

Top Global University Project (Type B)

Objectives of Ritsumeikan Asia Pacific University

1. Concept Outline

【Concept Name】 Global Learning: Towards New Horizons in University Education

【Aim at Establishing the Future Shape of APU through TGU Project】

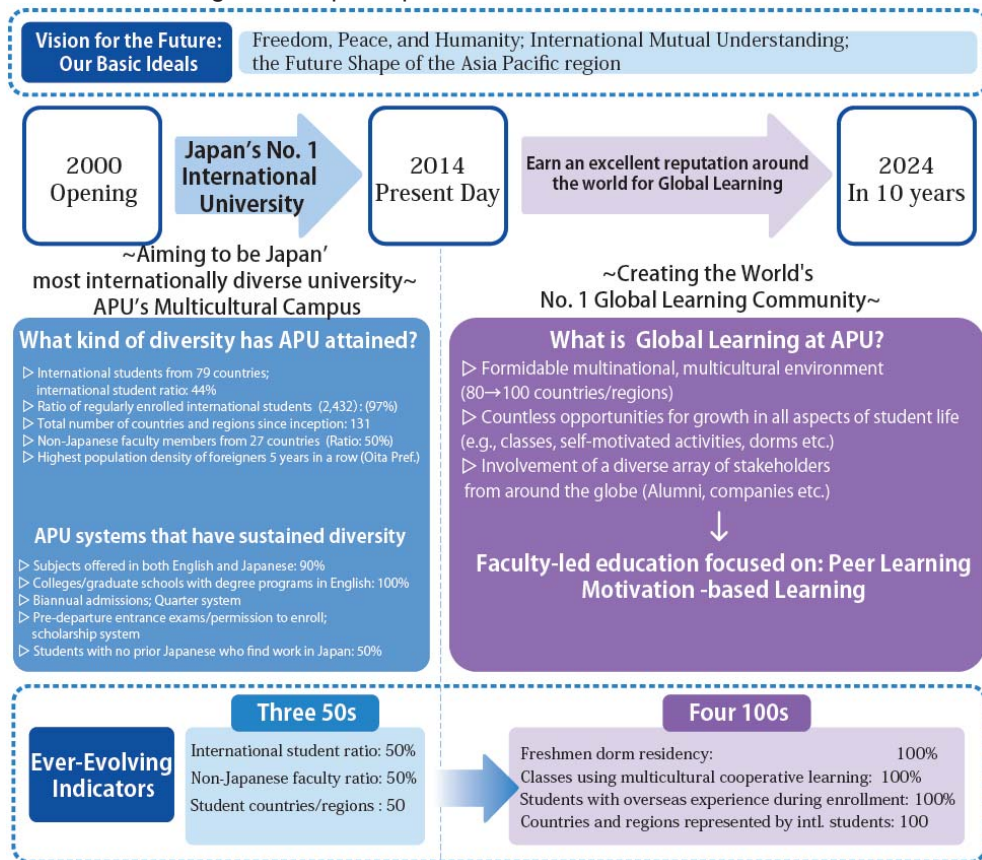
Based on “Freedom, Peace, and Humanity,” “International Mutual Understanding,” and “Future Shape of the Asia Pacific region,” which constitute our basic ideals, APU has realized an internationally diverse university (i.e., a multicultural campus) that is exceptional on a global level, and it has promoted the internationalization of higher education in Japan. Based on our diversity, APU will develop from being “Japan’s No. 1 International University” to become the “World’s No. 1 Global Learning University.”

【Concept Outline】

Using the environment and systems built thus far (e.g., a system for academic affairs of international standards typified by bilingual education as well as an internationally viable admission system), based on (i) development of the Global Learning methods, (ii) quality assurance and improvement of global education, research, and university administration, and (iii) various forms of international outreach supporting Global Learning, APU will attain the highest possible reputation and build a university model that will promote globalization.

APU’s Global Learning in this plan is an educational system that fosters APU’s ideal human resources and will be realized based on the following elements: (i) formidable multinational, multicultural environment (we aim to steadily enroll students from 100 countries and regions), (ii) offering of countless opportunities for growth in all aspects of student life (in class, in student activities, in the dormitory, etc.), and (iii) involvement of a diverse array of stakeholders in our education (alumni, companies, and organization from around the world, etc.).

Educational development will progress as follows. Examples include cooperative learning using multicultural environments, a Multicultural FD/SD Center, establishment of a dormitory for the education of all incoming freshmen, expansion of overseas experiences by Japanese students, development of multicultural Honors Programs, realization of learning systems for third and fourth languages other than Japanese and English, and classes as well as internships that involve the participation of alumni from around the world. In addition, quality will be comprehensively improved through the acquisition of international accreditation (e.g., AACSB). Moreover, progress will be made with the creation of communities for Global Learning with the participation of various stakeholders.



TGU Promotion Framework will be Overseen by the University Senate and the APU Governing Advisory Board

University Senate

- The university's highest decision-making body led by the President
- Drafting of policies, progress confirmation, and provision of instructions for this plan

APU Governing Advisory Board

- Supervision of the university administration by international and domestic stakeholders
- Evaluation of APU from various angles, including an international perspective

【Outlines of 10-Year Plan】

1. Education

- ① Aim at 100% of implementation rate for multicultural cooperative learning in mixed groups of Japanese and international students
- ② Establish a Multicultural FD/SD Center (tentative name) in order to promote the theory and practice of Global Learning
- ③ Deploy Global Learning in the AP House international dormitory, which is an effective educational tool that provides students with multicultural and cross-cultural experiences, use the dormitory to educate all incoming freshmen
- ④ Aim at 100% overseas experience for enrolled Japanese students through promotion of diverse overseas experiences (e.g., working at overseas NGOs and participating in internships at global companies)
- ⑤ Adopt Honors Programs as a part of our efforts for strengthening cultivation of a variety of leaders for Global Learning
- ⑥ Create a network of alumni who work in various fields around the world and use such network as a resource for education at APU
- ⑦ Develop joint degree programs with institutions overseas

2. Admissions

- ① Aim at steady acceptance of international students from 100 countries and regions, and implement global high school-university partnership education programs, i.e., distinctive educational programs that use APU's multicultural environment, starting from the first or second year of high school, which will allow us to ascertain which applicants are the best fit for APU and ensure that they transition seamlessly into First-Year experience upon enrollment
- ② Expand these global high school-university partnership education programs, expand the number of advanced international professional staff working as Admissions Officers

3. Outreach

- ① Develop Alumni Networking Forum, management lectures in Tokyo, (entrepreneurship and business matching), and Alumni NGO Linkage (network of alumni involved in NGOs around the globe)
- ② Strengthen ties with companies by enhancing global human resources development training and deepen exchanges between workers and students

4. Quality Assurance

- ① Aim at international accreditation from the Association to Advance Collegiate Schools of Business ("AACSB"; Headquarters: United States) and the EFMD Quality Improvement System ("EQUIS"; Headquarters: Belgium)
- ② Aim at achieving a top-30 ranking for QS World's Top Business Schools in Asia

5. Administration and Governance

- ① Establish an APU Governing Advisory Board (tentative name) composed of APU stakeholders
- ② Adopt a system for international open recruitment and an annual salary system for several executive positions based on the APU Governing Advisory Board



【Characteristic Initiatives (Internationalization, Governance Reforms, Educational Reform, etc.)】

1. Concept of Multicultural FD/SD Center (Tentative Name)

APU currently cooperates with the University of Minnesota (USA) and Saint Edward's University (USA) on faculty and staff training programs. The Multicultural FD/SD Center, which will cooperate with overseas universities, will focus on both research and faculty and staff training. By utilizing APU's multicultural environment, the Center aims to become a multicultural FD/SD hub in the wider Asia Pacific region, including Japan, and to give the results of these efforts back to society. In particular, multilayered support for faculty members using English as a second language will be provided. At the same time, class advancement FD that allows granting of classes in accordance with international standards using the APU multicultural educational environment with overseas cooperating and partner universities will be implemented (and some examples are described below).

