

ANNUAL REPORT AY2020

CENTER FOR INCLUSIVE LEADERSHIP

Shape your world



Ritsumeikan
Asia Pacific University



APU Center for Inclusive Leadership
インクルーシブ・リーダーシップセンター

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ABOUT US

OUR MISSION

The Center for Inclusive Leadership (CIL) pursues and promotes inclusive leadership in research, education and practice. The goal is to build a network of inclusive leaders who strive for excellence and a sustainable future. Through research and events, CIL equips professionals and students to aspire to lead inclusively, participate in creating solutions, and unleash the power of diversity.

Realization of a rich and diverse society

多様性のある豊かな社会の実現

CENTER FOR INCLUSIVE LEADERSHIP (CIL) Inclusive leadership in research, education, and practice <small>インクルーシブ・リーダーシップ研究・育成・実践拠点</small>		 <small>APU Center for Inclusive Leadership インクルーシブ・リーダーシップセンター</small>	
PILLAR 1 Business Practice and Applied Research: Case development based on business in the Asia Pacific region <small>実務研究・応用：アジア太平洋地域の企業をベースにしたケース開発</small>	PILLAR 2 Pedagogical research: Developing teaching materials on multicultural collaborative learning, project-based learning and the case method <small>教授法研究・応用：多文化協働学習、プロジェクト・ベース・ラーニング、ケースメソッドをテーマにした教材開発</small>	PILLAR 3 Theoretical Research: Output from the construction of a theoretical framework and research results <small>理論研究：理論的枠組みの構築と研究成果のアウトプット</small>	
Students and Alumni / 在学生・校友			
36 Alumni Association chapter network across the world <small>世界中に広がる36の校友支部ネットワーク</small>	Universities and research institutions from 74 countries / regions <small>74の国・地域の大学・研究機関</small>	Students from 91 countries / regions Welcomed students from 152 countries / regions <small>91の国・地域から集う在学生 152の国・地域の学生受入</small>	Faculty from 22 countries / regions <small>22の国・地域出身の教員</small>

※数値は2019年5月1日時点

▲ Cooperation / 連携 ▼

Applicants / 受験生	Businesses / 企業	Academic world / 学术界
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Building a Global Learning Community that "cultivates individuals who can change the world"
 「世界を変える人を育てる」グローバル・ラーニング・コミュニティ構築

Basic Ideals: Freedom, Peace and Humanity	自由・平和・ヒューマニティ
International Mutual Understanding	国際相互理解
Creating the Future Shape of the Asia Pacific region	アジア太平洋の未来創造

GREETINGS FROM THE PRESIDENT



"I believe the establishment of the Center for Inclusive Leadership (CIL) in APU's unique and diverse community is truly significant in the sense that it encompasses research, education and practical applications in inclusive leadership in order to realize the APU 2030 Vision: APU graduates possess the power to change the world. As a hub of research in inclusive leadership, I hope CIL will be better able to contribute to the betterment of society through sharing its research results with the corporate sector and research institutions within and out of Japan. Your continued understanding and support of CIL will be highly appreciated."

DEGUCHI Haruaki

President, Ritsumeikan Asia Pacific University (APU)

CORE MEMBERS



ALCANTARA Lailani L.

**Director,
Professor,**

College of International Management
Ritsumeikan Asia Pacific University

Professor Alcantara received her PhD in Management from the University of Tsukuba as a Japanese government scholar. She has published articles and cases in the areas of international management and organization science. She has earned professional certificates on management and leadership from AACSB, Harvard University and Cornell University.



SHINOHARA Yoshiki

**Deputy Director,
Associate Professor,**

College of International Management
Ritsumeikan Asia Pacific University

Professor Shinohara earned both his Master's degree and PhD from Keio University. His research focuses specifically on corporate sustainability, corporate social responsibility, employee retention and turnover, and leadership. He is also currently interested in artificial intelligence and design thinking.



OTAKE Toshitsugu

**Managing Director,
Professor,**

College of International Management
Ritsumeikan Asia Pacific University

Professor Otake completed his PhD in Industrial Engineering from Iowa State University after acquiring Master's degrees in economics, mathematics, and statistics from American and Japanese institutions. His research interests include logistics engineering, financial risk management, statistical and mathematical modelling.

CIL LOGO

"10 people 10 colors"

The CIL logo was designed by Jonghee Jung Sensei, a Korean teacher from APU Center for Language Education. Jung Sensei's design won the logo design competition by CIL last year, and was adopted as the center's official symbol.

The colors

Drawing inspiration from the Japanese saying "Jyu-nin to-iro" (十人十色), literally meaning "10 people 10 colors", the logo features 10 so-called "feathers" colored differently. These colorful feathers represent diversity, one of the core values of CIL and APU.

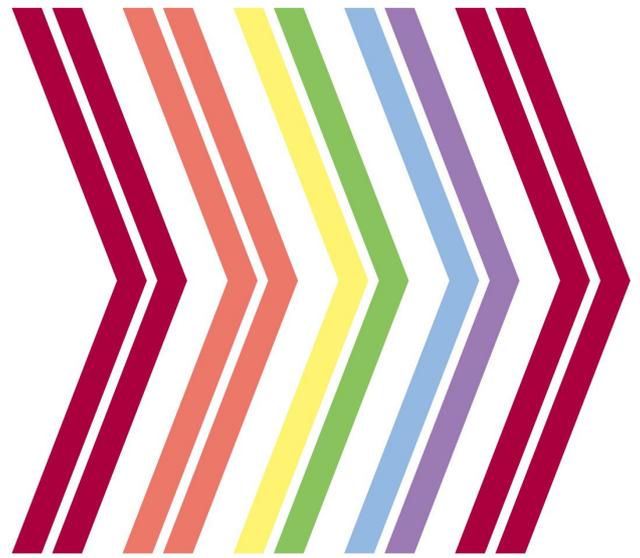
The arrow

These 10 feathers form an arrow, reflecting the determination and power to fly forward. With all our "colors" (uniqueness and differences), we will create powerful synergy, strength and progressive momentum to move forward when we coexist and cooperate with each other.

