

## 2. AY2016 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1. Study abroad at partner universities: 334 increase from previous year

In order to expand the number of study abroad destinations and explore new mobility programs unique to each discipline, KGU has sent a number of staff to potential and existing partner universities. Thus new programs were able to be integrated into existing curricula, and opportunities for students to study abroad have improved both qualitatively and quantitatively. Additionally, in AY2016, a double degree program was set up between the University of Stirling in the United Kingdom and KGU's Graduate School of Language, Communication and Culture. As a result of these accomplishments, the target number of students studying abroad at partner universities was surpassed, equaling to 1380 students.

##### Study abroad at partner universities

| Results (no. of students) |      |      |      | Target (no. of students) |      |      |
|---------------------------|------|------|------|--------------------------|------|------|
| 2013                      | 2014 | 2015 | 2016 | 2016                     | 2019 | 2023 |
| 895                       | 954  | 1046 | 1380 | 1090                     | 1560 | 2500 |

##### Incoming international student numbers

| Results (no. of students) |      |      |      | Target (no. of students) |      |      |
|---------------------------|------|------|------|--------------------------|------|------|
| 2013                      | 2014 | 2015 | 2016 | 2016                     | 2019 | 2023 |
| 913                       | 920  | 1052 | 1115 | 1020                     | 1200 | 1500 |

##### 2. Incoming student mobility

International student numbers have increased from the 913 students in AY2013 to 1115 students in AY2016, meeting the expected target for two consecutive years. To further increase incoming student mobility, KGU launched the Contemporary Japan Program in AY2016. This affords students a new option for studying at KGU without the requirement of Japanese language courses. In addition, the International Residence V commenced operations in the Fall semester, with 72 new rooms available.

##### 3. Promoting English language education

From AY2017, a university-wide placement test using the Global Test of English Communication (GTEC) will be introduced for all new students, who will then be streamed into English classes based on their ability.

In the past, Interdisciplinary English Program that is open to all students had been mainly for upper ability students. However, from AY2017 we will be offering them to lower level students as well. In this way, the middle range students will be given more attention at the respective schools, and overall English scores will be lifted from the bottom end. We plan to raise the number of students who attain the designated English ability level set by each school (TOEFL-ITP 550 for School of International Studies, 540 for Humanities/Policy Studies, 520 for others) from 1027 students in AY2013 to double that by the end of this Project. In AY2016 this number was 1381, surpassing the target of 1147 students.

#### Governance reform

##### 1. Development of the KPI Dashboard

KGU and Nomura Securities, a company that has been undergoing long term research into US university management, started a collaborative research project titled "Comprehensive School Management" and developed the Key Performance Indicator (KPI) Dashboard. The Symposium "Integrating Management and Education" was held on July 15 under this project.



Symposium on Integrating Management and Education

##### 2. Establishment of the General Planning Department

In order to realize an integrated management structure under the leadership of the Chair of the Board of Trustees and the President, the General Planning Department was established in AY2016 charged with the task of raising quality in management. With this initiative, the university was able to further integrate affairs in education, finance, human resources, facilities construction, and IT infrastructure. By linking these projects with the university executive committee, the university has been able to provide a more effective and efficient use of resources for all organizations and schools involved.

#### Educational reform

##### 1. University-wide e-Portfolio

KGU conducted a study of 15 Japanese universities that utilize the e-Portfolio. From there KGU assessed each model's strengths and weaknesses and developed its own model that also aims at maximizing student use. The e-Portfolio was released for a trial-run in the beginning of AY2017, and it incorporates data pertaining to all aspects of a student's university life including academics, study-abroad experience, extra-curricular activities, and job-seeking activities. Improvements and additional functions will be added hereafter for an official launch in AY2019.

##### 2. University-wide course numbering system

In AY2016, the course numbering system was fully introduced at the undergraduate level. At the graduate level, preparations are now complete for the AY2017 introduction. The numbered courses as of AY2017 stand at 5013 courses (99.6% of all KGU courses), up from the 325 courses in AY2013.

