

## 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

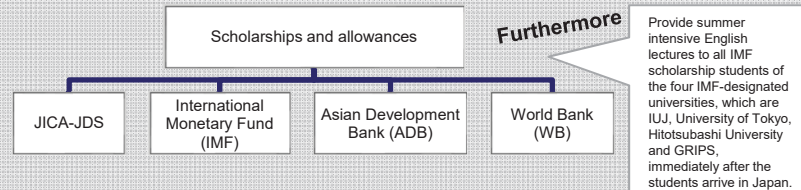
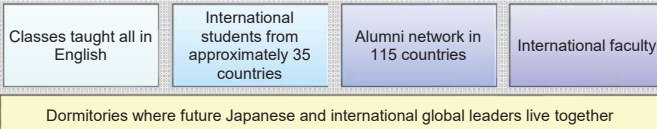
We support the advance of Japanese companies in Asian and African countries with education and realize business-academia collaboration through education in Japanese business practices overseas.

#### 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

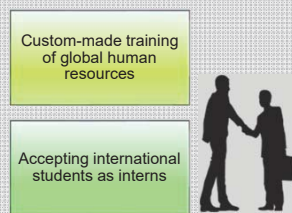


### ● IUJ MBA is internationally ranked.

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

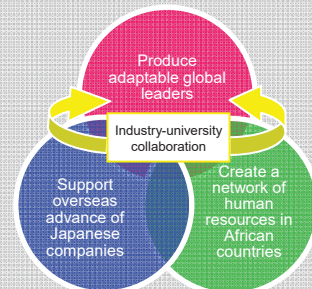
CNN Expansion: Rank 2nd in Asia

### ● Collaboration with business circles



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

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



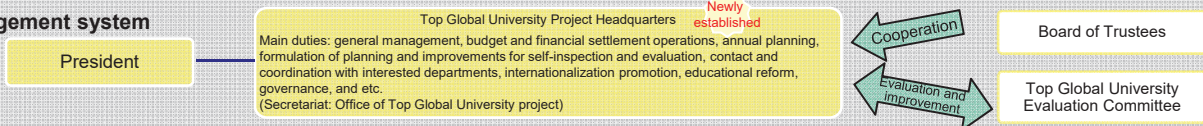
### Comprehensive measures

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

### Well-developed learning and living environment

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

### ● Management system



### ● Promotion system and administrative organizational chart



## 【Summary of the 10-year plan】

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

#### <Strengthening the bases for internationalization>

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

#### <Internationalization Promotion>

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

#### <Educational reform>

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

#### <Governance>

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

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

#### <Strengthening the bases for internationalization>

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

#### <Internationalization promotion>

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

#### <Educational reform>

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

#### <Governance>

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

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

#### <Strengthening the bases for internationalization>

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

#### <Internationalization promotion>

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

#### <Educational reform>

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

#### <Governance>

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

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

### ABE Initiative

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

## 2. FY2014 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1 Diversity

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

##### 2 Flowability

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

##### 3 Overseas study support

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

##### 4 Language ability

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

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

##### 5 Internationally viable school affairs system

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

##### 6 International opening of the university

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



<International festival / African team>

#### University reform

##### 1 Personnel affairs system

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

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

##### 2 Governance

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



<Hearing survey conducted in Vietnam>

#### Education reform

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

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

##### 2 Entrance examination reform

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

##### 3 Flexible, diversified academic path

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

## ■ University's own indicators and targets

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

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

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

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

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

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

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

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

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



<Vietnam's Hai Phong City mission visits IUJ>

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

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

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

### 2 Development in Africa

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

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

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

## ■ Free description

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

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

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

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

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



<Japanese class>



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



<Entrance ceremony in FY 2014>

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

### ■ General assessments and performance targets

#### Topics related to internationalization

##### 1 Diversity

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

##### 2 Mobility

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

##### 3 International student support system

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

##### 4 Language skills

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

##### 5 International acceptability of course system

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

##### 6 International openness of the university

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



< International students from 47 countries and regions >

#### Topics related to governance reforms

##### 1 Personnel system

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

##### 2 Governance

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

#### Topics related to educational reforms

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

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

##### 2 Reforming admissions

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

##### 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.



< Staff Development Training >

## ■ IUJ's own assessments and performance targets

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

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

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

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



< Study in Japan Fair held in South Africa >

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

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

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

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

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



<IUJ's Hanoi Office >

### 2 Strategic developments in Africa

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

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

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

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

We have made a global release of *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.