CIL OFFICIAL WEBSITE

Website: <https://en.apu.ac.jp/cil/>

Facebook: Center for Inclusive Leadership - CIL



CIL APU Center for Inclusive Leadership
インクルーシブ・リーダーシップセンター

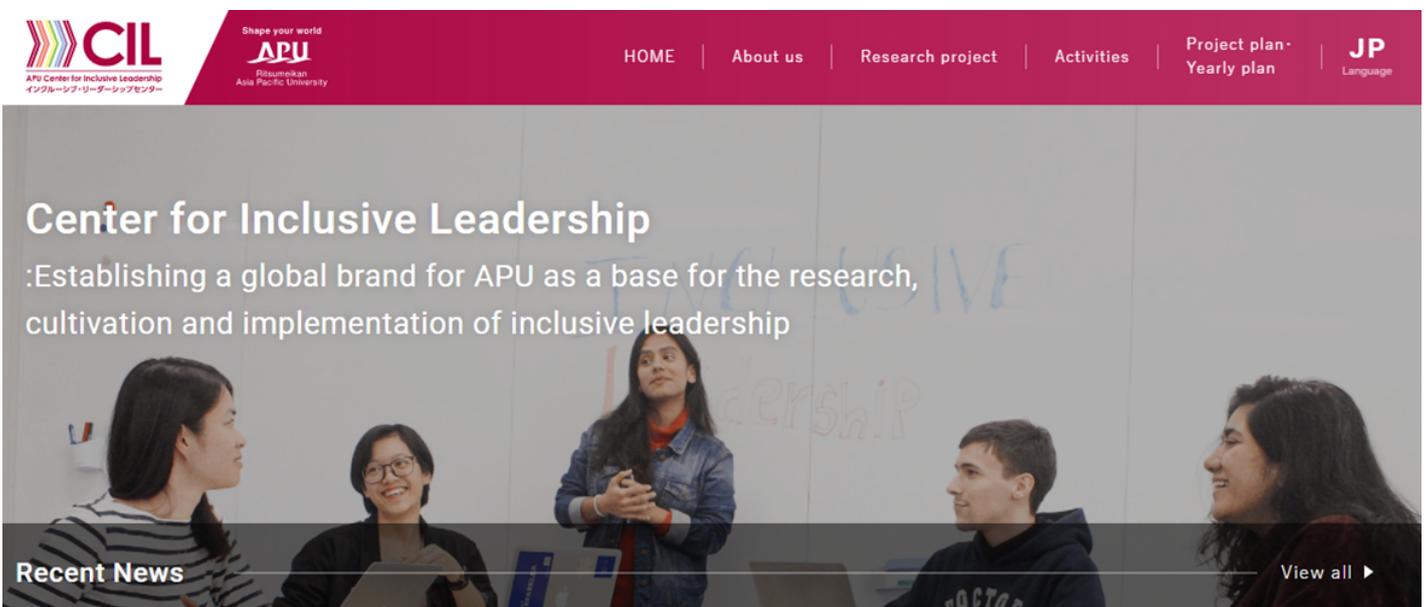
An APU touch

Looking more closely, you can also notice that the first and last feathers have the same dark red color as in the logo of APU, the home venue for CIL, where inclusion and inclusive leadership are embraced and valued.

CIL Video

What is Center for Inclusive Leadership(CIL)?

Scan to watch



CIL BY THE NUMBERS

24

RESEARCH MEMBERS &
COLLABORATORS

15

RESEARCH PROJECTS

20+

WEBINARS, WORKSHOPS &
LECTURES

19

EVENT SPEAKERS

0

2

0

2

RESEARCH MEMBERS AND COLLABORATORS



1. Global talent inclusion, impact of inclusion on organizational performance and employee engagement

- ALCANTARA Lailani L., Professor, Director

2. Inclusive leadership and corporate social responsibility in Japan, Gender differences in social entrepreneurship

- SHINOHARA Yoshiki, Associate Professor, Deputy Director

3. Diversity and inclusive leadership in higher education, Program development for inclusive leadership

- OTAKE Toshitsugu, Professor, Managing Director

4. Exploring the determinants of young inclusive leadership: Research taxonomy and theoretical framework

- ACKARADEJRUANGSRI P., Associate Professor, APU
- MUMI Atthaphon, Lecturer of Management Department, Mahasarakham University, Thailand
- RATTANAPITUK Sirirat, Lecturer and Director of Entrepreneurial Marketing Program, University of the Thai Chamber of Commerce, Thailand
- PAKHUNWANICH Pijak, Doctoral Researcher and University Teacher, Loughborough University, United Kingdom

5. Towards inclusive leadership in Japan's national parks: investigating the potential of a 'Park partners' program to improve diversity

- JONES Thomas E. Associate Professor, APU
- BUI Thanh Huong, Associate Professor APU
- COOPER M.J.M, Professor, APU
- USUI Rie, Lecturer, Hiroshima University, Japan

6. Value-oriented inclusive leadership of Asia: harnessing the link between varieties of capitalism and CSR

- KIM Rebecca Chunghee, Professor, APU

7. The development of inclusive leadership in the medical and tourism industries in Oita prefecture

- PARDO Phillip Dean, Professor, APU
- COOPER M.J.M, Professor, APU
- BENNETT Leigh, Managing Director, Institute for Tourism Leadership Australia, Australia
- ROUAULT Frank, CEO, Practical Learning, France
- CLASTER William B., Professor, APU
- NOGUCHI Hitoshi, CEO, Noguchi Thyroid Clinic and Hospital Foundation, Japan
- MEIRMANOV Serik, Professor, APU

8. Inclusivity and resilience in theory and practice

- VAFADARI M. Kazem, Professor, APU
- PARDO Phillip Dean, Professor, APU
- BENNETT Leigh, CEO, Institute for Tourism Leadership Australia, Australia
- ROUAULT Frank, CEO, Practical Learning Co., France
- HOLDENSON Wendy, COO, Mitsui Corporation, Australia
- CHEN Loretta, Co-Founder, Common Purpose, Singapore, Visiting Professor, APU
- COOPER M.J.M, Professor, APU

***Affiliations and positions are as of FY2020.**

RESEARCH MEMBERS AND COLLABORATORS

9. Examining the potentials and challenges of grassroots activism as a pedagogy framework for implementing inclusive sustainable development in societies, locally, regionally and globally

- MAHICHI Faezeh, Associate Professor, APU
- ALCANTARA LAILANI L., Professor, APU
- ROUX, Petrus Willem, Associate Professor, APU
- DASANAYAKE RANAHANSA, Lecturer, Institute for Applied Material Flow Management (IfaS), Trier University of Applied Sciences, Germany
- HUISINGH Donald, Professor, Institute for a Secure and Sustainable Environment, The University of Tennessee, USA
- TAKEKAWA Daisuke, Professor, University of Kitakyushu, Japan

10. Fostering the inclusive leadership of students and teaching assistants through multicultural groupwork

- KIMURA Rikio, Professor, APU
- HIRAI Tatsuya, Professor, APU
- SHIN Kimie, Professor, APU
- CUTTING Miki, Associate Professor, APU
- MAHICHI Faezeh, Associate Professor, APU

11. A case study of inclusive class development based on UDL concept: Improving the 1st year seminar and mandatory language subjects at Ritsumeikan Asia Pacific University

- JUNG Jonghee, Senior Tenured Lecturer
- BERGER Maiko, Associate Professor, APU
- SUMIDA Tamaki, Associate Professor, APU
- TATEYAMA Hirokuni, Associate Professor, APU
- TSUTSUI Kumiko, Associate Professor, APU
- NOUTOMI Keiko, Professor, University of Teacher Education Fukuoka, Japan





EVENT SPEAKERS

ALCANTARA Lailani L.

