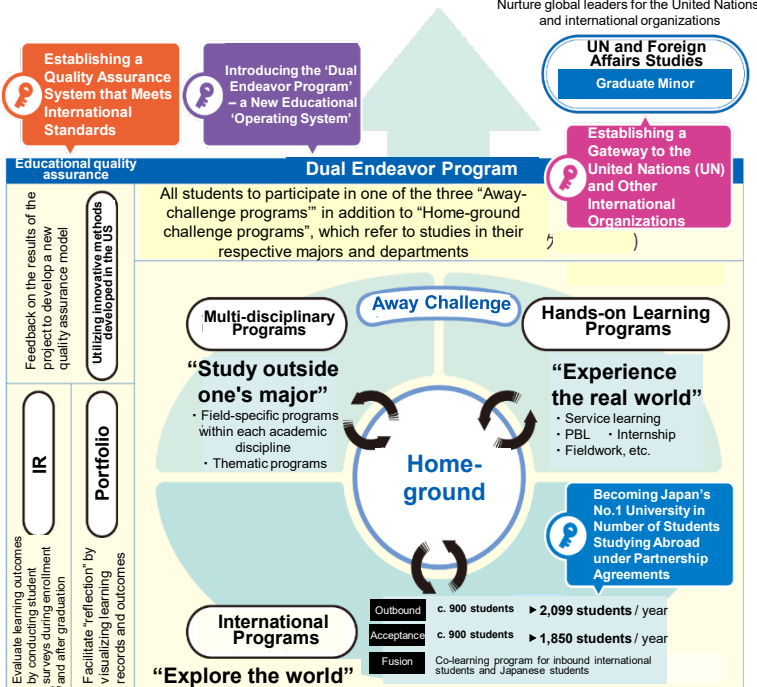




By creating an “international hub for academic exchange” where students, faculty and staff from all over the world interact and collaborate, we realize our university’s philosophy of “cultivating world citizens who embody the motto ‘Mastery for Service’”.

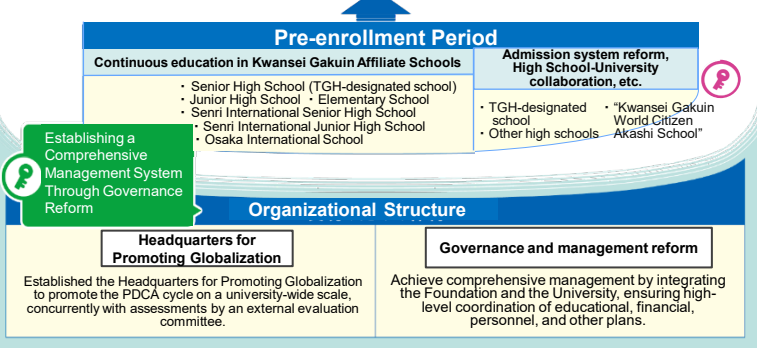
Cultivating individuals who achieve high-quality employment and lead genuinely fulfilling lives through the acquisition of “Kwansei Competencies”, including self-direction, toughness, and understanding of diversity.



We have established a “Global Academic Port” as a hub for rich international academic exchange, where students and faculty from both within and outside the country frequently interact and collaborate. This initiative promotes university reforms centered on globalization through this Project. Aiming to realize the University’s mission of “cultivating world citizens who embody the motto ‘Mastery for Service’”, we promoted five core initiatives (key icons in the figure). Despite having been significantly affected in some areas by the COVID-19 pandemic, overall we have achieved the goals and targets of our plan. Moving forward, we will leverage the results and knowledge gained through the TGU Project to make continuous efforts towards further globalizing the University.

