by having students with experience talk in their own words about their connection to Japan and their hopes and aspirations toward their study in Japan.

- **Free description**
  - **Thorough disclosure of educational information**
    - Release of IUJ Faculty Voice
      - “IUJ Faculty Voice,” a special web page that presents the educational and research activities of IUJ lecturers in their own, subjective words, was launched. The page communicates to prospective students in Japan and overseas, as well as general visitors to the IUJ website, the educational activities taking place at IUJ in a visually appealing and easy-to-understand format.

- **Article published in Toyo Keizai special feature on Top Global Universities**
  - The article included a description of IUJ’s Top Global University Project initiatives and interviews with graduates, making the outcomes and future strategies of the university’s efforts toward internationalization more visible and communicating them to people both in Japan and overseas. It publicizes IUJ as a “university where the world gathers,” in which people from around 60 countries and regions worldwide, who are potential future leaders in national and local government and companies in their home countries, come together to live and learn side-by-side about national and social development, and that contributes not only to the national interest of the students’ own countries but to the “global interest" through the development of human resources with the skills to solve problems of a global scale. IUJ distributed the article to relevant organizations, including its 57 global human resources partner companies, in an effort to increase recognition of the Top Global University Project and of IUJ.
9. Progress of Initiatives (AY2021)

Common Indicators and Targets

Internationalization

- **Diversity**
  - Highly cosmopolitan educational environment
  In September 2021, IUJ welcomed 189 new students from 53 countries. Due to the impact of the COVID-19 pandemic, many students were unable to enter Japan in time for the start of the new academic year, the university put university-wide systems in place to deliver the best education possible no matter what the circumstances, such as online lectures and hybrid classes, and efforts were made to realize a highly cosmopolitan educational and learning environment.

- Lecturers invited from the world’s top schools under the Guest Lecturer Program
  - Prof. Carlos Roing Navarro (ESADE, Spain) invited as guest lecturer
  In the winter semester of AY2021, Dr. Carlos Roing Navarro (Professor, ESADE, Roman Llull University) was invited to lecture in the Graduate School of International Management. His class, Supply Chain Management in Digital Business (1 subject, 2 credits), was delivered online. The aims of offering lectures from some of the West’s most prestigious schools are to create opportunities for multilayered learning from multiple perspectives and increase students’ motivation to learn.

- Special lecture by Prof. Kweku Ampiah (University of Leeds, UK)
  On January 21, 2022, Kweku Ampiah, Associate Professor in the Department of East Asian Studies, Faculty of Arts, Humanities and Cultures at the University of Leeds in the UK, himself a graduate of IUJ, delivered a special lecture on “The Economic Content of the Asia-Africa Conference of 1955: The Japanese Participation in the Bandung Agenda.” More than 50 students, many from Southeast Asia and Africa, attended the lecture, where they learned not only about the relationship between Asia and Africa, but also about the relationships between Japan and Asian nations and between Japan and Africa. They also participated in an interactive discussion about the impacts that those relationships have had on the present.

Governance Reforms

- Formulation of concrete vision, medium-term plans, etc.
  - Formulation of IUJ Future Vision (November 2021)
  The IUJ Future Vision was formulated as a new vision for the future of IUJ toward 2030.
  [University Mission]
  (1) Educating future global leaders
  (2) Educating leaders who can contribute to the development of various countries of the world as well as to their international cooperation
  [Basic Concepts for Accomplishing the Mission]
  (1) Students can learn about the world and learn about Japan
  (2) Where the world cooperates
  (3) University with a visible presence in Niigata and Minamiuonuma

- Strengthening and enhancement of IR functions
  - Improvement of evidence-based educational activities
  We conducted a university-wide review and organization of diploma policies, produced a curriculum map, and clearly stated the Learning Objects in the syllabus of all subjects. In class evaluations conducted each semester, the degree of achievement of Learning Objects are measured, taking standard deviations and standard margins of error into account, and the evaluation outcomes are shared online by the individual lecturers, the Deans of the two Graduate Schools, the Director of the Center for Language Education and Research, and the President of the University. This is leading to the improvement of evidence-based decision-making and educational activities.

Educational Reforms

- Securing time for students’ practical learning
  - Faculty development seminars on online lessons
  Due to the impact of the COVID-19 pandemic, IUJ has conducted online and hybrid lessons intermittently since AY2020. Based on these experiences, twice a year, one lecturer each from both graduate schools delivered faculty development seminars for faculty members to learn from each other by sharing their achievements, challenges, solutions, and proposals for online and hybrid lessons.