APU

ACKARADEJRUANGSRI P.

APU

KIM Rebecca Chunghee

APU

AVVARI Mohan

Nottingham University Business School,
MALAYSIA

JETTER Mary

University of Minnesota, USA

WU Michael

CEO, Nature's Care and Hunter's Dream,
AUSTRALIA

NAKAMURA Maki

HAVI Supply Chain Solution Japan G.K.,
JAPAN

COOPER M. J. M.

APU

MURAKAMI Atsuko

H.U. Group Holdings, Inc., JAPAN

SHINOHARA Yoshiki

APU

NAGANO Yasuhiro

Mayor of Beppu City, JAPAN

FUNCK Carolin

Hiroshima University, JAPAN

DEGUCHI Haruaki

APU

JONES Thomas E.

APU

GEORGE Gerry

Lee Kong Chian School of Business,
SINGAPORE

SARGENT, Leisa

UNSW Business School, AUSTRALIA

VAFADARI M. Kazem

APU

OTAKE Toshitsugu

APU

BUI Thanh Huong

APU

***Affiliations and positions are as of FY2020.**

RESEARCH

OVERVIEW OF RESEARCH PROJECTS

Global talent inclusion, impact of inclusion on organizational performance and employee engagement

ALCANTARA Lailani L., Professor, Director

While there has been increasing attention to inclusion and exclusion, there have been limited studies on how individuals experience and navigate through inclusion and exclusion at work. Hence, we know little about inclusion and exclusion through the narration of employees' own exploration of their professional and social worlds. To fill this gap, this qualitative study uses an interpretative approach to explore the phenomena of inclusion and exclusion through the lived experiences of individuals at work by conducting an in-depth interview of 52 foreign employees in Japan. This approach provides a new understanding of how foreign employees experience inclusion and exclusion and how they navigate through them. The analysis uncovers the underlying assumptions on the way inclusion and exclusion are conceived and result in a range of individual responses. The findings suggest that both inclusion and exclusion are multifaceted, attributed to oneself and others, and associated with unintended consequences that have implications for the performance and well-being of individuals at work.

Inclusive leadership and corporate social responsibility in Japan, gender differences in social entrepreneurship

SHINOHARA Yoshiki,
Associate Professor, Deputy Director

Corporate initiatives on diversity and inclusion have been discussed in the context of human resource management and CSR. In the latter context, this study focuses on how

corporate initiatives to promote diversity and inclusion are linked to employees' value creation by applying stakeholder theory.

In particular, leaders will play an important role to foster an inclusive climate in the organization. Therefore, this research focuses on inclusive leadership and investigate how it relates to employees' value. On the other hand, from the perspective of diversity and inclusion, I am also conducting research focusing on entrepreneurial behavior. In particular, since the number of both men and women who start their own businesses has been increasing in recent years, I am focusing on gender differences in entrepreneurial activities and attempting to clarify the differences between the two groups.

Diversity and inclusive leadership in higher education, program development for inclusive leadership

OTAKE Toshitsugu, Professor, Managing Director

Due to the widening income inequality in developed countries including Japan in recent years, inclusive finance, which is all financial services including the poor and micro-enterprise, is drawing attention. Achieving this is an important step for developed and developing countries to make sustainable progress, and efforts to support the poor and micro-enterprise, having been excluded from the conventional financial system, are worldwide. This research investigates how inclusive finance, which provides financial service opportunities including the poor and micro-enterprise in developed and developing countries, should be enhanced and promoted in Japan. By analyzing the efforts of the United States and the United Kingdom, which are financially advanced countries, and the success stories of micro finance in developing

countries, we have found out what kind of technology we should provide for the poor and micro-enterprise in Japan and it is expected to bring new insights for promoting inclusive finance in Japan.

Exploring the determinants of young inclusive leadership: research taxonomy and theoretical framework

ACKRADEJRUANGSRI Pajaree, Associate Professor, APU

MUMI Atthaphon, Lecturer of Management Department, Maharakham University, Thailand

RATTANAPITUK Sirirat, Lecturer and Director of Entrepreneurial Marketing Program, University of the Thai Chamber of Commerce, Thailand

PAKHUNWANICH Pijak, Doctoral Researcher and University Teacher, Loughborough University, United Kingdom

Existing literature has emphasized leadership as one of the most important research topics that could lead to a better understanding of organizational performances (Yukl, 1989). Therefore, many scholars have tried to explore various dimensions regarding antecedences and consequences of various leadership roles as well as the definition of inclusive leadership.

Despite the general definition of inclusive leaders as those who value individual differences through respect and equality (Bourke & Dillion, 2016; Randel et al., 2018), we still lack consensus regarding whether inclusive leader's perceptions and behaviors – including special traits, various characteristics, skills, and attitudes, may differ between generations and different contexts.

This topic is essential as younger generation leaders tend to be autonomous, creative, and entrepreneurial: in which their leadership styles might be different from older generations'. The differences in a generation may also influence the roles related to inclusive leadership as young inclusive leaders may behave differently in leading and managing their employees.

Therefore, this research aims to clarify the definition of young inclusive leadership that could be different from the general inclusive leadership, specifically in the Thai context.

Towards inclusive leadership in Japan's national parks: investigating the potential of a 'Park partners' program to improve diversity

JONES Thomas E., Associate Professor, APU

BUI Thanh Huong, Associate Professor, APU

COOPER M.J.M, Professor, APU

USUI Rie, Lecturer, Hiroshima University, Japan

With a renewed policy-focus on 'inbounds' since 1996 (Soshiroda, 2005), the number of international arrivals to Japan increased from 3.8 million (2003) to 8.3 million (2008), then 13.4 million (2014) and 23 million in 2018 in line with the national policy to promote inbound tourism in the run-up to the 2020 Olympics. This rapid increase has encouraged visitors to diversify geographically away from the urban hubs to visit remote rural regions, including popular national parks such as Fuji-Hakone-Izu (Kanto) and Aso-Kuju (Kyushu). However, the sudden influx and diversity of the new visitors are posing significant challenges for park management. Visitor demographics have been homogenous and few of the rangers are ready to deal with a new era of international tourists. The profile of staff and site managers is highly homogenous in favour of middle-aged/elderly Japanese males without much experience travelling abroad or speaking foreign languages. This lack of diversity is prevalent amongst permanent MoE rangers (shizen hogokan), undermining their ability to implement meaningful management interventions viz-a-viz the increasingly heterogeneous spectrum of inbound visitors.

The 3 Research Questions are:

RQ1: What is the current state of inclusive leadership among MoE rangers in national parks?