**I. Introducing the ‘Dual Endeavor Program’ – a New Educational ‘Operating System’**

**1. “Dual Endeavor Program”** (refer to the left)  
 As a new educational operating system for the University, the “Dual Endeavor Program” was introduced a year ahead of its conception for students entering in AY 2018. The aggregate number of students who completed the “Away Challenge” expanded from ① 943 in AY 2013 to 1,232 in AY 2023 for the International Program, ② 292 to 2,708 for the Hands-on Learning Program, and ③ 21 to 159 for the Multi-disciplinary Programs. Due to the significant impact of activity restrictions during the COVID-19 pandemic, the number of program graduates among the AY 2023 cohort, most of whom enrolled in AY 2020 and are the target cohort for the final AY’s goal, reached an actual figure of 2,270 out of a target of 5,700, resulting in a 43% achievement rate.



**2. Multi-disciplinary Programs**  
 Alongside the traditional multi-disciplinary major system and structured programs by each School, the “UN and Diplomacy Program” was newly established as a feature of this Project, connecting to the concept of serving as a gateway to international organizations. The university has also introduced programs such as the “AI Solution

Architect Training Program” and programs that promote “interdisciplinary and cross-disciplinary learning”, encouraging the of combination knowledge and expertise across multiple domains.

**3. Hands-on Learning Program**

In AY 2017, a university-wide unit called the “Hands-On Learning Center” was established to promote practical learning programs that encourage students to “leave the campus and learn in society”. The Center has organized the curriculum system from a university-wide perspective and provided high-quality courses. The number of distinctive academic programs within the undergraduate schools has increased, with a total of 3,058 students taking hands-on learning courses in AY 2023. A university-high school collaboration program offered by the Center was selected for the Mitsubishi Mirai Nurturing Foundation Grant Project’s “21st Century Liberal Arts Education Program”, running for a duration of 3 years, starting from AY 2021. This initiative aimed to develop the ability to independently identify problems and address challenges, as well as to acquire academic techniques. Hands-On learning opportunities were widely offered to high school students and teachers. Since AY 2022, the Certificate Program “HoLC-CP”, which issues an open badge upon earning 20 or more credits from designated courses, has also been introduced.



**4. Plans after the TGU Project**

By comparing the degree of acquisition of the “Kwansei Competencies” (the knowledge, skills, and qualities that students should commonly possess) between the “Dual Endeavor Program” completers and non-completers, it was demonstrated that the former showed greater growth. This proves the effectiveness of the “Dual Endeavor program”, which aims to nurture qualities highly demanded in global human resources such as initiative, toughness, understanding of diversity, and a challenging spirit. From AY 2024 onwards, for incoming students, the system has evolved into the “Global Challenge Program”, specializing in the International Program, which has been recognized as contributing the most to the enhancement of “Kwansei Competencies” among the “Away Challenge Programs”. This system encourages students to engage in various international learning opportunities, including medium to long-term study abroad.

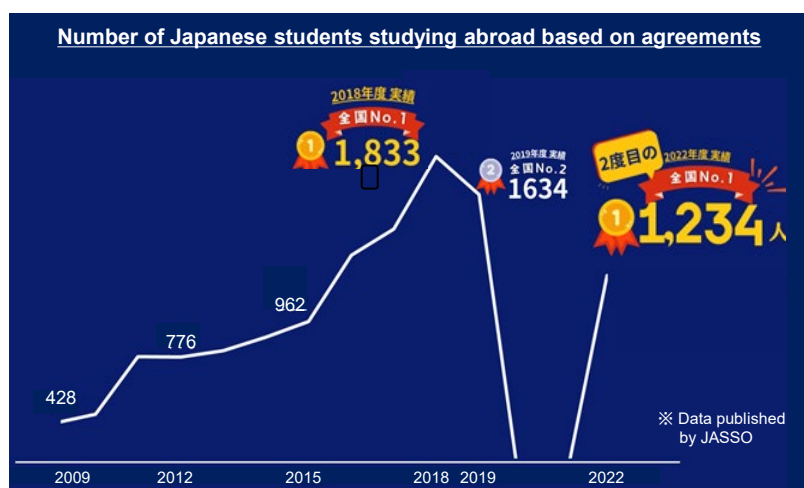
## II. BECOMING JAPAN'S NO.1 UNIVERSITY IN NUMBER OF STUDENTS STUDYING ABROAD UNDER PARTNERSHIP AGREEMENTS

