

# 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】**

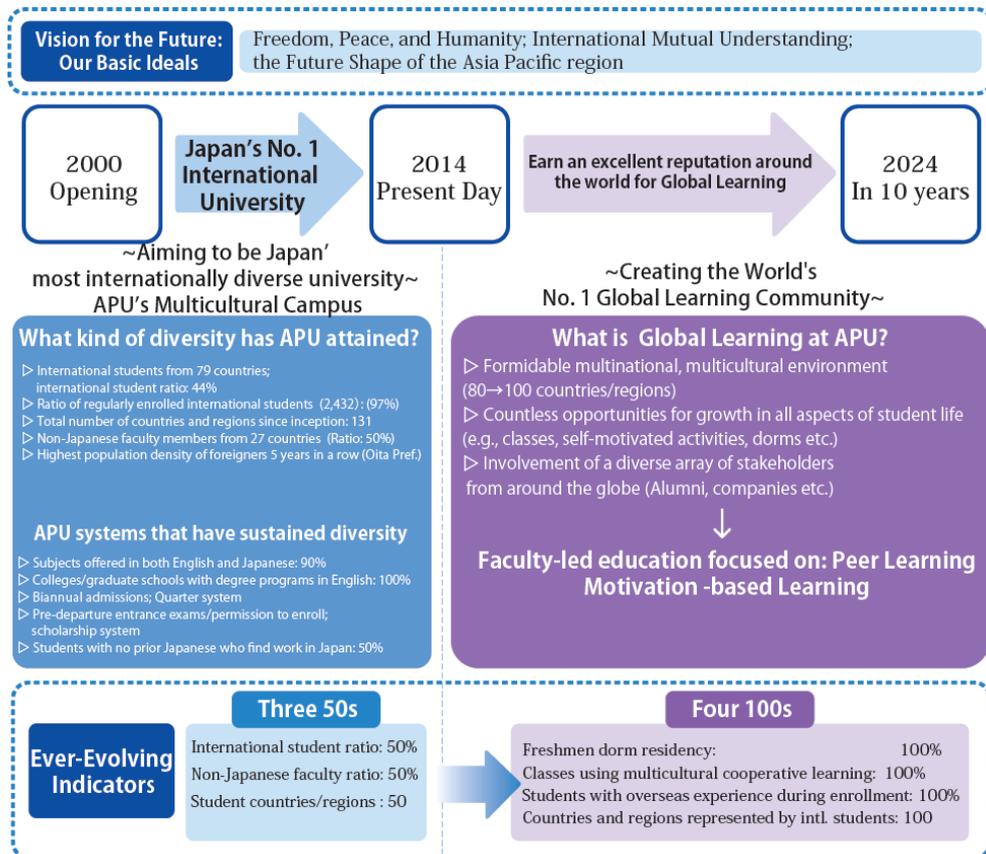
Based on “Freedom, Peace, and Humanity,” “International Mutual Understanding,” and “Future Shape of the Asia Pacific region,” which constitute our basic ideals, APU has realized an internationally diverse university (i.e., a multicultural campus) that is exceptional on a global level, and it has promoted 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 Performance 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.