RQ2: What are the challenges that inbound visitors pose to MoE rangers' preparation and skill-sets?

RQ3: How could more diversity among rangers / site managers tackle the aforementioned challenges?

Value-oriented inclusive leadership of Asia: harnessing the link between varieties of capitalism and CSR

KIM Rebecca Chunghee, Professor, APU

This research project aims to investigate the potential of inclusive leadership of emerging Asia by employing the idea of the Varieties of Capitalism and its link to Asian CSR dynamics. Furthermore, it seeks to compare the theory capitalism and CSR phenomenon between the U.S. and Asia (here in this research, focused on Japan, South Korea and China), and offer insights on how and to what extent Asia can perform authentic and inclusive leadership. The work, therefore, has wide applications to Asian business and wider society, particularly for creating inclusive leadership through win-win partnerships among various stakeholders.

The development of inclusive leadership in the medical and tourism industries in Oita prefecture

PARDO Phillip Dean, Professor, APU

CLASTER William B., Professor, APU

COOPER M.J.M, Professor, APU

MEIRMANOV Serik, Professor, APU

BENNETT Leigh, Managing Director, Institute for Tourism Leadership Australia, Australia

ROUAULT Frank, CEO, Practical Learning, France

YADAV Chaitraj, Research Assistant, GSM, APU

This research project seeks to understand the benefits of inclusivity and diversity in developing social and business capital. It tests the need to cultivate not just a diverse workplace and customer/industry contacts but also an inclusive approach to their whole operations. There is growing recognition that leaders have a critical role to play in achieving this.

Our group is focused on how to develop practical management and leadership skills that will ensure inclusivity is promoted in the context of local medical and tourism industries.

However, while the language of diversity and inclusive leadership is increasingly used in the management and tourism literature, there is little readily available practical guidance that is:

- Evidence-based, drawing on latest international and national research and practice;
- Business-focused, demonstrating the connection between inclusive leadership and both business outcomes and individual outcomes; and
- Comprehensive, clearly describing and connecting the three inter-related concepts of diversity, inclusion and inclusive leadership, and describing not just the characteristics of an inclusive leader but importantly also the knowledge, skills and behaviors needed to build inclusion.

Inclusivity and resilience in theory and practice

VAFADARI M. Kazem, Professor, APU

PARDO Phillip Dean, Professor, APU

BENNETT Leigh, CEO, Institute for Tourism Leadership Australia, Australia

ROUAULT Frank, CEO, Practical Learning Co., France

HOLDENSON Wendy, COO, Mitsui Corporation, Australia

CHEN Loretta, Co-Founder, Common Purpose, Singapore, Visiting Professor, APU

COOPER M.J.M, Professor, APU

This has implications for those trying to increase the resilience of communities as it highlights that resilience needs to be considered as part of long-term community development plans, rather than part of quick fixes or short-term preparations for natural disasters. This means that there is a need to refine our pedagogy. It is imperative that Universities and other organizations redefine the pedagogy of learning systems, processes, and contents across formal and non-formal education sectors that support the creation of sustainable societies. We propose to research and implement through pilot testing the most appropriate and effective ways to do this by developing the following:

- An International Leadership Development Program
- Personal and Business resilience and inclusivity videos
- Webinars and Workshops
- Creating research and disseminating the results

Examining the potentials and challenges of grassroots activism as a pedagogy framework for implementing inclusive sustainable development in societies, locally, regionally and globally

MAHICHI Faezeh, Associate Professor, APU

ALCANTARA LAILANI L., Professor, APU

ROUX, Petrus Willem, Associate Professor, APU

DASANAYAKE RANAHANSA, Lecturer, Institute for Applied Material Flow Management (IfaS), Trier University of Applied Sciences, Germany

HUISINGH Donald, Professor, Institute for a Secure and Sustainable Environment, The University of Tennessee, USA

TAKEKAWA Daisuke, Professor, University of Kitakyushu, Japan

Against the unprecedented socioeconomic and environmental issues of global-scale such as the COVID-19 pandemic and climate changes, we are facing today, ‘inclusive sustainable development’ is being promoted as a conceptual framework to help envision and to achieve equitable, sustainable, livable, societies for all. To that end, the contributions of both leadership and education are pivotal. Higher education is called upon to lead in educating leaders who value inclusion and sustainability. In this regard, the Education for Sustainable Development (ESD) emphasizes local grassroots activism within communities and problem-solving learning through practical education, particularly, in a multicultural and intergenerational setting. Grassroots activism is a collective action of individuals who promote and take actions for a cause from the local level.

While grassroots activism covers a wide range of issues and is practiced in different forms, this research will focus upon environmental grassroots activists to demonstrate how such initiatives can serve as movements, which can educate, motivate and empower societal leaders in ways to integrate the values of inclusion and sustainability into all societal levels.

In the proposed research, we will document the traits, behaviors, processes, and actions of the Ritsumeikan Asia Pacific University Environmental Activists (EA) in their collaborations with the ‘Grassroots Environmental Activists’ (GEA). The EA consist of APU students from different nationalities and cultures who have been involved in environmental conservation and cultural exchange activities. The GEA is a group of Beppu locals of diverse ages and professional backgrounds. In particular, we will document and assess the factors that drive inclusivity and its impacts within and between the two groups. Through holding lectures, workshops, volunteering, and cultural events, and conducting extensive surveys and interviews we will investigate the impacts of grassroots activism on students from ‘inclusive leadership and sustainability perspectives. Additionally, the proposed research was designed to identify the drivers, rewards, challenges, and barriers of practicing grassroots activism as a pedagogical tool to promote inclusive leadership and sustainability in a highly diverse setting such as the case of the collaboration between EA and GEA.

The findings of the research will provide a deeper understanding and insights into the potentials of grassroots activism as a pedagogy tool for inclusive leadership and an inclusive approach to socio-environmental sustainability. Moreover, findings and lessons learned from the research will be utilized to integrate IL skills of collaborative conservation into APU’s “normal classroom” activities to provide students the motivation and commitment to apply them to real-world situations in their home countries.