### 1. Achieved First Place in Japan for the Second Time in Sending Students to Overseas Partner Universities

In our endeavor to quantitatively expand and qualitatively improve the dispatch of students overseas, we mobilized the entire university to achieve the goal of being ranked first in Japan in the "Number of Dispatched Students Based on Agreements" published by the Japan Student Services Organization. We have developed and promoted high-quality international education and exchange programs based on agreements with overseas universities, which are our strengths. Consequently, we achieved the number one position in Japan twice during the TGU Project period, in AY 2018 and AY 2022.

Regarding the number of dispatched students based on agreements (as defined by TGU), we increased the number from 895 in AY 2013 to 1,962 in AY 2018 and 1,832 in AY 2019. Despite the significant impact of the COVID-19 pandemic, we promoted quality-assured COIL and Virtual Exchange programs, increasing the number of participants in online programs to 990 in 79 programs in AY 2021. These online programs have become a new method of international education even after the full resumption of travel.

Post-pandemic, we restarted individual travel programs from the fall semester of 2021 and conducted comprehensive overseas programs throughout the university in AY 2022, while ensuring safety management. In 2022, the number of dispatched students recovered to 1,569 (incl. 283 online), and in AY 2023, it reached a record high of 2,099 (incl. 238 online). Counting in study abroad programs outside of agreements, the actual number in AY 2023 was 2,265, making studying abroad a common learning opportunity experienced by over one-third of our students. The number of Japanese students participating in jointly developed programs with partner universities, which was our own target and indicator, reached 522, exceeding the final AY goal of 406.



### 2. Increasing the Number of Students Studying Abroad Based on Agreements with Overseas Universities and International Organizations

We have undertaken various initiatives to expand dispatches based on agreements not only with overseas universities but also with the United Nations, international organizations, NGOs, and other institutions, which are among our strengths. As part of university-wide programs, we increased the variety of destinations, content, difficulty levels, and implementation periods to meet the diverse needs of students. Additionally, at the undergraduate and graduate levels, we have expanded courses rooted in each specialized field that involve overseas travel.

### 3. University-wide Expansion of "International Programs"

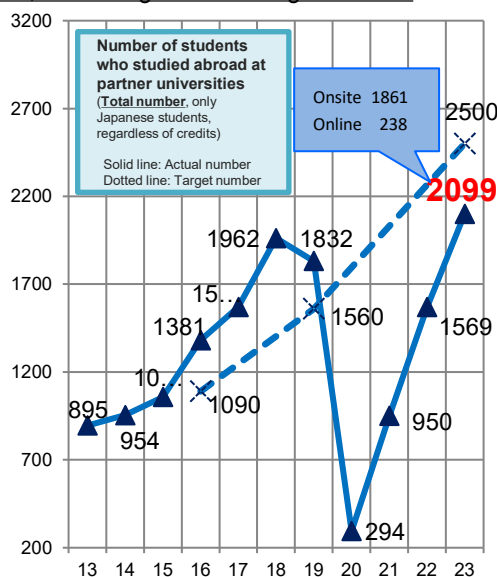
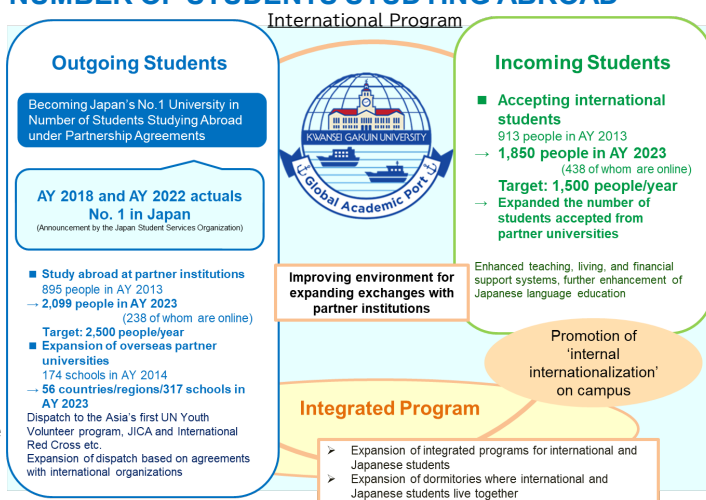
To promote the development of overseas travel programs offered by each School and Graduate School, we introduced the "TGU Promotion Fund", which subsidize the costs associated with program development and management. Additionally, we conducted regular meetings between the Organization for Worldwide Collaboration (OWC) and representatives from undergraduate and graduate Schools, in which relevant expertise was shared, and established university-wide guidelines to ensure quality. The number of programs expanded from 11 in AY 2013 to 56 in AY 2019, and to 80 (incl. online programs) in AY 2023. Notably, in the science and engineering Schools, where studying abroad is traditionally difficult due to the curriculum, we enhanced short-term programs for specialized fields, significantly promoting study abroad opportunities for students in these Schools. Approximately 650 students now study abroad annually through undergraduate and graduate Schools' programs, transforming what was once the isolated internationalization efforts of OWC into a comprehensive, university-wide initiative, significantly changing the organizational culture.