< Signing ceremony >

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

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

## 4. FY2016 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1. Diversity

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

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

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

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

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

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

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



〈New Students Welcome Day〉



〈Symposium〉

#### University reform

##### 1. Human resources system

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

##### 2. Governance

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

#### Education reform

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

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

### ■ University's own indicators and targets

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

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

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

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

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

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

#### ■ Initiatives for the enhancement of international reputation/

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

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

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

##### 2. Strategic expansion in Africa

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



〈Signing Ceremony〉

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

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

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

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



〈Japanese education application〉

#### ■ Free description

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

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

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



〈Training for cross-cultural communication〉

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

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



## 5. Progress in Initiatives (AY2017)

### ■ Common Outcome Indicators and Achieved Targets

#### Globalization Initiatives

##### 1. Diversity

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

##### 2. Student Support Systems

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

##### 3. Language Initiatives

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

##### 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.



(New Students Welcome Day)

Japanese language learning apps



Video Educational Material



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



**AACSB  
ACCREDITED**

#### Governance Reforms

##### Meeting of the External Evaluation Committee

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

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

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



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

#### Educational Reform

##### Employment of Doctoral Students as TAs

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

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

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

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

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

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

### 3. Support for Japanese Companies Venturing Overseas

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

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



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



(Hanoi-Niigata Workshop on Industry-Academia Collaboration)



(MBA World Summit 2018)

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

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

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

### 2. Strategic Developments in Africa

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

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

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

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

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



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

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

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

## 6. FY2018 Progress

### Common indicators and targets

#### Internationalization

##### Diversity

In October, 2018, IUJ welcomed new students from 39 countries and regions. Students enrolled at IUJ 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 IUJ's teaching faculty are also full-time lecturers who are foreign nationals or who have obtained their degrees at overseas universities. In addition, IUJ has also invited three guest professors from the world's top schools. IUJ strives to maintain a world-class educational and research environment.

##### Mobility

IUJ attended the Meeting of Study in Japan Global Network Project (South America) and the general assembly of the Japan-Africa Academic Network (JAAN). 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 IUJ.

#### 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, IUJ 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, IUJ'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, IUJ 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, IUJ established the International University of Japan Teaching Assistant Regulations. As a general rule, students in one of IUJ'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 IUJ'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, IUJ 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 IUJ 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.



<Guest professor delivering a lecture>



<Team-building session for administrative staff>



<Signing of MOU on collaboration with JICA Development Studies Program>

## ■ 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 within the university being held.

### ● 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 discussion.



<A scene from the workshop>

## ■ 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 Zhang Yingying 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 Tsubame-Sanjo region of Niigata, which is one of Japan's top metal ware industry regions. The study tour was arranged by the area's Tsubame-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 hosted by that Center, along with JETRO 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.



<Participation in study tour>

### ● 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).



<Global Seminar for High School Students of Niigata Prefecture>

### ● 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. Kiyo Ogushi, a graduate of the GSIM's MBA program and currently the President and CEO of Fuji Xerox 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 their 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

### ■ 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, *Ganbatte Kana* (produced in AY2015) and *Ganbatte 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 made available to people outside the university. So far, the *Ganbatte Kana* app has been installed 5,903 times and the *Ganbatte 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.



<New Students Welcome Day>



<Japanese language study video>

#### 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

## International University of Japan

### - 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.



<Opening ceremony for Myanmar office>

### - 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 (SAJU) Forum. The SAJU 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.



<Signing of comprehensive agreement>

### - 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.



<TICAD7 official side event symposium>

### - 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 Professor Zhang Zhang Yingying presented on the theme of "Innovation in Emerging Markets: Learning to Enhance Capacity" during a panel session. In October, IUJ and FTU concluded a university-wide comprehensive agreement on academic exchange through exchanges of teaching faculty and students, joint research, and other initiatives.

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

### - Evaluation in Global Rankings

As shown below, IUJ programs were rated in various global academic rankings.

#### Eduuniversal 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)

M. A. in Economics:

Ranked 18th of 200 programs in Far East Asia (4th in Japan)

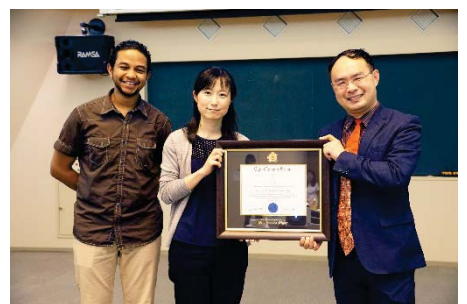
(Graduate School of International Management)

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 GSIM Chapter of BGS>

### - 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.