- ▷ Multicultural class management, student participatory class administration, methods of grade evaluation, methods for assessment of learning outcomes, etc.
- ▷ Advancement programs regarding teaching methods in English for faculty members using English as a second language and class improvement workshops
- ▷ Provision of relevant content to cooperating universities and proactive acceptance of faculty members of other universities for training programs

2. Alumni Linkage

In this plan, of particular importance is the role played by our alumni, who now number more than 10,000 and represent 131 countries and regions. The following is an explanation of these initiatives.

- ① We will create a system that uses close relationships with our alumni for education at APU. We will also utilize further linkage with alumni to help us realize our goal of sending 100% of our Japanese students overseas.
 - ▷ Global Human Library with APU Alumni (Make a record of alumni activities to be used as a teaching resource)
 - ▷ Global Alumni Lecture (Lectures in which alumni are involved)
 - ▷ Global Internship with Alumni (Internships in Japan or overseas supervised by alumni)
- ② Participation in APU Governing Advisory Board (tentative name) meetings by alumni
- ③ Participation in the APU Admissions Associates (admissions mentors) system by alumni (provision of information on APU, Japanese society, and careers after graduation via admissions information sessions, support for entrance examinations, cooperation for education programs prior to arrival in Japan after admissions procedures, etc.)



2. Progress with Initiatives (AY2014)

■ Common indicators and targets

Internationalization

1. International faculty and full-time faculty with degrees from overseas universities

The percentage of international faculty members, etc. was further increased through implementation of international recruitment and enhancement of faculty appointments without requiring Japanese language. (85.3% in AY2013→85.7 % in AY2014)

2. International staff and full-time staff with degrees from overseas universities

Annual questionnaires for all staff members (overseas experience, English proficiency, working experience, etc.) are used. Through accumulation of information based on such questionnaires, staff development for individual staff members is implemented.

3. Percentage of International Students

Since our inception, university administration based on “50% international students” has been implemented and a system for academic affairs (e.g., English courses, etc.) has been established. Based on the aforementioned elements, recruitment via ASEAN, etc. was enhanced, and the number of international students accepted reached 45.9% in 2014 (49.5% as of May 1, 2015)

4. Percentage of Those who Experienced Study Abroad

The percentage of those who experienced study abroad increased due to review of global partnership strategies, new program expansion, etc. Moreover, discussion on dispatch policies based on international strategy working groups aiming at sending 100% of our Japanese students overseas has commenced.

University reform

1. TGU as Conceived by Alumni, Enrolled Students, and Faculty and Staff Members (Implemented in February 2015)

The “TGU Kick off Event-Shape Your World, Shape Our Vision- Bringing APU to the Next Stage” in which discussion on APU in 10 years aimed at by this plan (e.g., participation in university administration and governance by international and domestic alumni who numbered 10,000, support for cooperation for internships, classes, and lectures thereby, etc.) was hosted by the President. It was attended by participants from 20 countries around the world, such as alumni.

2. University Governance Survey

Realization of the APU Governing Advisory Board (tentative name) will be the main focus for governance reforms under this plan. Thus, research on governance regarding liberal arts universities, newly emerging universities, highly internationalized universities, etc. in the U.S., Holland, Singapore, and the like, were conducted and reports were created and shared.

3. Advancement of Staff

APU staff has cultivated adjustment for different cultures, multifaceted perspectives, and capacity to feel empathetic towards diversification through daily exchanges with international students, international faculty members, etc. The resulting accumulated information is a source for advancement of staff organizations as a whole. The staff’s English proficiency is already higher than that of staff at other universities (see the table on the right). Campus English courses and overseas visitation programs that contribute to the enhancement of English proficiency will be implemented this year. 24.0% of all staff members (including fixed-term and non-fixed term staff members and clerical staff members who are not required to have extremely strong English ability) have scored at least 900 points on the TOEIC test.

Education reform

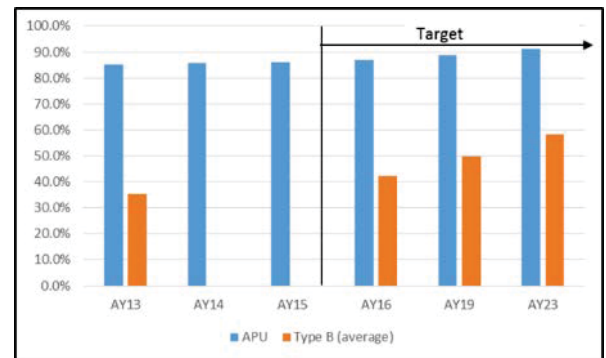
1. Approaches for Implementation of Multifaceted Admission Selection

Education programs implemented prior to arrival in Japan after admissions procedures for international students who have been admitted and their parents were conducted extensively (e.g., in Thailand and Sri Lanka). In Sri Lanka, 6 new students, 9 parents, 4 graduates, and 30 enrolled students gathered, and guidance on life in Japan, scholarship, Japanese studies, etc. was implemented. Three such guidance sessions have been implemented since October in Thailand. A total of 270 new students, parents, graduates, enrolled students, etc. attended such guidance sessions.

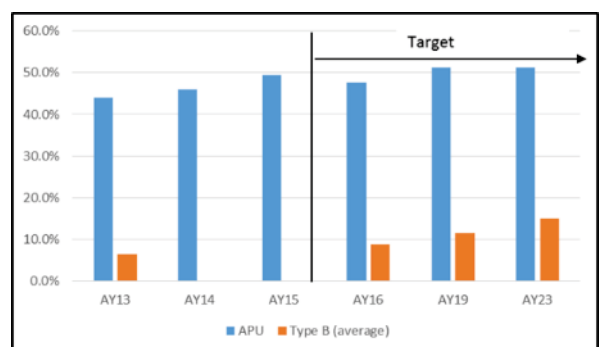
2. Adoption of External Exams for Entrance Examinations (TOEFL, etc.)

Under this plan, entrance examinations that do not consider results of external exams, such as TOEFL will be abolished within the period for this plan.

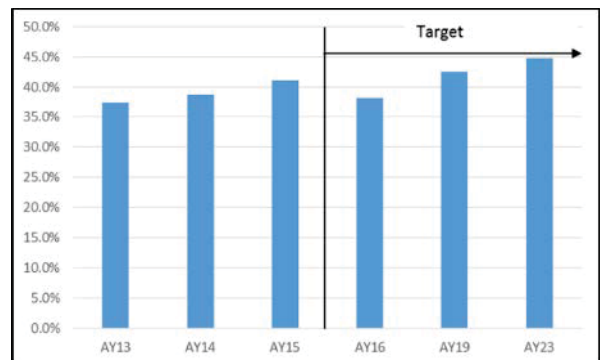
This year, standards regarding TOEFL, IELTS, etc. will be established as qualifications regarding application for entrance examinations for international students. Such standards will be used for judgment for entrance examinations.