### 4. Expansion of Overseas Partner Institutions

The number of partner universities and organizations increased from 174 in AY 2014 to 317 as of May 2024. In concluding agreements with overseas universities, we developed protocols to ensure quality by selecting candidate schools based on our unique evaluation criteria and submitting them to internal consultations for final approval.

### 5. Enhancing Study Abroad Support Systems, Including Scholarships and Crisis Management

In addition to the long-term and mid-term study abroad scholarship programs, we established a short-term study abroad scholarship program in AY 2015. In AY 2019, we introduced a new scholarship program funded by donations to support students studying at non-partner universities and students participating in "integrated programs" with international students. To strengthen financial support, we temporarily introduced a scholarship program that exempts tuition fees for students in their fifth year who missed study abroad opportunities due to the COVID-19 pandemic and remained enrolled to complete long-term or mid-term study abroad. Furthermore, in AY 2022, we introduced the "Emergency Study Abroad Support Fund" to counteract the effects of the weak yen and inflation. Additionally, we developed an "Overseas Travel Management System", a database for managing information on students studying abroad, and established a crisis management system in collaboration with the University, insurance companies, and external crisis management contractors.







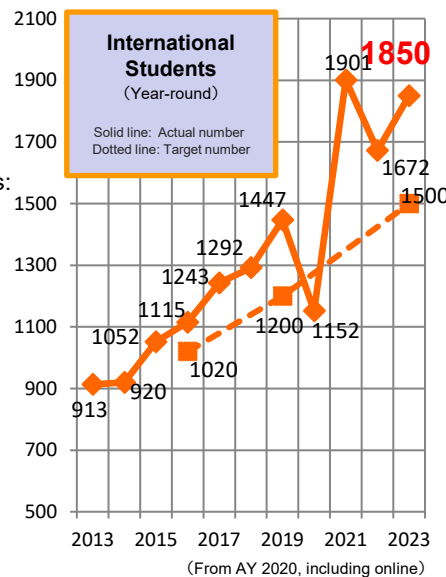
## II. BECOMING JAPAN'S NO.1 UNIVERSITY IN NUMBER OF STUDENTS STUDYING ABROAD UNDER PARTNERSHIP AGREEMENTS

### 6. Accepting International Students: Qualitative and Quantitative Expansion

In AY 2023, the actual number of international students who studied at KGU reached 1,850, which is 123% of our target number of 1,500, significantly surpassing our goal.