#### Governance Reforms

##### 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.

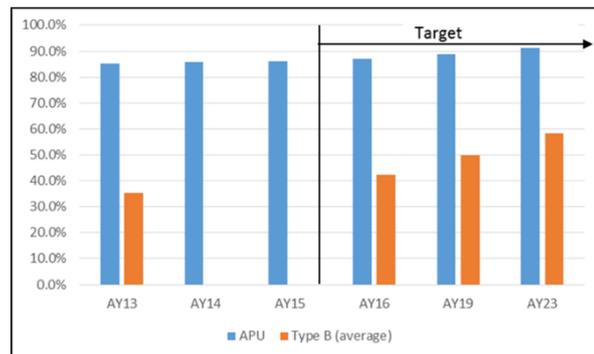
#### Educational Reform

##### 1. Approaches for Implementation of Multifaceted Admission Selection

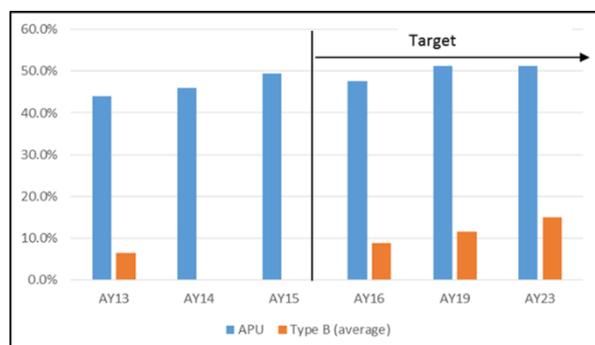
Education programs implemented prior to arrival in Japan after admissions procedures for international students who have been admitted and their parents were conducted extensively (e.g., in Thailand and Sri Lanka). In Sri Lanka, 6 new students, 9 parents, 4 graduates, and 30 enrolled students gathered, 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.)

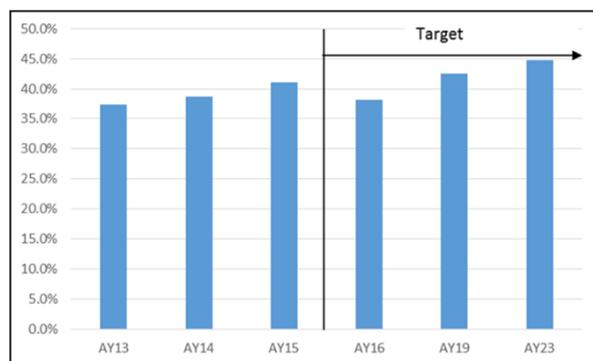
Under this plan, entrance examinations that do not consider results of external exams, such as TOEFL will be abolished within the period for this plan. This year, standards regarding TOEFL, IELTS, etc. will be established as qualifications regarding application for entrance examinations for international 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

## ■ APU's Original Performance 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

## ■ Aspects Based on the APU's Unique Features

### 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

## ■ 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.



Front Left: 2<sup>nd</sup> President Cassim,  
Front Middle: 1<sup>st</sup> President Sakamoto,  
Front Right: Current President Korenaga

### 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.

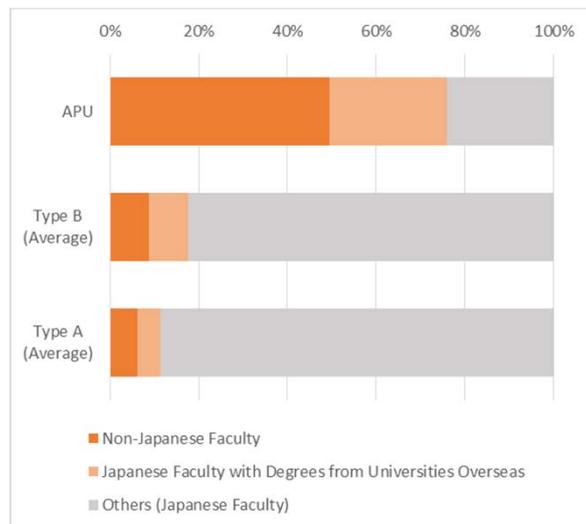


Chart1: Ratio of non-Japanese faculty and Japanese faculty with degrees from universities overseas(As of May 1, 2016)



Exchange of opinions between alumni, APU President and deans

##### University reform

###### 1. Advancement of governance through cooperating with stakeholders

APU pushed forward with examining the establishment of the "APU Governing Advisory Board" as an 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.

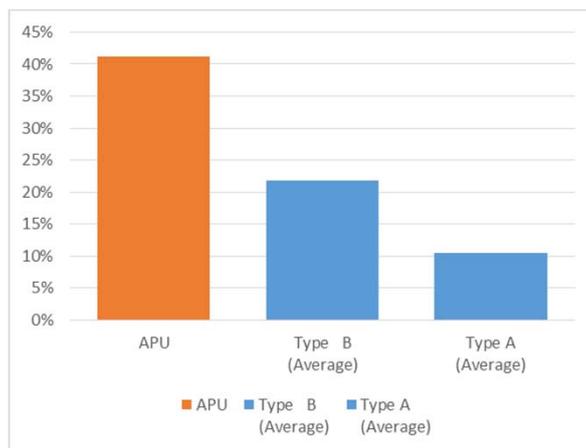


Chart2: Ratio of staff who satisfy foreign language criteria: (Established as TOEIC Score of 800 of higher at APU) \*As of May 1, 2016

##### 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.

## ■ 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

## ■ 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 Japan 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