## ■ University's own indicators and targets

### 1. Students who have completed the Double Endeavor Program and the Away-ground Program

In AY2016, a total of 1980 students graduated with the Dual Endeavor Program which encourages students to take part in "Home-ground" and "Away-ground" programs. Among them, 1030 earned credits in International Programs, 2775 in Hands-on Learning Programs, and 142 in Multidisciplinary Programs, surpassing the target of 1800 for the same year.

### 2. Selection of applicants for the graduate minor course in UN and Foreign Affairs

From AY2017, the graduate course in UN and Foreign Affairs will be established for the purpose of fostering leaders in global public affairs, such as those working in the UN, international organizations, and other diplomats. This is a minor course at Master's level. Students are admitted into their corresponding graduate course and will obtain 23 credits and acquire the practical skills related to the UN and Foreign Affairs specialism.

In AY2016 the first cohort was selected, and 6 students were accepted into the program which starts in AY2017. These students will receive career advice and support from the KGU Recruitment Center for International Organizations. In addition, the UN and Foreign Affairs course requires students to complete an internship at any international organization. To facilitate this process, KGU signed partnership agreements in AY2016 with the UN Development Programme (UNDP), as well as the UN Population Fund (UNFPA).

### 3. The Hands-on Learning Center to be established from AY2017

As part of the Double Endeavor Program, the Hands-on Learning component stresses "going outside of campus and learning from society". It includes practical and experiential learning activities such as: 1) Project-Based Learning involving the linking up of regional governments, businesses and NGO/NPOs in problem solving and project proposal activities; 2) Internship at various regional governments, businesses and NGO/NPOs; 3) Service learning through volunteering; 4) Fieldwork activities such as observations, interviews, and collection of historical and current data; and 5) Entrepreneurship seminars and practicum.

In addition, KGU opens the Hands-on Learning Center in the beginning of AY2017, the center for the development and running of Hands-on Learning courses within Japan. It will also serve as a go-between for regional governments, businesses, NGO/NPOs, and our faculty.

### 4. Open exchange with quality assurance experts from US and Japan

KGU has borrowed the newest ideas from the US in creating an internationally recognized quality assurance framework. On December 1, KGU invited Prof. Victor M. H. Borden of Indiana University, and Mr. Sentaro Ishikawa from MEXT to give talks at the international symposium on "Higher Education's Grand Designs in a Time of Turbulence: Transforming Educational Quality and University Quality Assurance". In the symposium, the newest ideas from both countries were exchanged on such issues as how to transform university quality, the assessment of degree programs, and "university portraits".

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

### Promoting secondary and higher education linkage: the Akashi School for Future Global Leaders

In AY2016, as part of the efforts to link secondary schools and higher education, KGU established the Akashi School for Future Global Leaders, and enlisted former Under-Secretary-General of the UN, Prof. Yasushi Akashi, to be Principal. The 3-day summer school targets high school students who have ambitions of becoming future global leaders in the field of international public administration. Speakers include Prof. Akashi, as well as KG scholars who have been at the forefront of UN and diplomatic affairs, and current UN staff around the world. In the 2016 seminar, 29 students participated from Super Global High Schools across Japan. Students took part in discussions in both English and Japanese, on the topics surrounding the Sustainable Development Goals of the UN, and undertook career-planning activities in groups.



Seminar at the Akashi School for Future Global Leaders

## ■ Free description

### President of The Walt Disney Company (Japan) gives lecture on "Global Human Resource"

On June 3<sup>rd</sup>, KGU invited Mr. Paul Candland, President of The Walt Disney Company (Japan) to give a special lecture on "Disney's Business Strategies and the Global Human Resource". Mr. Candland explained the important ideas and business strategies for The Walt Disney Company (Japan), how quickly the world landscape is changing day by day, and how business is transcending national borders. He encouraged students by saying, "It is very exciting to experience constant change. One cannot grow by hating change. During this tumultuous time it is ever more important that one should learn to have fun." Regarding the kind of human resource Disney is looking for, he mentioned that students should be passionate, flexible, adaptable, be up for a challenge, and have proficiency in English, and offered up explanations. In the Q&A, he answered students' questions one by one, lightheartedly joking along the way.



Special lecture on "Disney's Business Strategies and the Global Human Resource"