#### <Major initiatives>

- Expansion of short-term programs for incoming students from overseas partner institutions:
  - Against a target of 820, we managed to accept 918 students (incl. 330 online).
- Reorganization of the Curriculum for Incoming Exchange Students:
  - We established a new track for studying subjects such as Japanese business, society, and culture in English, without the aim of learning Japanese, and expanded semester-based intake.
- Recovery of the number of incoming exchange and short-term program students traveling to Japan after the COVID-19 pandemic, as well as the continuation of online acceptance programs.
- Reform of the admissions system for international students enrolled in degree programs:
  - We utilized the Examination for Japanese University Admission for International Students (EJU) and conducted online interviews in many Schools even after the COVID-19 pandemic, promoting pre-arrival admissions. Additionally, we improved the convenience for applicants from overseas and remote areas by introducing a web application system and a student portal site.
- Establishment of a proper and legal enrollment management system:
  - By concluding an outsourcing contract with an administrative scrivener corporation, fundamentally reviewing the workflow, and introducing a residency management system, a stable and efficient residency management system was established.
- Expansion of multi-national student residence:
  - In 2021, with the opening of "Yukoryo Dormitory" and the promotion of mixed residency of Japanese and international students in other dormitories, the acceptance of international students was significantly enhanced.
  - In 2022, the newly established "Residence Center" centralized all dormitory operations across the university, utilizing some external outsourcing. This Center is responsible for dormitory policy formulation and management. This transformed dormitories from mere living spaces into places for intercultural understanding, where students can experience diverse cultures and values.
  - This enhancement of international education and collaborative learning opportunities through dormitory life has contributed to the realization of internal internationalization.



The Yukoryo Dormitory offers academic programs, career development seminars, and other programs to cultivate the qualities and abilities necessary to play an active role in a global society.

### 7. Highlighting co-learning with Japanese students

Launched in 2018, the KGU Summer School is a jointly offered faculty-led program with partner universities (mainly the U.S.) and is implemented as a highly integrated program that can be used for pre- and post-exchange study for participants in exchange programs. In addition, the Winter School, which was launched in AY 2019 mainly for students from partner universities in Australia, is positioned as a Cool Japan discovery program, offering subjects that are attractive to our students studying about Japan's growth strategies, tourism etc. and enabling them to learn together with international students.



Students participating in a field trip to the Toyota Motor Corporation plant as part of the KGU Summer School program

### 8. Enhancement of the peer support system for daily life and Japanese language learning

The Learning Assistant system and volunteer efforts to support Japanese language learning for international students have promoted integration. The "KG Buddies" program, which facilitates interactions between international and domestic students, and student peer support organizations plan and manage life support and international exchange events for international students. Additionally, in AY 2018, we established the "Orientation Support Team", a group of student volunteers providing immediate support for exchange students upon their arrival in Japan. We also introduced the Resident Assistant (RA) system in international dormitories.

### 9. Strengthening KGU's English Curriculum

The number of students meeting KGU's foreign language proficiency criteria\* reached 3,559 in AY 2023, a 3.5-fold increase compared to AY 2013, significantly surpassing our initial goals. \*TOEFL-ITP®: 550 in International Studies, 540 in Humanities and Policy Studies and 520 in all other schools

The university-wide increase in the number of students meeting the criteria above has facilitated participation in programs requiring a certain level of English proficiency, such as mid-term study abroad and exchange programs. This led to the university achieving the highest number of students dispatched to partner universities nationwide in AY 2018 and AY 2022, according to a survey by the Japan Student Services Organization.