<Common Performance Indicator>
①Ratio of international faculty + full-time faculty with degrees from overseas universities



<Common Performance Indicator >
④Ratio of international students



<Common Performance Indicator>
⑯Advancement of staff
APU: TOEIC Score: More than 800

■ University's own indicators and targets

1. APU Alumni Active throughout the World Using Multiple Languages

The number of international associates that classmates have is an indicator showing outcomes of student exchanges unique to APU. Through annual student questionnaires, information on "international associates from over 10 countries or more" is gained. There was a 14.4% (AY2014) increase from 12.0% (AY2013) based on enhancement of multinational student activities and dormitory exchange plans.

2. A Formidable Multinational, Multicultural Environment and Thorough Enhancement of Educational Strength

Substantial implementation of the Academic Cultural Exchange (ACE) program with secondary schools across the globe took place. Applications by 62 persons from 12 countries (e.g., Indonesia, Vietnam, Nepal, Myanmar, Germany, etc.) were submitted based on strategic formulation classified by country, enhancement of publicity unique to APU through high school visits, education fairs, etc. as well as publicity-related collaboration with Japanese embassies abroad and public institutions.

3. Pursue of Quality Assurance for International Standards

Progress was made with initiatives for acquisition of accreditation by the Association to Advance Collegiate Schools of Business ("AACSB") for the College of International Management and the Graduate School of Management. An on-site inspection by a peer review team composed of three overseas deans took place in January 2015. Moreover, APU participated in investigations of overseas business schools (Yonsei University in South Korea, BI in Norway, etc.), which enhanced international accreditation and international branding as well as seminars hosted by AACSB (in the U.S. and Malaysia). APU hosted the 10-year anniversary annual meeting for the "Association of Asia Pacific Business Schools (AAPBS)" business school consortium in which 150 or more deans of business schools in the world participated. Through the aforementioned activities, progress was made with initiatives for international quality assurance.

4. Staff's International Standardization

10 designated staff in advanced international professions relating to admissions and international exchanges were assigned, and progress was made with various projects. With a view to international standardization for staff who support university administration, participation in faculty and staff member training lectures, etc. for the five leading universities involved in globalization in Japan took place. Multilayered employee advancement support programs were enhanced and improved. The number of tenured full-time employees who can perform duties in more than three non-native languages has reached 12%.



Hosting of AAPBS
10-Year Anniversary at APU

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

1. Cooperation with Alumni around the World

Departmental cross-functional faculty-staff collaboration-driven projects were launched. Discussions on basic plans for internships under the guidance of alumni, guest lectures, implementation of classes participated in by alumni, and a digital library of information on alumni achievements took place. In conjunction, infrastructure for using achievements of alumni around the world was implemented. Examples included implementation of investigations for alumni strategies at overseas universities.

2. Cooperation with Companies and the Community as a Hub for Diverse Global Human Resources

Expansion of corporate training mainly targeting young and core employees from global companies as trainees (2014)

① Program (for 11 companies, such as NEC) for improvement of multicultural adjustment using the APU environment (e.g., English classes, living in the AP House international dormitory, cooperative learning with international students) in 2014

② Implementation of intensive Japanese-language courses for local subsidiary employees in Asia, etc. and short- and medium-term programs that deepen understanding of Japanese corporations and business concepts, etc. (26 persons accepted from the Bank of Tokyo-Mitsubishi UFJ, Ltd., Mitsubishi UFJ Lease & Finance Company Ltd., etc.)

3. Concept for Multicultural FD/SD Center

FD/SD benchmark investigations for overseas universities (4 countries) by a faculty-staff collaboration-driven group were implemented. Universities with characteristics in common with APU (i.e., year of establishment, number of students, academic fields) as well as cooperative achievement universities, such as the University of British Columbia (UBC, Canada) and other schools, were visited. FD/SD initiatives with diversified purposes and means (e.g., methods for teaching within classrooms, career development for individual faculty and staff members, evaluation of faculty and staff members, etc.) were investigated. Important knowledge about the realization of the multicultural FD/SD concept was obtained. (Multicultural FD/SD Center will be implemented in 2016)



Practical Corporate Training
Promoting Understanding of Different Cultures



Front Left: 2nd President Cassim,
Front Middle: 1st President Sakamoto,
Front Right: Current President Korenaga

■ Free description

1. Plans for Panel Composed of Past Presidents

The "Panel Discussion of APU Presidents, Alumni and Students (Your APU Story): 10 Years Since Then, 10 Years from Now" was held in November 2014. It was attended by about 150 internal and external participants, and faculty and staff members, enrolled students, and graduates gathered. This discussion was held to explain purposes, outlines, etc. of this plan as well as for obtaining advice for effective project implementation, etc.

3. FY2015 Progress

Common indicators and targets

Internationalization

1. Non-Japanese faculty and Japanese faculty with degrees from universities overseas

APU has maintained the ratio of foreign faculty at 50% since the inception of the University. If Japanese faculty who obtained a degree from a university overseas are included, 85.0% (as of May 1, 2016) of our full-time faculty are foreign or have been educated overseas. As shown in chart 1, this overwhelms the average numbers for other universities.

2. Non-Japanese full-time staff and full-time staff with degrees from universities overseas

Through the aggressive hiring of staff with work or training experience overseas for at least one year, the ratio of such staff increased 2.7% from last AY's figure to comprise 34.2% of the whole in AY2016.

3. Percentage of international students

Since its inception, APU has established its foundation based on elements such as a university administration based on the premise of a student body being "50% international students" and a system for academic affairs based on English courses and other similar content. Through stronger recruitment efforts in various countries, the ratio of international students at APU as of May 1, 2016 is 50.0% (47.6% as of May 1, 2015).

4. Enhancement of overseas partner schools and discussions with strategic partner university bases

APU has entered new agreements with 25 universities, out of which it will conduct student exchange partnership programs with 16. Having come to an agreement on the policy of reinforcing and expanding multiple partnership programs such as dual degrees, short-term exchange and exchange students with two of its strategic partner universities in the U.S., St. Edwards University and Carroll College, APU has formulated concrete future plans for the joint operation of each of those programs.

University reform

1. Advancement of governance through cooperating with stakeholders

APU pushed forward with examining the establishment of the "APU Governing Advisory Board" as a body made up of diverse worldwide stakeholders of the University that dispense advice on its administration. In AY2014, APU prepared a report that investigated and compared systems of higher education and overall governance (including decision-making institutions at universities, decision processes for university presidents, undergraduate deans, etc. and university advisory bodies) across the U.S., U.K., the Netherlands, Singapore and other countries, and held a meeting to report its findings.

APU is also in the process of benchmarking overseas universities such as The Hong Kong University of Science And Technology and Carroll College in the U.S., among other associated efforts. Going forward, the University will continue to look at how it can engage in administration that leverages the connection it has with alumni and other stakeholders.

2. Advancement of clerical staff

The ratio of APU staff members who have scored at least 800 points on the TOEIC rose to 43.2% of all staff (chart 2), an increase of 1.8% from AY2014. When accounting, clerical and other staff members who are not required to have English ability are excluded, the ratio of APU staff that scored at least 900 points on the TOEIC test reached 42%. APU has been working to emphasize the handling of people and work duties using everyday English and enhance its dispatch endeavors for overseas training programs as well as reinforce and enhance its efforts to offer courses for staff members who do not meet established targets.