- Promotion of students’ self-directed participation and reflection in university operation
  - Standardization of class evaluation methods
  The questions included in the class evaluations conducted by the Graduate School of International Relations, Graduate School of International Management, and Center for Language Education and Research (English Language Program and Japanese Language Program) were all standardized. Students’ feedback is being reflected in the university’s operation and used to raise the quality of education.
**Featured initiatives based on the characteristics of the university (Type B only)**

- **Launch of International Social Entrepreneurship Program (ISEP) (September 2021)**
  
  Under a memorandum of understanding on international human resources development programs concluded with the secretariat of the JICA Overseas Cooperation Volunteers, IUJ launched a new International Social Entrepreneurship Program (ISEP) for JICA overseas volunteers. The program includes field studies for exploring the feasibility of new business ideas in developing countries, etc. Students will acquire practical experience for embarking on solutions to social issues in earnest. It nurtures people who, having identified social issues and their fundamental causes and linked them to diverse approaches to come up with new solutions, will be able to connect with a variety of players to build and implement business systems for solving those issues.

- **Launch of Digital Transformation Program (DXP) (September 2021)**
  
  IUJ’s E-Business Management Program, which has ranked among the world’s best masters’ programs for close to 20 years, was revamped into the Digital Transformation Program (DXP). The program integrates digital technologies and management skills to cultivate leaders of the future who will drive society’s global business into the future.

- **“Candle Night” kamakura event**
  
  A major feature of IUJ, in addition to its outstanding international environment and the quality of its education, is its extremely rich natural environment, particularly its location in snow country. Because students are often too busy with their studies to enjoy the snow, students, teaching faculty, and administrative staff worked together to plan and implement an event for building kamakura (snow huts) and enjoying the region’s snow culture. This event was the embodiment of one of the concepts outlined in the IUJ Future Vision formulated in AY2021, “Where the world cooperates.” Amid the global uncertainties such as the COVID-19 pandemic and the situation in Ukraine, the IUJ community came together to light candles and pray for world peace and happiness.

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**University’s own indicators and targets**

- **Hosting/participating in online Study in Japan Fairs**
  
  IUJ actively participated in online study abroad fairs hosted by the Study in Japan Global Network Project and Japan Forum for Internationalization of Universities in its efforts to attract more outstanding international students from the university’s priority regions of Asia and Africa and to further enhance diversity on campus as a result. In particular, at the Study in Niigata Seminar organized by Study in Japan Global Network Project (ASEAN) and jointly hosted by IUJ and University of Niigata Prefecture Graduate School, the week before the seminar was declared “Study in Niigata Week.” Social media posts were published every day during the week to introduce both universities, as well as promote the charms of Niigata Prefecture with photographs and videos on various topics, with the cooperation of the City of Niigata and the Minamiuonuma City Resort Tourist Association. These online study in Japan fairs have actually led to many applications from prospective students.

- **Understanding the Japanese Development Experience Program**
  
  IUJ and GRIPS have partnered to conduct a Japanese Development Experience Program, a common program of the JICA Development Studies Program. The program delivers an intensive course on the history of Japan’s advancement and development in the modern and contemporary eras broadly to JICA-sponsored international students. During the pandemic, the course lectures and field trips were also delivered online to remote students via live stream.

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**Free comments (space to promote your university’s initiatives)**

- **IUJ Top Global University Project Symposium “The Future of Food, Agriculture, and Community in the Digital Age”**
  
  On August 28, 2021, IUJ hosted the IUJ Top Global University Project Symposium “The Future of Food, Agriculture, and Community in the Digital Age” with the support of the City of Minamiuonuma. Seven speakers, including the Mayor of Minamiuonuma, and eight panel members were welcomed to the symposium to discuss industry promotion and community building using DX and local resources, with a focus on Minamiuonuma’s key industry of agriculture. People involved in the practice of new types of agriculture and regional revitalization from various positions in industry, government, academia, and the private sector joined local residents to share the issues facing local communities and their opinions on those issues, while looking toward the future of food, agriculture and community.

  (https://www.youtube.com/watch?v=w-7rgAoM8u0&t=1s)

- **“Candle Night” kamakura event**
  
  (https://www.youtube.com/watch?v=HvGN0WCBL34)