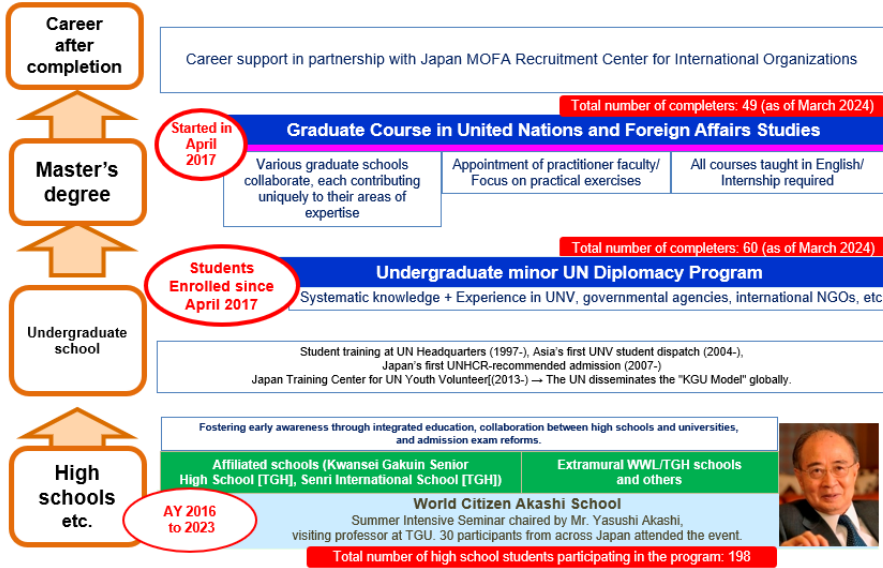
KG Buddies

### 10. Plans after the TGU Project

To shift the focus from "quantity" to "quality" in study abroad programs, we have implemented initiatives such as preparatory courses for early engagement, motivation, and information provision for prospective study abroad students, and specialized courses for English test preparation required for studying abroad. These measures encourage students to transition from short-term to mid- to long-term study abroad programs. Additionally, we aim to further expand unique international programs rooted in each School's specialization, strengthen strategic partnerships with overseas partner universities, and enhance collaboration with international and UN organizations. We also aim to build distinctive international education and exchange linkages with key regions and schools. To achieve these goals, we will enhance the University's management base for internationalization, including the training of our staff.



### III. ESTABLISHING A GATEWAY TO THE UNITED NATIONS (UN) AND OTHER INTERNATIONAL ORGANIZATIONS



#### 1. Comprehensive program to produce skilled professionals for the United Nations and international organizations

Placing the graduate minor “the Graduate Course in United Nations and Foreign Affairs Studies” at its core, KGU has established a unique scheme to nurture global leaders with practical skills and knowledge. This scheme, which includes post-graduation career support, draws on Kwansei Gakuin’s strength as a comprehensive educational institution and extends from secondary to graduate school.

In April 2020, 2 students who attended the “Kwansei Gakuin World Citizen Akashi School” while in high school graduated early after completing the minor “UN Diplomacy Program” (bachelor level) and began taking the “UN and Diplomacy Course”. Since then, a total of 10 graduates of the “UN and Diplomacy Program” have advanced to the graduate minor.



Total number of high school students participating in the program: 198

#### 2. Establishment of “The Graduate Course in United Nations and Foreign Affairs Studies” as a graduate minor

Aiming to nurture talent for careers in the United Nations, international organizations, and diplomatic fields, we established the graduate minor “The Graduate Course in UN and Foreign Affairs Studies” in April 2017. We have assembled a team of practitioners with high-level experience in the UN, international organizations, and diplomacy. Since its inception in AY 2017, 62 students have enrolled in this course, and by the end of AY 2023, 49 students have completed it. Completers have acquired advanced expertise equivalent to a master’s degree or higher, as required for staff in international organizations, within their respective graduate schools. Simultaneously, they have completed over 23 credits in this minor program, which is taught entirely in English and includes mandatory internships at the United Nations and other international organizations. Through this program, they have gained practical knowledge and skills in the fields of the United Nations and diplomacy.

#### 3. Establishment of the undergraduate minor “UN Diplomacy Program”

With a view to cultivating students who will eventually enroll in the graduate minor, we established the “UN and Diplomacy Program” as a minor program for undergraduate students. This program includes seminar-style classes to foster fundamental understanding and overseas study programs that emphasize practical education. To facilitate a seamless transition to the graduate minor, each student is assigned a faculty mentor for support in their studies and career development. From AY 2017 to AY 2023, a total of 149 students have enrolled in this program. By the end of AY 2023, 60 out of 83 students have completed the program.

#### 4. UN Youth Volunteers, UN Seminars, International Contribution Activities, UN and Foreign Affairs Course Internships, etc.