Education reform

1. On-campus dissemination of assurance of learning (AOL) and utilization in discussions of curricular reform for AY2017

APU had successes in incorporating initiatives for researching AOL and promoting the understanding of AOL among faculty and staff members as well as incorporating the results of research and other endeavors geared towards acquiring accreditations such as AACSB into discussions of curricular reform for AY2017. For its AY2017 curriculum, the University is planning to increase required subjects, improve the administration of its classes and conduct other endeavors as part of the process of satisfying the various requirements set forth by AACSB. These endeavors will enable APU students to benefit from an education that is even more world-class than before.

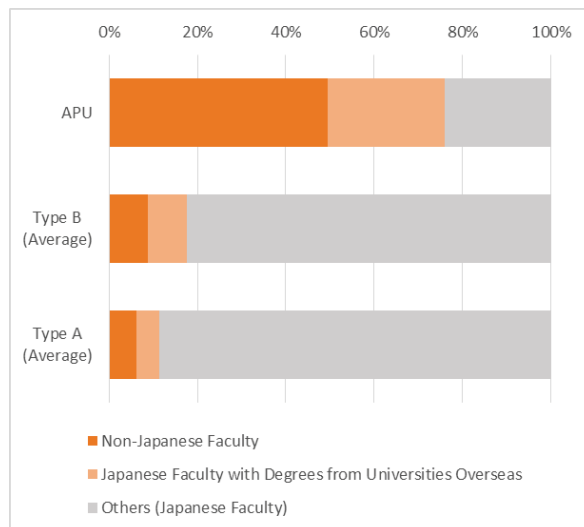


Chart1: Ratio of non-Japanese faculty and Japanese faculty with degrees from universities overseas(As of May 1, 2016)



Exchange of opinions between alumni, APU President and deans

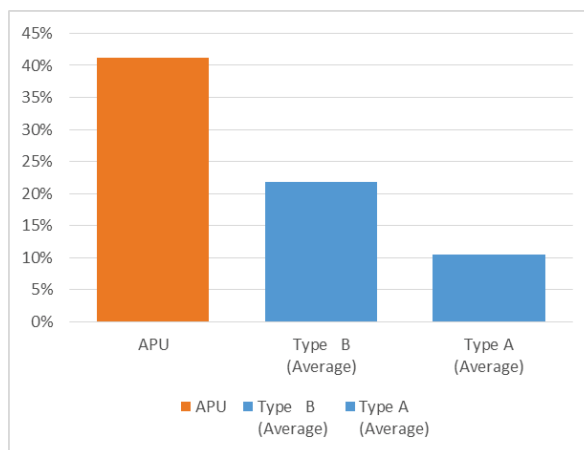


Chart2: Ratio of staff who satisfy foreign language criteria: (Established as TOEIC Score of 800 or higher at APU) *As of May 1, 2016

■ University's own indicators and targets

1. International student body hailing from 100 different countries/regions

Between colleges and graduate schools at APU, the University's student body now accounts for 84 countries/regions (77 countries/regions during the same time in AY2015). In order to foster the enrollment of students from 100 different countries/regions by AY2023 (at any given time), APU paid a visit to countries with lower representation such as those in the African continent and Central America regions to conduct student recruitment activities and build local networks. The University also rebuilt its admissions website to help better its contents and improve its browseability.

2. 100% of Japanese students having diverse overseas experiences while enrolled at APU

The ratio of Japanese students who had overseas experiences while enrolled at APU is 80.3%, which met APU's AY2019 target of 80% ahead of time. Through a combination of reinforcing overseas dispatch programs and the meticulous gathering and analysis of data on student travel experience using institutional research in which various data is applied towards facilitating improvement, the aforementioned ratio increased by 28.6% over last year.

3. Challenge of achieving international accreditation (AACSB) for our business- related colleges and graduate schools

APU is currently taking on the challenge of acquiring AACSB, a global-standard accreditation that only about 4% of the world's business schools have acquired. The University wrapped up its final onsite inspection for that purpose on schedule at the end of AY2015. It would be the first time that a Japanese university is accredited for undergraduate and graduate courses in which degrees can be pursued in English as well as Japanese.



Campus where students from 84 countries and regions learn together

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

1. Cooperation with alumni who are active around the world

In addition to having alumni conduct guest lectures as part of regular subjects, during the Fall semester, four alumni conducted lectures for the "First Year Student Workshop II" subject taken by all first-year students. Additionally, under the theme "alumni stories with the mark of APU on them," the University interviewed about 20 alumni engaged in distinct activities both within and outside of Japan, and started making those interviews available on the APU website. Moreover, roundtables that brought together the President, deans of colleges and alumni were held in Singapore and Tokyo, where attendees exchanged opinions on what the ideal image of APU is ten years down the road.

2. Formulation of orientation of honors program utilizing dormitories

Having verified the framework of student growth at APU facilitated by the utilization of its multicultural environment, the University proceeded to materialize its Honors Program, which also takes advantage of student dormitories, with the intention of implementing various programs and other endeavors that leverage APU's multicultural environment in domains that are not co-curricular in nature. Seeking to realize a style of learning that links "knowledge," "skills" and "character" together, the University also researched overseas universities and set forth an ideal timetable for the trial implementation of a pilot program for AY2016.

3. Initiatives geared towards opening of Multicultural FD/SD Center

In AY2015, APU prepared a concrete curriculum draft for its Multicultural FD/SD Center concept based on the benchmark investigations it conducted for overseas universities and results of a survey it administered towards faculty members. Moreover, ahead of the opening of the Center in AY2016, APU held a kickoff workshop in December with overseas lecturers as invitees. Not limited to APU faculty and staff members, attendees were welcome from other Japanese universities as well as South Korean, Taiwanese and other foreign universities as well.



Roundtable with APU President, deans of colleges and alumni



Kickoff workshop for Multicultural FD/SD Center

■ Free description

1. Friendly rivalry with some of the world's top students

APU took part in seven different business case competitions around the world during the 2015 academic year. Of particular note, a team from APU represented Japan at the 2016 Sauder Summit Global Case Competition, hosted by the University of British Columbia in Canada. The APU team took third place, beating several more experienced teams from top-ranked universities. APU also hosted a case competition on our campus in Beppu, which provided a unique opportunity for students from top universities across the globe to come to Japan and engage in educational and cultural exchange.



APU places third at UBC-held BBC, a global convention for students to put what they learned into practice

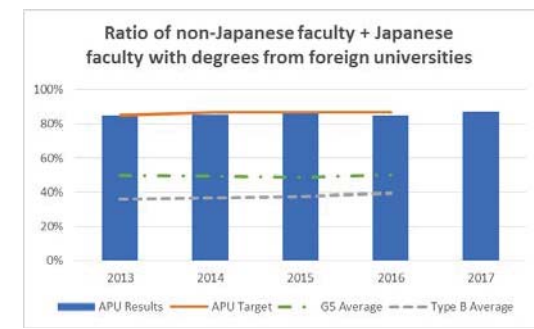
4. FY2016 Progress

Common indicators and targets

Internationalization

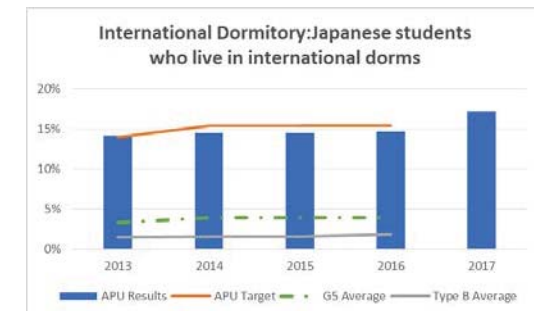
1. Percentage of non-Japanese faculty plus Japanese faculty with degrees from foreign universities

In AY2017(as of May 1), the percentage of non-Japanese faculty plus Japanese faculty with degrees from foreign universities increased to 87.1% (AY2016: 85.0%).