Fostering the inclusive leadership of students and teaching assistants through multicultural groupwork

KIMURA Rikio, Professor, APU

HIRAI Tatsuya, Professor, APU

SHIN Kimie, Professor, APU

CUTTING Miki, Associate Professor, APU

MAHICHI Faezeh, Associate Professor, APU

In the globalized and uncertain world with specializations spread among work teammates, inclusive leaders, who empathize with and respect others, value their ideas, appreciate their cultural, ethnic, and gender differences, and include them in the process of decision-making, are increasingly called upon. How can universities help students develop such inclusive leadership? One of the ways in which this can be done is to use multicultural collaborative group work (MCGW) in increasingly multicultural classes in universities, as a space in which students develop inclusive leadership by interacting with students from other nationalities. Teaching assistants (TAs) play important roles in facilitating MCGW, particularly for large-size classes. By helping MCGW to be more inclusive, TAs too can grow as inclusive leaders. However, there have been limited studies on the effects and growth of TAs in and through facilitating MCGW. Furthermore, though there are common elements between long-standing multicultural competencies and emerging inclusive leadership, there appear to have been no concrete studies for rigorously connecting these. Therefore, this study seeks to measure the development of inclusive leadership of students and TAs through their engagement in and with MCGW in multicultural classes of Ritsumeikan Asia Pacific University (APU). This will be done through an inclusive leadership framework, which the research team will try to develop, by basing it on the literature of multicultural competencies. Then it will seek to investigate what factors facilitate and hinder such development, including the effects of TAs on MCGW.

This study will employ the mixed methods strategy and seek to meet the international standards of research on multicultural collaborative learning. The research team will first review the past inclusive leadership studies in order to identify its attributes related to multicultural competencies, thereby creating an inclusive leadership framework suitable for this study. It will then craft and administer research instruments (particularly a questionnaire) based on the framework, in order to measure how much students and TAs in the sample multicultural classes develop inclusive leadership. It will also examine their inclusive leadership development process in depth through qualitative methods, such as interviews, focus groups, and observation.

A case study of inclusive class development based on UDL concept: Improving the 1st year seminar and mandatory language subjects at Ritsumeikan Asia Pacific University

JUNG Jonghee, Senior Tenured Lecturer

BERGER Maiko, Associate Professor, APU

SUMIDA Tamaki, Associate Professor, APU

TATEYAMA Hirokuni, Associate Professor, APU

TSUTSUI Kumiko, Associate Professor, APU

NOUTOMI Keiko, Professor, University of Teacher Education Fukuoka, Japan

In recent years, the number of special needs students and the ratio of these students in Japanese universities have been increasing. Many universities in Japan are offering “reasonable accommodation” support to assure human rights by offering academic advising, self-management, expert counseling, and providing case-by-case accommodation in each class, however, the fact remains that such educational and instructional efforts have not been shared effectively among the faculty and staff. We will soon be expected to not only prepare a better physical learning environment but also improve or develop teaching contents in which instructors understand the characteristics of learners and all the learners are able to learn from each other.

We believe that promoting such teaching methods and developing teaching contents, and each teacher implementing such teaching methods, will enable inclusive education at the university level.

In this study, we will investigate the way the university implements an inclusive educational system, with a focus on learners with developmental disorders, but at the same time keeping in mind a variety of learners including physically handicapped, mentally challenged, sick and frail, learners with characteristics that are not disorders, at the same time paying attention to foreign-language speakers, people with different cultural backgrounds, and gender minorities.

We could say that this is an attempt to expand the framework of inclusive education research that has been aiming for education where both challenged and regular students co-learn. In considering the process to reduce the exclusion in education, in a broad sense, we believe this is in line with the spirit of inclusive education. As a way to support the learning of various learners, we will adopt the Universal Design framework (UDL) advocated by the Center for Applied Special Technology (CAST) to improve lectures and conduct case studies.

UDL is a theory developed by the latest neuroscience and cognitive science in order to consider what and how we learn. It is a framework that enables us to teach students from different languages, cultures, and cognitive differences inclusively (Tracey E. Hall, Anne Meyer, David H. Rose, 2018)

CIL SPECIAL SESSIONS

Session 1: Inclusive Leadership: A critical agenda for research and practice

- SARGENT Leisa, UNSW Business School, Australia

Session 2: Advancing the discourse on inclusion and inclusive leadership

1. A New Approach to Inclusive Leadership in the New Era of Capitalism: Lessons from a Pandemic

- KIM Rebecca ChungHee, Ritsumeikan Asia Pacific University, Japan

2. The Rejuvenation of Young Inclusive Leadership: Theoretical Framework

- ACKARADEJRUANGSRI P., Ritsumeikan Asia Pacific University, Japan
- MUMI Atthaphon. Mahasarakham University, Thailand
- RATTANAPITUK Sirirat, University of the Thai Chamber of Commerce, Thailand
- PAKHUNWANICH Pijak, Loughborough University, UK

3. Examining the motivational and strain factors of engagement: Inclusion, cognitive diversity, stress, and bureaucracy

- ALCANTARA Lailani L., Ritsumeikan Asia Pacific University, Japan
- SHINOHARA Yoshiki, Ritsumeikan Asia Pacific University, Japan
- SAITO Hiroaki, Ritsumeikan Asia Pacific University, Japan

4. Does the Database for White Papers and Council Documents Encourage Inclusive Policy Formation?

- ITO Yukiko, Tsuda University, Japan
- MORIKAWA Mie, Tsuda University, Japan



CIL SPECIAL SESSIONS (CONT)

Session 3: Cultivating diversity and inclusive leadership

1. Increasing Diversity in Japan's National Parks? The Role of Active Rangers in the Kyushu Area

- JONES Thomas E., APU
- BUI Thanh Huong, APU
- COOPER M.J.M, APU
- USUI Rie, Hiroshima University, Japan

2. A literature review of pedagogies on inclusive leadership and sustainable development in higher education

- MAHICHI Faezeh, APU
- ALCANTARA Lailani L., APU
- ROUX Petrus Willem, APU
- TAKEKAWA Daisuke, University of Kitakyushu, Japan
- DASANAYAKE Ranahansa, Trier University, Germany
- HUISINGH Donald, The University of Tennessee, USA

3. Training and Research for Inclusivity and Resilience – An International Leadership Development Program

- VAFADARI Kazem M, APU

4. Inclusive leadership program for the healthcare industry in Oita Prefecture

- PARDO Phillip Dean, APU
- COOPER M.J.M, APU

CO"B"ID APU (COLlaborative Discovery APU)

1. Discussing COVID-19 with Multi-disciplinary Approaches

- ALCANTARA Lailani L., APU

Global Reputation Management through Inclusive Leadership

- ALCANTARA Lailani L., APU



WEBINARS

OPEN WEBINARS

COVID-19 and Beyond: Towards an Inclusive Workplace and Society – “Dare to Dream”
WU Michael, CEO, Nature’s Care and Hunter’s Dream

COVID-19 and Beyond: Towards an Inclusive Workplace and Society – “Tough Times Bring Opportunity”
NAKAMURA Maki, President at HAVI Supply Chain Solution Japan G.K, Japan

COVID-19 and Beyond: Towards an Inclusive Workplace and Society
- “How to Become an Inclusive Business Leader, and Why? – Lessons from the Pandemic”
KIM Rebecca ChungHee, APU
- “A Magical Moment – but What do we do now?”
COOPER M.J.M, APU

COVID-19 and Beyond: Towards an Inclusive Workplace and Society – “Women’s Career Development with/after COVID-19”
MURAKAMI Atsuko, Executive Officer, H.U. Group Holdings, Inc.