We achieved the ultimate goal of “190 participants in UN-related programs”, one of the university’s own indicators and targets, for AY 2023, with 212 participants. Within these participants, 100 students participated in related overseas program such as UN Youth Volunteers (UNYV), UN seminar, UN and Foreign Affairs Fieldwork etc.

##### Internship experiences through “The Graduate Course in UN and Foreign Affairs Studies”

- A total of 57 students participated in internships at the UN, diplomatic agencies, and international NGOs (from AY 2017 to 2023) [UN agencies] ·UNICEF ·UNDP ·UNHCR ·UNIC ·UNFCCC etc.
- [Government agencies, international NGOs, etc.]
- Japan Int'l. Cooperation Agency (JICA) ·Japan External Trade Organization (JETRO) ·JOICFP ·PLAS (AIDS orphan support NGO) etc.

#### 5. Initiatives for high school-university collaboration: “Kwansei Gakuin World Citizen Akashi School”

The “Kwansei Gakuin World Citizen Akashi Juku (School)” (Principal: Yasushi Akashi, former UN Under-Secretary-General and TGU visiting professor at the time) was held 7 times during the summer from AY 2016 to AY 2023 for high school students across Japan, with the aim of raising awareness and imparting knowledge and experience of careers in international organizations and diplomacy before entering university. A total of 198 students participated in this initiative, of which 93 applied to our university and 74 were admitted, demonstrating the effectiveness of this initiative in bridging high school and university education.

#### 6. Career support for producing personnel for the United Nations and international organizations

One of the university’s own indicators and targets, “number of KGU graduates appointed to position at UN or international agency”, has been achieved. Against a target of 15 for AY 2023, 16 graduates have been appointed to relevant positions. Career support is provided through KGU’s Career Center for International Organizations (established in 2015), which offers various career support mainly to KGU students and graduates, in cooperation with the Recruitment Center for International Organizations of the Ministry of Foreign Affairs. Mentor support is also provided by faculties with experiences in the field of international public affairs. Since majority of students does not possess work experience at the time of graduation, mentors continue to support and advise the graduates’ career development after course completion. Several graduates have begun their careers in international organizations, and others have started to take the Junior Professional Officer examination, showcasing the success of the Program’s combination of theoretical and practical training and continuous career support. Through this Project, the partnerships between UN and international agencies have been strengthened, and a solid foundation has been established to produce skilled professionals in international agencies.

#### 7. Plans after the TGU Project

To further develop this initiative, the Graduate School of Policy Studies will establish a new major in the “Graduate Department of UN System Policy Studies” in AY 2025 and launch a multi-disciplinary minor program that will succeed “the Graduate Course in UN and Foreign Affairs Studies”. The undergraduate minor “UN Diplomacy Program” will continue to provide a wide range of global learning opportunities through various international cooperation programs at the UN and international organizations, and in developing countries, including co-curricular courses with international students.



## IV. ESTABLISHING A QUALITY ASSURANCE SYSTEM THAT MEETS INTERNATIONAL STANDARDS

### 1. Building a quality assurance framework from international best practices

To establish quality assurance in education with international applicability, we have collected trends and examples from both domestic and international sources. We have realized a quality assurance framework that combines learning outcomes during studies with educational impact that extends beyond graduation.

### 2. Surveys of current students and alumni focused on competencies

We have defined ten competencies as “Kwansei Competencies” that all students should acquire by graduation, regardless of their undergraduate school. Focusing on the acquisition status of these competencies, by AY 2022 we have established a panel survey framework (linked to individuals) in which we conduct surveys of current students and alumni at various stages: upon entry, during enrollment, at graduation, one year after graduation, and throughout alumni life (leveraging a strong alumni network, up to age 78.

From the survey results so far, we have visualized the differences in competency items between entry and graduation (learning outcomes) and clarified the correlations between each competency item and formal courses, quasi-curricular programs such as study abroad, and extracurricular activities. Additionally, it has been verified that enhancing “Kwansei Competencies” during enrollment leads to post-graduation well-being and fosters individuals who embody the school motto and make significant contributions across various fields of society.