2. Percentage of Japanese students residing in mixed dormitories

The percentage of Japanese students residing in mixed dormitories rose to 17.2% (as of May 1, 2017, AY2016: 14.7%). Concurrent with this, we are discussing ways to utilize our dormitories for first-year education.



3. Percentage of students who satisfy language proficiency standard

The University has strengthened supporting students to improve their foreign language skills and understanding their highest scores of language proficiency exams. As a result, percentage of students who have satisfied the standard such as TOEFL-ITP550 increased to 36.6%, (AY2015: 21.1% (for both undergraduate and graduate students)).

4. Instances of exchange with partner universities

The percentage of inbound international students received from partner universities reached 4.1% (AY2015: 3.4% (for both undergraduate and graduate students)).

University reform

1. Talk with the Dean: Incorporating student opinions into university administration

We held "Talk with the Dean" events to engage students in a constructive dialogue on how to improve academics. During these events, the College Deans, Graduate School Deans, and Vice President/Dean of Academic Affairs exchanged opinions with APU students and students on exchange from top-tier partner universities around the globe.



An active discussion at a "Talk with the Dean" event

2. Strengthening institutional research (IR) to ascertain the student situation

In addition to unifying the student data held by different offices, we strengthened efforts to ascertain the student situation through surveys and successfully achieved near 100% response rates on the New Student Survey and Graduation Survey. We reported a preliminary analysis of survey results at the University Senate Meeting and the Faculty Discussion Meeting, which raised awareness of IR and helped promote data-driven policy formulation and decision-making. To comprehensively analyze and report on the data collected, we formulated the IR Report and released it at the end of AY2016. Upon analyzing the student situation, we found that APU is the first choice for a large percentage of our students (about 80%) and that satisfaction at the time of graduation is generally high (about 80% of students indicated positive responses). We also analyzed the comments submitted in the open-ended comment box and used this to promote a discussion of how we can improve academics and student support.

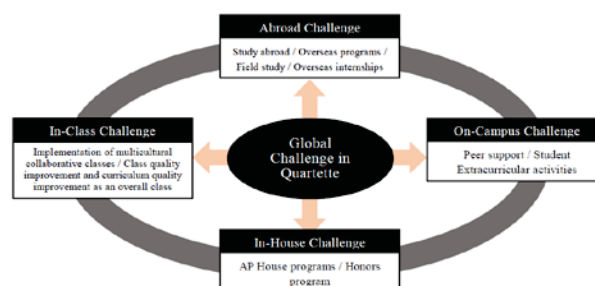
3. Percentage of administrative staff satisfying the foreign language proficiency standard (800 on TOEIC or equivalent)

The percentage of administrative staff satisfying the foreign language proficiency standard rose to 48.7% (as of May 1, 2017, AY2016: 43.2%). Excluding fixed-term accounting and administrative staff who do not require English, the percentage of staff with TOEIC scores of 900 or higher (or other equivalent test scores) increased to 39.4%. We also offered English training programs for staff ranging from those with no TOEIC scores up to those with scores in the low 700s. 15 staff members participated in the spring semester and 12 staff members participated in the fall semester (Average score increase: spring semester 161.4, fall semester 125).

Education reform

Implementation of the 2017 academic reforms

We undertook academic reforms to develop APU Global Learning, an initiative that aims to connect APU's strengths to its education, and to improve the quality of our education even more. As part of these reforms, we defined the seven skills we want our students to master, and we stipulated curricular and extracurricular initiatives aimed at achieving this goal in terms of the Four Challenges: In-Class, Abroad, On-Campus, and In-House. The new curriculum, which went into effect in April 2017, is equipped with a classroom management scheme whereby students of diverse backgrounds can actively engage in peer learning.



2017 Academic Reforms: Global Challenge in Quartette

■ University's own indicators and targets

1. Number of countries and regions represented by our international students: 90

Thanks to stepped up student recruitment efforts in underrepresented countries (i.e., countries from which we have never admitted students or only a few students) in Europe, Latin America, Central Asia and Africa, we now boast students from 90 countries and regions (as of November 1, 2016), thus giving us an even more multinational and multicultural campus. Of particular note, we now rank number one in Japan for the number of privately-funded undergraduate international students from Africa.

2. Percentage of subjects with multicultural cooperative learning

The University has set a goal to implement multicultural cooperative learning by maximizing its multicultural environment in all undergraduate subjects. Percentage of subjects with multicultural cooperative learning as of AY2016 is 83.3% (AY 2015: 75.0%). In 2016 fall semester, the university had 8 role model subjects of multicultural cooperative learning.

3. Cooperating with Alumni on student recruitment

In AY2016, we proposed the Admissions Ambassadors Program in an effort to create a cooperative framework in which we leverage the strengths of our alumni all over the world for student recruitment. The program is scheduled to go into operation in AY2017.



Students from several new countries and regions enrolled in AY2016

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

1. Business Unit acquires AACSB accreditation

The College of International Management and Graduate School of Management (collectively, "the Business Unit"), which had been in the process of securing AACSB accreditation since 2008, were accredited in August 2016. Out of the 16,000-plus business schools around the globe, only 5% (786 schools in 53 countries) are AACSB-accredited, and APU is only the third AACSB-accredited institution in Japan. Now that it is accredited, the Business Unit will need to keep publishing research outcomes and assure the quality of learning, and it is undertaking efforts to maintain and improve its high standard of education and research.



AACSB Peer Review Team visits APU

2. Cultivating Students who can Serve as Role Models: The Honors Program for Global Citizenship (HPGC)

The HPCG aims to cultivate students who can serve as role models and make contributions to their fellow students on APU's multicultural campus, to APU, and to the international and local communities. The program was launched in the fall of 2016 with a first batch of 17 students (nine international students (from the United States, Indonesia, Uzbekistan, Pakistan, Bangladesh, Finland, France, Bulgaria, and Vietnam) and eight domestic students). In addition to their regular studies, HPGC students live together in AP House for two years and participate in special programs taught by a dedicated faculty supervisor. They undertake projects, attend special lectures, and attend mentoring sessions with APU staff.



An Honors Program workshop

3. Global Internships with Alumni (GAIA)

As the name implies, GAIA are internships supervised by alumni based in Japan and around the globe. We began dispatching student interns in February 2017. As opposed to regular internships, alumni serve as role models on GAIA, which allows the students to learn how the alumni have utilized their experiences from APU in their careers. Current host institutions include Girls, Be Ambitious, Ltd. in Fukuoka, Pt. Ikuzo Indonesia, and the Embassy of the Maldives in Tokyo.

■ Free description

1. Global Career Dialogue: Designing the Future of Work and Learning

We held this cooperative workshop aimed at leveraging synergies among alumni, Global Competency Enhancement Program (GCEP) participants (i.e., company employees undergoing training at APU), and employees of companies and organizations that support APU. Attended by approximately 50 students, alumni, company personnel, and university faculty and staff, discussions were held on the future of work and touched on topics such as the ideal corporate workplace in Japan in 2030 and how APU can use its campus and other resources to achieve that ideal.



Global Career Dialogue

2. APU ranks first in diversity and 24th overall in Times Higher Education (THE) Japan University Rankings 2017

As part of our efforts to strengthen branding, we submitted data to several university rankings, including those administered by THE and Quacquarelli-Simmonds (QS). We successfully placed first in diversity and 24th overall in the THE Japan University Rankings 2017.