COVID-19 and Beyond: Issues and Approaches on Diversity and Inclusion in Higher Education in Japan
NAGANO Yasuhiro, Mayor of Beppu City
FUNCK Carolin, Vice President, Hiroshima University
DEGUCHI Haruaki, APU
JONES Thomas E., APU

Development of Resilience & Leadership in Small Communities
VAFADARI M. Kazem, APU

Corporate and Institutional Resilience and Inclusiveness: The New Bottom-line in Tourism Communities
VAFADARI M. Kazem, APU

Peaks and Parks: Mountain Tourism in Asia’s Protected Areas
#1: Southeast Asia (Vietnam, Myanmar & Timor-Leste)
WENGEL Yana, Associate Professor, HNU-ASC
AYE Nandar, Master’s student, NKUHT
PHAM Long H., Dean of Tourism Studies, Vietnam National University
DA SILVA Antonio, Master’s Student, APU

Peaks and Parks: Mountain Tourism in Asia’s Protected Areas

#2: Northeast Asia (China, Japan & Taiwan)
WEAVER David B, Principal Research Fellow, Queensland University of Technology
LI Chieh-Lu, Professor, National Dong Hwa University
AIKOH Tetsuya, Associate Professor, Hokkaido University
JONES Thomas E. Associate Professor, APU

Peaks and Parks: Mountain Tourism in Asia’s Protected Areas

#3: South Asia (Indo-Himalaya, Nepal & Sri Lanka)
APOLLO Michal, Pedagogical University of Cracow
MOSTOWSKA Doanna, Warsaw University
DAHAL Rajiv, Lumbini Buddhist University
SENARATHNA Dinesha, University of Kelaniya
BUI Thanh Huong, Professor, Ritsumeikan APU

Ignite your Sparks in Women in Tech

Du Mingyu, Umu Technology Japan Inc, JAPAN
Cindy Nguyen, Business Solutions Manager, Google Singapore
Katya Kancheva, Business Solutions Manager, Comarch Italia,
Tram Anh Vu, Product Manager, Amazon Japan,
Paya Do, Senior Product Designer, H&M,

WEBINARS FOR APU FACULTY, STAFF & STUDENTS

Inclusive Leadership amid COVID-19
AVVARI Mohan, Nottingham University Business School, Malaysia

Teaching in Culturally Diverse Online Classrooms
JETTER Mary, Instructor, University of Minnesota

Inclusive Leadership and Teamwork
JETTER Mary, Instructor, University of Minnesota

Building an Inclusive and Open Culture at SMU and the Lee Kong Chian School of Business
GEORGE Gerry, Dean, Singapore Management University

Leadership and Purpose-driven Business
GEORGE Gerry, Dean, Singapore Management University

SPECIAL WORKSHOPS AND LECTURES

HR CONFERENCE FALL 2020

On November 20th and 25th, CIL members delivered two presentations to personnel management officers at the "HR conference Fall 2020".

On November 20th, Professor OTAKE Toshitsugu, Managing Director and Associate Professor SHINOHARA Yoshiki, Deputy Director delivered a presentation titled "Theoretical research results and points to foster inclusive leaders unraveled from the class management experience at APU" to an audience of 69 people.



Professor Otake introduced APU and explained how CIL was established based on APU 2030 vision. Using APU students' participation in business case competitions as an example, he emphasized the value and necessity of designing a program that provides systematic and practical experiences to all students to learn more about business and develop traits for inclusive leadership. Associate Professor Shinohara highlighted the need for inclusion as well as diversity. Drawing upon his teaching experiences of Business Capstone, he explained that inclusive leadership can be practiced by involving all members in discussions, improving clarifying roles, encouraging cooperation, and creating an atmosphere where all members enjoy working together.

Business Capstone is a required course for all business students in APU where students develop solutions to real-life business problems presented by company sponsors.

On November 25th, Professor ALCANTARA Lailani L., Director, participated in HR Conference Fall 2020 2nd with a presentation themed "What to know about inclusion and exclusion for foreign talents to thrive." Professor Alcantara presented her research results based on her interviews with young foreign employees in Japan. She classified their experiences of inclusion and exclusion at work and explored how they reacted to these experiences. The presentation was joined by 79 participants.

According to the result of the HR conference survey and CIL survey after the presentation, participants thought highly of their presentations and some of them expressed interest in collaborating with CIL.



RESEARCH MEETING WITH TSUDA UNIVERSITY

On January 9, 2021 the CIL held a research meeting for researchers in the fields of diversity, inclusion, and inclusive leadership titled “Diversity and Inclusion in Japan.” Participants included researchers from Tsuda University, Ritsumeikan University, universities we have been working with since the CIL was established, as well as researchers from as far away as Uva Wellassa University in Sri Lanka.

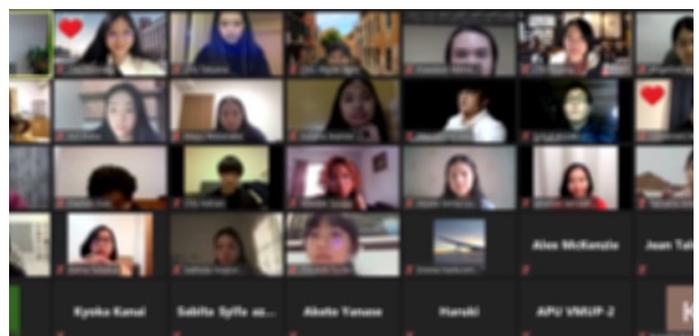
Each participant gave a presentation on their research in the morning, followed by a Q&A and discussion session in the afternoon. As it was a closed meeting, the researchers were able to give presentations that contained deeper and more detailed information than usual. The afternoon session also included many insightful questions and comments from researchers based on their perspective in the field of inclusive leadership. Thanks to the unique opportunity presented by gathering leaders in this field, we were able to facilitate a deep and fulfilling expert-level discussion

WORKSHOP “DIVERSITY AND INCLUSION: MAKING TEAM-WORK WORK” – APU VIRTUAL MINI UNIVERSITY PROGRAM

On December 5th (Sat), as part of VMUP (APU Virtual Mini University Program), Professor Alcantara, Director of CIL, delivered an online lecture about Diversity and Inclusion to 40 high school students from different parts of the world.

Titled “Diversity and Inclusion: How to make teamwork work?”, the lecture discussed the difference between diversity and inclusion and how they can enhance teamwork. During class activities in the breakout sessions, the students had a chance to reflect on and share their own teamwork experience, through which they gained insight into how to make teamwork work through inclusion and diversity.