### 3. Enhancement of IR functions

In AY 2022, the IR Office was established to enhance IR functions, and an organizational and personnel structure was put in place for collaboration among professionals in charge of DB construction and management, data analysis, and quality assurance such as accreditation evaluation.

### 4. Plans after the TGU Project

We will further utilize IR analysis results, including competencies, for educational improvement. In particular, we will provide feedback on the correlations between competency acquisition levels and programs, subjects, and teaching methods to undergraduate Schools and program-offering units as appropriate. Additionally, we will investigate and analyze how the knowledge and skills acquired through specialized education in the DP are connected to post-graduation careers.

“Kwansei Competencies”



## V. ESTABLISHING A COMPREHENSIVE MANAGEMENT SYSTEM THROUGH GOVERNANCE REFORM

### 1. Formulating and promoting the future vision “Kwansei Grand Challenge 2039”

In AY 2017, the ultra long-term vision and long-term strategy, “Kwansei Grand Challenge 2039”, was formulated in anticipation of the University’s 150<sup>th</sup> Anniversary in 2039, and since AY 2018, the “Medium-Term Comprehensive Management Plan”, which outlines specific measures (120 implementation plans), has been implemented. Of the 120 implementation plans, 40 were set for this initiative.

### 2. Realizing management reform that integrates university administration with teaching and learning

In the Medium-Term Comprehensive Management Plan, we proposed the “Three Integrations” concept. We established a framework for “Comprehensive Management” that integrates the Teaching and Learning Plan with the Management Resource Plan (finance, personnel, construction, and informatization) and the University as a whole with undergraduate and graduate Schools, and with affiliate Schools (8 in total, from Kindergarten to Junior College). We allocated an annual budget of 200 million yen for new initiatives’ operating expenses (totaling 11 billion yen over 10 years, later increased to 13.8 billion yen) and set up a Finance and Business Reform Headquarters to secure these funds through increased revenue and cost reductions. As a result, we achieved the target by the end of AY 2023.

### 3. Substantive governance reform

In AY 2013, we institutionalized a governance reform where the university president also serves as the vice chairman, and 3 permanent executive directors of the Foundation and 3 vice presidents of the University hold joint positions (a system known as “cross-appointment”). This governance reform aims to integrate the Foundation (administration) with the University (teaching and learning). To ensure practical implementation, key meetings have been organized to include both Foundation and University members.

### 4. Establishment of a flexible and dynamic management system that can adapt to environmental changes

The Medium-Term Comprehensive Management Plan is divided into 3 phases, with a mechanism in place to review the entire Plan towards the final year of each phase and flexibly adjust the Plan according to changes in external and internal environments. The first phase (2019-2021) saw significant changes in direction due to the COVID-19 pandemic, such as digital transformation of education and operations, leading to partial revisions of the Vision and Strategy, thereby realizing a dynamic and flexible institutional management.

### 5. Initiatives for enhancing the skills and capabilities of administrative staff

In AY 2023, the target number of staff meeting the foreign language proficiency standard was set at 20.6% (126 staff members), but the actual percentage was 19.7% (120 staff members) (as of May 1, 2024, there are 124 staff members). With the enhancement of training programs for global talent development and the mandatory TOEIC examination for all full-time staff in 2022, we were able to better understand our staff’s foreign language proficiency. Various initiatives have fostered not only language skills but also a global mindset among the staff.

### 6. Plans after the TGU Project

The Future Vision was developed in AY 2017 and has been partially revised in each phase. Due to significant changes in both the internal and external environments, it is necessary to renew the Vision’s content. Accordingly, during the third phase (2025-2027), we will work on formulating the next Medium-Term Plan (2028-2039). In October 2024, the Board of Directors approved the promotion of internationalization as one of the most important themes of the third phase. A budget of approximately 700 million yen per year, equivalent to the final year of the TGU, has been secured for the next 3 years.