■ Common indicators and targets

Internationalization

1. Overseas programs expanded

The College of Asia Pacific Studies developed the “Roles and Activities of International Organizations” field study for students who want to work in the United Nations and other international organizations, and five Japanese students participated. After concluding a cooperative agreement with the University of Texas, Austin, we held an overseas externship program in August 2017 for students with intermediate English proficiency. This was the first time to hold such a program, and nine Japanese students participated.



Students on an overseas program

2. Percentage of Japanese students with study abroad experience

In AY2017, the percentage of Japanese (undergraduate and graduate) students with study abroad experience increased 0.6% year-on-year from 8.9% in AY2016 to 9.5%, despite the fact that a large outbound program (with 200 participants) had to be cancelled due to political uncertainty. We aim to steadily increase this percentage going forward.

3. Overseas Hub Established

In April 2017, we opened a new office in Ho Chi Minh City, Vietnam. This brings the total number of offices up to seven after Korea, China, Indonesia, Thailand, Taiwan, and Hanoi (Vietnam). The Vietnamese students who come to APU were the tops in their classes in Vietnam, so by adding the office in Ho Chi Minh City to our existing one in Hanoi, we can further strengthen the APU brand in southern Vietnam as we continue pursuing both quantity and quality.

University reform

1. New system for the recommendation of presidential candidates by open application established and new president appointed

The open recruitment of senior management was proposed as part of APU's governance reforms and internationalization efforts, so in AY2017, we established a new system for the recommendation of presidential candidates, which is almost unheard of for a Japanese university. A 10-person Presidential Candidate Selection Committee composed of faculty, staff, and alumni (four of these members were non-Japanese) screened the candidates who applied or were recommended from both inside and outside the university and from within and outside Japan. In November 2017, a new president was selected (and was appointed in January 2018).

2. IR advanced (analyzing the student situation using 10 years of data)

Using data collected for the purpose of IR, including survey data and basic data, we analyzed the student situation from two lenses: i) leaves of absence and withdrawals and ii) scholarship recipients. By using this analysis to gain a better idea of the student situation over the past 10 years, we were able to contribute to our quantitative evaluation indicators.

We conducted benchmarking with other universities, surveyed cases at foreign universities, and held group interviews with alumni with an eye on designing the Alumni Survey we plan to conduct in AY2018. As a result of these efforts, we were able to draft a list of questions for the Alumni Survey. Not only did this help us ascertain the alumni situation, we had not done thus far, we were able to make steady preparations toward gaining a full picture of our students spanning from pre-enrollment and the time of admission all the way to the point of graduation and beyond.

3. First SGU External Evaluation Committee Meeting

In July 2017, we held the first meeting of the SGU External Evaluation Committee, a panel composed of five stakeholders (of whom two were from overseas), including representatives from foreign universities, APU alumni, and company representatives. The Committee evaluated the university's initiatives and provided feedback on future support efforts.



1st SGU External Evaluation Committee Meeting

Education reform

1. Practical Handbook for Multicultural Collaborative Learning published

Since AY2016, we have selected several subjects (mostly major subjects) to serve as Model Lectures for Multicultural Collaborative Learning, and we compiled the classroom management methods the instructors required to put multicultural collaborative learning into practice in the bilingual Practical Handbook for Multicultural Collaborative Learning.

In AY2017, added reports from nine model lectures offered in AY2017 to the handbook as well as a page detailing the teaching methods used for implementing multicultural collaborative learning in the model classes. We distributed this to all faculty at March meeting of the Faculty Council to encourage the use of teaching methods that will help us achieve the goal of employing multicultural collaborative learning in 100% of classes. We also plan to distribute this handbook to non-university personnel who come to APU for workshops or other events in the future.

2. AOL frameworks established for and rubrics adopted by both Colleges

In AY2017, the College of Asia Pacific Studies established learning goals, learning objectives, and a curriculum alignment matrix (CAM), and it created a rubric to be used as a tool for measuring learning outcomes. After that, it measured the outcomes of 10 subjects on a trial basis. In the College of International Management and Graduate School of Management, which have been conducting AOL for several years, the results of outcomes measured for AY2016 subject offerings were assessed and analyzed, and this was shared with the faculty. After this, discussions were held on measures to help improve the quality of student learning.

■ University's own indicators and targets

1. College of Asia Pacific Studies Tourism and Hospitality Program acquires TedQual accreditation

Seeking to obtain TedQual accreditation from the United Nations World Tourism Organization (UNWTO) for its Tourism and Hospitality Program, the College of Asia Pacific Studies sent faculty to the University of Valencia in Spain and other institutions to conduct benchmarking surveys, held hearings with the Wakayama University, the only TedQual-accredited institution in Japan, and visited the TedQual headquarters.

A TedQual auditor visited the campus to conduct an on-site audit in December 2017, and APU was granted accreditation in March 2018, making it the second TedQual-accredited school in Japan and the first TedQual-accredited private school in Japan. Going forward, we will provide students with the level of tourism education stipulated by the United Nations, and we will seek to cooperate with TedQual-accredited schools around the globe in an effort to offer our students new overseas programs.

2. Initiatives undertaken to utilize the international education dormitories to educate 100% of first-year students

We began offering additional off-campus student housing with the opening of APU Plaza Oita (formerly, Oita International House). By moving graduate students and exchange students to APU Plaza Oita, we are now able to offer on-campus housing to international students and all first-year domestic students. We also conducted intercultural communication for global leader training session to strengthen the Resident Assistant system.

3. International publicity strengthened

We added native English speaking staff to handle public relations (using the university's own funds), and we posted content for foreign audiences in Forbes Asia and Worldfolio. In this way, we have enhanced the dissemination of information in English to audiences outside Japan.



TedQual on-site auditor visits APU

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

1. Partnerships with alumni encouraged and expanded

As part of the Global Alumni Lecture (GOAL) initiative, we invited a total of 41 alumni from Japan and overseas to serve as guest speakers in regular classes in AY2017. International alumni currently using Japanese in the workplace gave talks in Japanese language classes, and their domestic counterparts gave talks in English language classes. They imparted their knowledge and experience on the current students and discussed topics including their current line of work, learning a language at university, and so on. Furthermore, as part of our career support efforts, alumni who went to graduate school led a seminar for students seeking to advance to graduate schools, while an alumnus working at the United Nations gave a workshop for students who want to work in international organizations.



Invited alumni speaking at a GOAL

2. Support policy for sexual minority (LGBT) students formulated

In respect for fundamental human rights, we established a working group in September 2015 to consider support measures for sexual minority (LGBT) students. The working group examined and deliberated a range of topics, such as what would make APU a more comfortable place to live and learn for LGBT students and the kinds of support the university needs to provide. After these deliberations and a university-wide collection of opinions, we formulated the Student Policies Relating to Sexual Minorities (LGBT) in December 2017. We are holding training sessions and other events to boost the understanding and awareness of throughout the entire institution.

■ Free description

1. International rankings improved

As part of our efforts to strengthen branding, we collected information on and submitted data to several university rankings, including those administered by Times Higher Education (THE) and Quacquarelli-Simmonds (QS). In the QS Asia University Rankings 2018 released in November 2017, we received full marks for diversity, and our total score put us within the top 2.5% of universities in Asia. What's more, the Graduate School of Management ranked in the top 30 in QS Global MBA Rankings 2018: Asia, Australia, New Zealand.