(*) VMUP is a lecture series of 12 online sessions for high school students from in and outside of Japan. The program is organized by APU Admissions Office between October 24 to December 12, 2020. The program aims to offer high school students the chance to have a virtual university experience while being able to communicate and interact with fellow students from around the world and discuss global issues in interactive breakout sessions.



INCLUSION WEEK

MISSION:

Inclusion Week celebrates diversity, promotes inclusion and inclusive leadership. It's about helping to create an environment where everyone is respected and valued for who we are.

This year, Inclusion Week took place from October 26th to November 2nd, 2020. This was the first Inclusion Week on APU campus. The Week was organized by CIL in collaboration with five student organizations: BOND (Be One Not Divided), INCrew, APU Art Club, APU Colors and GBL (Global Business Leaders)

Shape your world
CIL **APU**
APU Center for Inclusive Leadership Ritsumeikan Asia Pacific University
インクルーシブ・リーダーシップセンター

Aspire. Participate. Unleash.

Inclusion Week

OCT 26 - NOV 2, 2020 #apuiw

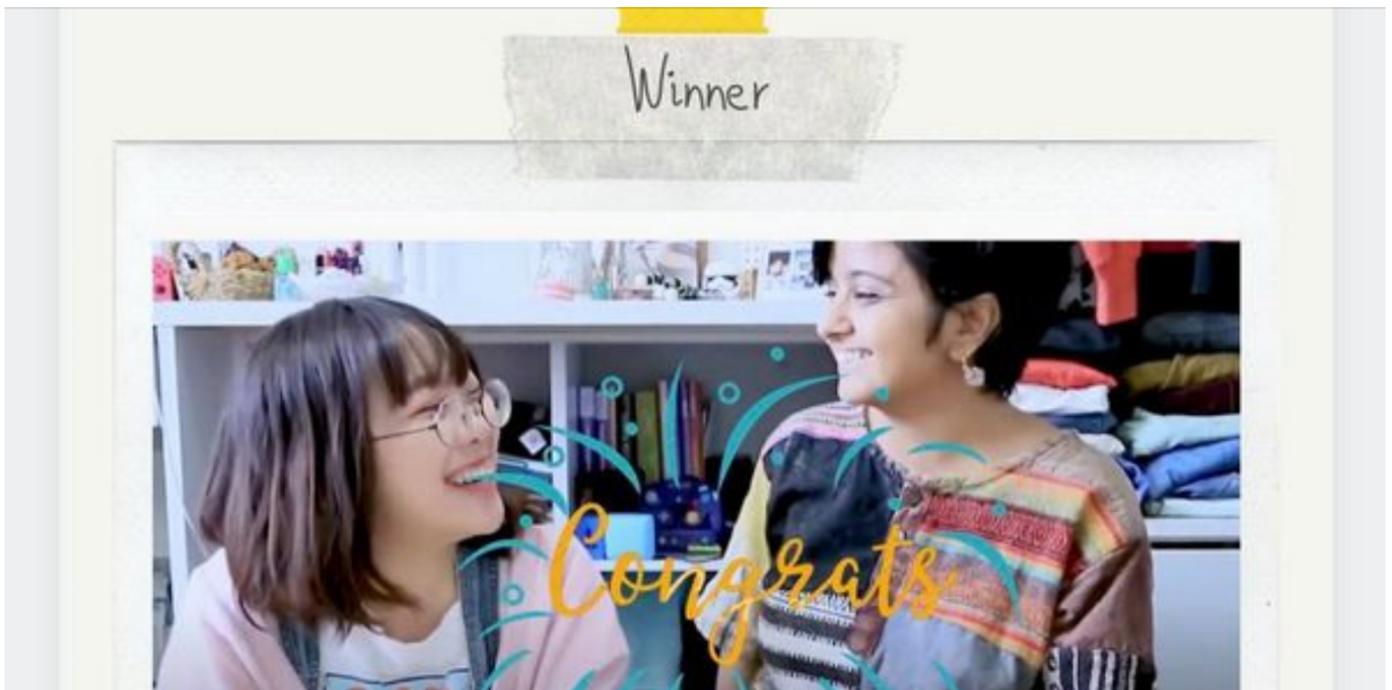
Brought to you by

BOND CAMPAIGN BY "BOND" - BE ONE NOT DIVIDED

"BOND Video Campaign Competition" was one of the seven events in Inclusion Week 2020, organized by "BOND." BOND – "Be One Not Divided" was established by an APU volunteer group with the four founding objectives: 1) to promote diversity and inclusion, 2) to build a sense of community, 3) to prevent stereotyping and discrimination 4) To inspire and cheer up one another. To celebrate the first ever APU CIL Inclusion Week, BOND organized a video campaign competition under the theme of "Be One Not Divided-心合-" from October 1st to November 2nd, 2020. The competition was open to all APU current students and alumni.

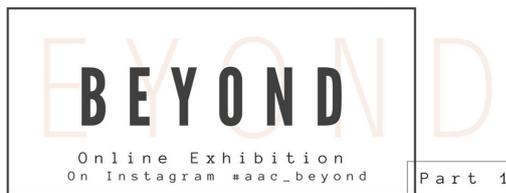
Over one month, BOND was able to reach more than 4,785 people on its Social Media (official Facebook and Instagram page) with more than 1,338 post engagements, 99-page likes, and 105-page followers. With two rounds of judging (honorable judge and public voting), three winning teams were selected. Team EmRyoku (Annie Hoang) won the competition, while team "Seikaku" was the 1st runner-up and Team "Alpha" got the 2nd runner-up place.

Each team demonstrated a high level of creativity, engagement, understanding, and impact of inclusivity and diversity, which also well aligned with the BOND's campaign objectives.



ONLINE ART EXHIBITION BY APU ART CLUB

APU Art Club kicked off Inclusion Week 2020 with the online Art Exhibition "BEYOND". Themed "BEYOND", the exhibition aims to inspire everyone to go BEYOND diversity and respect each and everyone to realize an inclusive world. The online exhibition features beautiful artworks from 30 artists with diverse backgrounds, who share their unique stories and inspiring experiences through creative art pieces.



"LGBT X FASHION X MAKE-UP" BY APU COLORS

Organized by APU Colors, a student organization dedicated to raising awareness of LGBT and sexual minorities at APU, "LGBT x Fashion x Make-up" was an open space for participants to learn about diversity and inclusivity in fashion and make-up. Participants also had a chance to openly discuss sexuality, how it tends to be perceived in relation to fashion and make-up and also how we can look at fashion and make-up from new perspectives regardless of sexuality.