2. First Beta Gamma Sigma Chapter established in Japan

In September 2017, APU became the first university in Japan to establish a chapter of Beta Gamma Sigma (BGS), a premier honor society for students of AACSB-accredited business programs. Only the highest-performing students of AACSB-accredited school are invited to join the BGS. Membership in this global community of outstanding students enables connections with other BGS members around the globe, thus affording students lifelong opportunities for the development of global careers.



The APU Chapter of BGS

■ Common indicators and targets

Internationalization

1. Encourage Japanese students to gain overseas study experience

In an effort to increase the number of Japanese students with overseas study experience, the Review Committee on Overseas Dispatch surveyed the student situation, reviewed existing programs, and developed five new programs. We set concrete targets for each new program, established a framework for dispatch in AY2019, and began recruiting students. We also held regular Study Abroad Fairs in both the spring and fall, and together they attracted a total of 527 students.



Scene from a study abroad fair

2. Consider concrete measures to improve English proficiency and strengthen study support

The Subcommittee to Strengthen English Competence, which was established in AY2017, was reorganized into the Review Committee on English Language Education Reforms, and it conducted an examination of the situation surrounding Japanese students' English learning. Based on this, the Committee discussed measures to boost to a certain level the ability of students with low English proficiency, and it decided to implement a new intensive summer program and initiate a learning support system in AY2019.

3. Flesh out the details of international cooperation with key overseas partner universities

We worked to expand our network with AACSB, EQUIS, and AMBA-accredited management schools and concluded student exchange agreements with four accredited universities, including the University of Ottawa (Canada). We also began discussions on a dual degree program with NEOMA Business School (France).

Governance reforms

1. Administer the APU Governing Advisory Board

As part of our external evaluation process, the APU Governing Advisory Board convened in AY2018 to conduct an assessment of APU. The Board, whose members include education professionals from both Japan and overseas (Singapore, Malaysia, the United States, and France), local government representatives (from Oita Prefecture and Beppu City), company representatives (From Tokyo and Fukuoka), and alumni, met for two days to hold intensive discussions on 10 aspects of the university's self-assessment. The university management discussed the advice and recommendations provided by the Board and used them to formulate an action plan.



APU Governing Advisory Board

2. Enhance IR

We conducted a survey of the alumni situation and collected qualitative data on alumni, who we consider to be important stakeholders of the university.

Specifically, we asked alumni about their learning experience at APU, their overall satisfaction with the university, what skills they learned at university, their sense of belonging, and their desire to provide support. This gave us insight into the factors that contribute to satisfaction with the university and the effect this can have. We also analyzed the factors that contribute to a sense of belonging and the desire to provide support and share these outcomes internally.

Furthermore, as part of efforts to ascertain the student learning situation, we used machine learning to create a predictive model for student learning based on the number of completed credits. We also analyzed the international student admission screening process and their performance after admission to provide a reference for discussing the next international student admission screening system.

Education Reforms

1. Establish assurance of learning (AOL) on a university-wide basis and adopt rubrics

To implement AOL on a university-wide basis, we established the University-wide AOL Promotion Committee and worked to improve efforts aimed enhancing the quality of education throughout the university. We also partially revised the curriculum alignment matrices (CAMs) in APS and GSA and were able to perform AOL measurements in around 20 subjects. We also formulated learning goals and learning objectives for language education as a whole, and worked on formulating learning goals and learning objectives for both English and Japanese. Furthermore, we developed a rubric based on the APU Rubric, which aims to measure existing practical skills and attitudes, and we began a discussion aimed at creating a model to measure non-cognitive skills that pertain to student learning. These initiatives were shared with the Committee as we strived to spread the concept of AOL and details methods therefor throughout the university.

2. Practical implementation of multicultural collaborative learning

As part of our competitive FD program, we solicited applications from the faculty for Enhanced Multicultural Collaborative Learning (MCL) Classes, of which six were selected for support. The pedagogical techniques that were tested and/or implemented to promote multicultural collaborative learning in these classes were compiled in a handbook that was shared with all faculty. To ensure that faculty plan their lectures with multicultural collaborative learning in mind from the syllabus creation phase and actually implement multicultural collaborative learning, we made it mandatory for faculty to include the practical methods for multicultural collaborative learning in the syllabi for most lecture subjects. As a result, methods were added to 89% of syllabi. By sharing these methods and encouraging faculty to implement multicultural collaborative learning, we were able to introduce a framework under which the faculty work with each other improve quality.

University's own indicators and targets

1. Initiatives undertaken to utilize the international education dormitories to educate 100% of first-year students

As we prepared to roll out new AP House developments in earnest in AY2019, we started by enacting a range of measures to improve the learning and living environments for dorm residents. Specifically, the Review Committee on New AP House Developments drafted an AP House Mission and clarified the skills and abilities that dorm residents are expected to learn through dorm living. We were also able to share ideas among students, faculty, and staff on what AP House is, why it exists, and what it should aim to become. In addition, we reviewed and strengthened training for Resident Assistants (RAs), and to enhance interaction among dorm residents, we offered

- i) Multiple In-dorm Extra-activities (MIX), which are workshops focused on health issues,
- ii) lectures on each floor about Japanese laws and dorm rules, and
- iii) lecture on the cultures and customs students need to understand for everyday life. In this way, we raised awareness of the educational functions of the dormitory.



Multiple In-dorm Extra-activities (MIX)

3. Aiming for the steady intake of international students from 100 countries and regions and to become No. 1 in recruitment of students from Africa

We identified agents and visited schools in target countries in Africa, Latin America, and Eastern Europe. We conducted in-depth interviews with students from underrepresented countries (with 10 or fewer enrolled students), each lasting about one hour. We asked questions about their reasons for applying and enrolling, how they learned about APU, the clarity of the enrollment process, the current state of their life and studies at APU, and their career plans. Moreover, we solicited applications for the Alumni Advisor (APU Admissions Associates) program, which garnered submissions from alumni of 17 nationalities residing in 14 countries (including Japan). We also attended in-country information sessions in 14 countries where we requested the cooperation of a total of 154 alumni for student recruitment and assisting applicants who have decided to enroll. As of November, the number of countries and regions represented by our currently enrolled students stands at 89.

Distinctive initiatives based on the university's unique features (Type B only)

1. Activities of the Institute for Professional Excellence in Global Learning (IPG)

The IPG, which was established to comprehensively and systematically implement our various existing FD and SD activities and undertake university-wide initiatives aimed at realizing Global Learning, held a wide range of seminars.

In January, lecturers were invited from Aalborg University, which is world-renowned for its world in problem-based learning (PBL), to provided a lecture on the Aalborg Model for PBL, which is considered outstanding in the field. The workshops attracted 20 participants, including 10 from outside APU, and discussions were held to explore how more PBL can be incorporated into Multicultural Cooperative Workshop, a mandatory subject for all first-year students, and how the colleges can cooperate with each other on this matter.



An IPG-sponsored FD activity

2. Placement in THE's University Impact Rankings 2019

APU placed in the Times Higher Education University Impact Rankings 2019, the world's first ranking that assesses the impact of universities on society with regard to the United Nations' Sustainable Development Goals (SDGs), ranking at 301+ overall and 201+ on both SDG10 ("Reduced Inequalities) and SDG16 ("Peace, Justice and Strong Institutions").



Additional information (Positive aspects about the University's initiatives)

1. Launch of the APU Startup Program (Deguchi School)

Under the leadership of the President, we launched the APU Startup Program (commonly referred to as the Deguchi School), a practical extracurricular program to support students who aspire to become entrepreneurs and social entrepreneurs active in Japan or overseas. This year, 46 students from 11 countries and regions (including Japan) were selected for the program, and they worked with seven faculty mentors to formulate their respective business plans. We invited actual entrepreneurs, including APU alumni, to lead four workshops and study sessions and serve as role models for the students. In these sessions, we introduced the students to case studies, and we invited Stanford University Professor Emeritus Daniel Okimoto to give a special lecture. We received positive feedback from the participating students including one who said, "Exchanging ideas with the other students revealed the potential for new businesses and provided inspiration."



Aspiring entrepreneurs in the Startup Program

Common indicators and targets

Internationalization

1. Percentage of Japanese students with study abroad experience

Based on the report issued in AY2018 by the Review Committee on Overseas Dispatch, we developed three new overseas study programs, expanded capacities for existing programs, and created an environment that enables even more students participate in programs. In the orientation for new students, we spread the word to students with few intercultural experiences that learning at APU can be maximized by participating in study abroad programs to gain exposure to foreign cultures and develop an awareness of issues. As a result, half of all new Japanese students participated in overseas programs.

Because of this, the number of students sent abroad increased by 269 from AY2018 to AY2019, and the percentage of Japanese students with study abroad experience increased to 23.5% (+9.6% year-on-year), thereby allowing us to meet our goal. (Fig. 1)

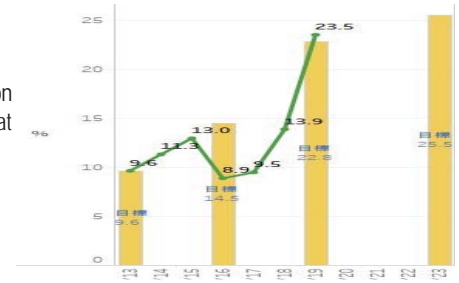


Fig. 1: % of Japanese students with study abroad experience

2. Percentage of non-Japanese staff plus full-time staff with degrees from foreign universities

In AY2018, the Ritsumeikan Trust began hiring mid-career employees whose first assignment was APU in an effort to boost the percentage of non-Japanese staff plus full-time staff with degrees from foreign universities. As a result, the percentage of foreign staff plus full-time staff with degrees from foreign universities currently stands at 34.1%.



3. Mixed dormitories

Based on the report issued in AY2017 by the Review Committee on New AP House Developments, we enacted a range of measures which resulted in the percentage of Japanese students residing in the mixed dormitories increasing to 20.9%.

In addition, we implemented a series of interactive programs for dorm residents called Multiple In-dorm Extra-activities (MIX Courses), and using these new courses, we promoted interaction among dorm residents.

Governance reforms

1. Initiatives to improve staff

After providing three consecutive years of TOEIC training to boost staff English proficiency, the percentage of staff with the target score of at least 800 reached approximately 50%. In addition, the percentage of staff who can perform duties in a foreign language increased to over 90%. In this way, we successfully raised the level of our staff. (Fig. 2)

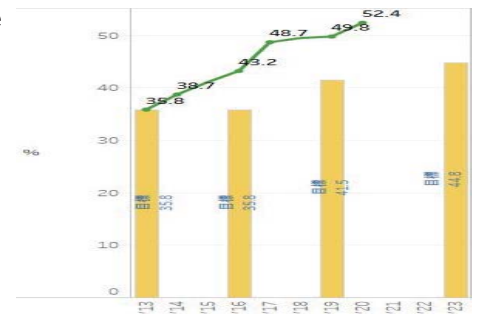


Fig. 2: % of staff with TOEIC scores of 800 or higher

2. Adoption of an annual salary system

As part of our governance reforms and internationalization efforts, we established a new system for the recommendation of presidential candidates, and this system was used to select our current president in November 2017 to be appointed from January 2018. The Regulations for the Selection of Ritsumeikan Asia Pacific University Presidential Candidates were formulated to codify the selection process for this year.

Furthermore, we hire designated contract staff members, whose salary is linked to their performance evaluations, every year, and the percentage of these staff is increasing.

Educational reforms

1. Improving the English proficiency of Japanese students

We were able to provide students with more English learning opportunities by improving the content of required English subjects in the regular curriculum, strengthening out-of-class learning support for English, improving the English proficiency that students need to study abroad, and encouraging students to participate in overseas programs, interact with international students, and take regular classes held in English.

2. Multicultural collaborative learning

Regarding multicultural collaborative learning—a style learning in which students take advantage of APU's unique multicultural environment to 1) gain an understanding of the diversity of thinking and perspectives, 2) acquire the skills and attitudes required to work together to overcome differences, and 3) engage in active, self-directed peer learning—our faculty undertook research and practical application pertaining to the course design, evaluation methods, active learning techniques, and content selection as part of the FD program held in cooperation with the University of Minnesota.

In AY2019, this practical research was applied in nine designated subjects.

■ University's own indicators and targets

1. Non-native language proficiency at graduation

The percentage of Japanese students proficient in at least three languages by graduation reached 44.5%, while the percentage of international students proficient in at least four languages by graduation reached 37.4%. In this way, we exceeded our targets for both of these items.

2. Number of participants in multicultural FD programs held in cooperation with foreign universities

The number of faculty who have participated in the FD program offered in cooperation with the University of Minnesota has reached 40. Led primarily by these faculty, the Institute for Professional Excellence in Global Learning (IPG) held APU OWL, a workshop-style report and discussion session.

3. Number of Global Alumni Lectures

The total number of Global Alumni Lectures (i.e., lectures taught by alumni as part of our effort to enhance partnerships with our alumni around the world) reached 140, and 17 alumni gave lectures in AY2019.



Scene from a Global Alumni Lecture

■ Distinctive initiatives that take into account the university's characteristics

1. Number of countries and regions represented by our international students: 92

The number of countries and regions represented by our international students has reached 92, and we were able to keep this number above 90 throughout the year for the first time since our inception.

Africa remains our top priority. We signed contracts with new agents in Uganda and Mauritius, bringing the number of agents in underrepresented countries up to 11. In addition, we concluded agreements with the Ashinaga Foundation and the elite African Leadership Academy (ALA), thereby enabling the recruitment of outstanding students. Furthermore, we now have 17 alumni in 15 countries serving as Admissions Ambassadors. These alumni assist us in recruiting international students in their respective countries.



New students at the entrance ceremony

2. Cooperation with companies and the community as a hub for global human resources development

We upgraded the homepage for the Global Competency Enhancement Program (GCEP), a training program for company employees that makes use of APU's multicultural campus and provides classes taught in English, and we developed the three-day, two-night GCEP Express program in addition to our existing programs lasting between two and four months. We also offered customized programs in response to the needs of individual companies and accepted 141 employees from 11 companies in 2019.



Scene from a GCEP class for company employees

■ Additional information (Positive aspects about your initiatives)

1. University support for entrepreneurship (APU Startup Program ("Deguchi School"))

The APU Startup Program started in AY2018 and four groups from the first batch of 46 students has successfully launched their own companies. Three of those four startups were launched by international students and included a the first venture company established in Japan under the recently relaxed requirements for foreign entrepreneurs. Currently, the university is aware of 31 cases of APU international alumni who have started their own businesses in Japan. This year, the second batch of APU Startup Program kicked off with 43 students in 30 groups from 11 countries and regions.



Business plan presentations by Deguchi School students