"APU'S GOT TALENT" BY GBL

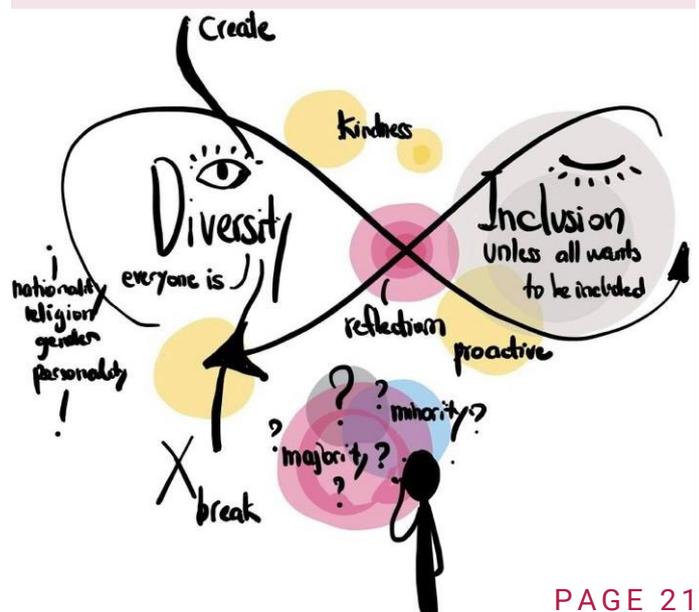
"For the first time, "APU's Got Talent" was organized on APU campus, by GBL (Global Business Leaders). The event was filled with performances from a diverse range of countries. In total 15 countries represented in the event by performing diverse performances such as dancing, singing, fashion shows, stand-up comedy, and instrumental. This event was open for every one part of APU, including staff and alumni participated.

This was the 1st ever grand show since the pandemic restricted on-campus activities. The event celebrates APU's diversity, promoting mutual respect and inclusivity.

"CAMPFIRE TALK" BY INCREW

Facilitated by four APU alumni members and joined by nearly 40 current students, the Campfire Talk was a safe space for every participant to have open and meaningful discussions about Diversity and Inclusion.

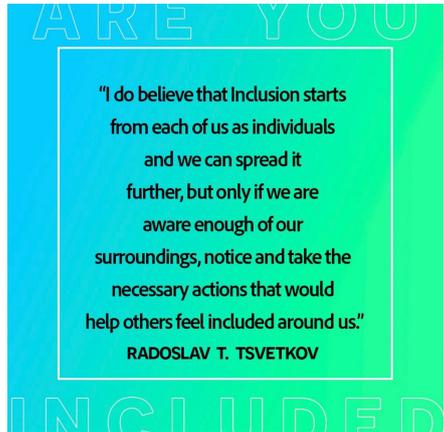
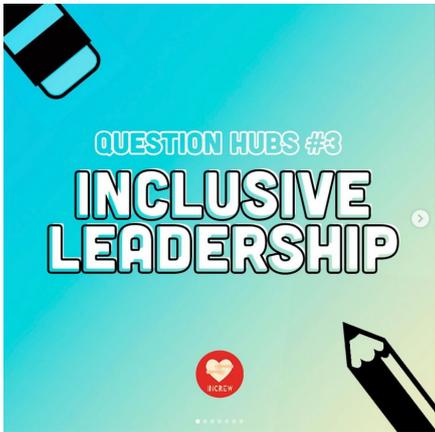
Taking on a new organic style of conversation, this virtual event dedicated a large portion of time to the dynamic conversation inside smaller breakout rooms. By having participants share their unique stories and personal experience, we gained inspiration, discovered new perspectives, and learned new insights about diversity and inclusion. Through the event, participants had time to think about why inclusion matters and why we need to talk about inclusion. The Campfire Talk is only the starting point for more active and meaningful conversation about inclusion on APU Campus.



INCREW'S ACTIVITIES

With the mission to spread "Diversity, Inclusion, and Inclusive Leadership" to APU students, APU INcrew is utilizing Instagram to share:

- Educational contents, raising awareness about inclusivity in different contexts and cultures
- "Are you included?" interview series with APU students and alumni about their experiences



In 2021, APU INcrew will continue to boost online development and create novel events such as the Podcast series and Inclusion Week as planned to reach APU Students more closely.

INCREW Member



Marishi
Vimalaprabha



Nguyen Diep
My



Nguyen Thi
Thuy Chi



Pham Gia
Khiem



Nguyen Vo
Yen Nhi



Trinh Thanh
Binh

CIL ON SOCIAL MEDIA

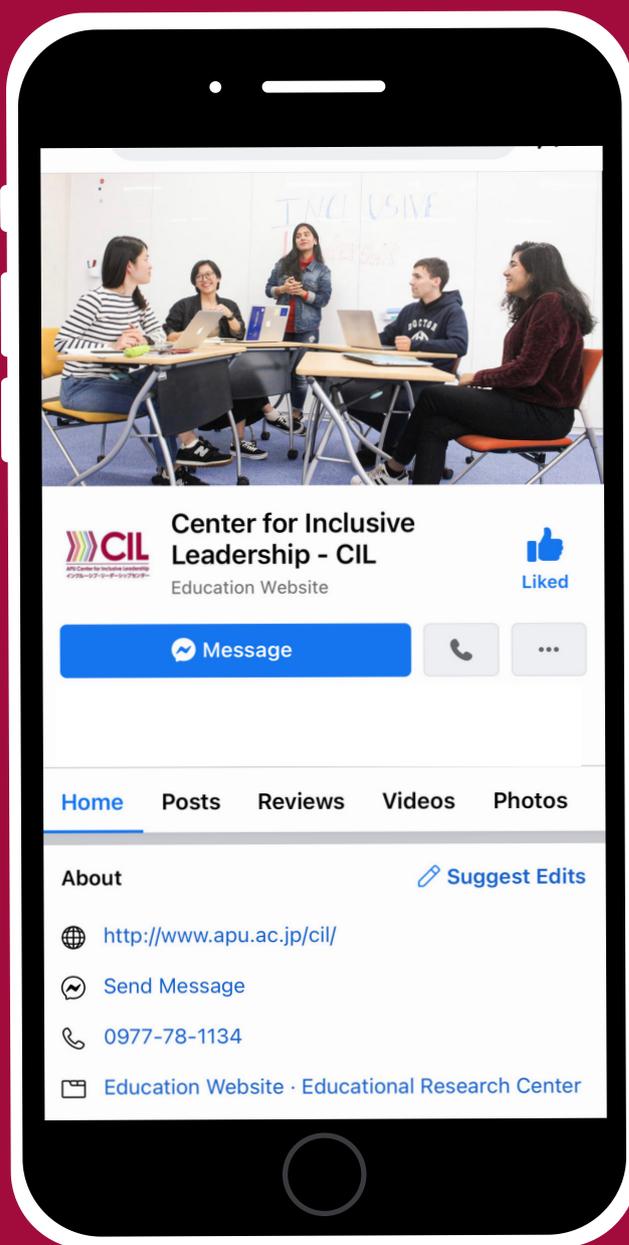
Facebook



651
followers

.....
48,064 

accounts
reached
(+38,954)



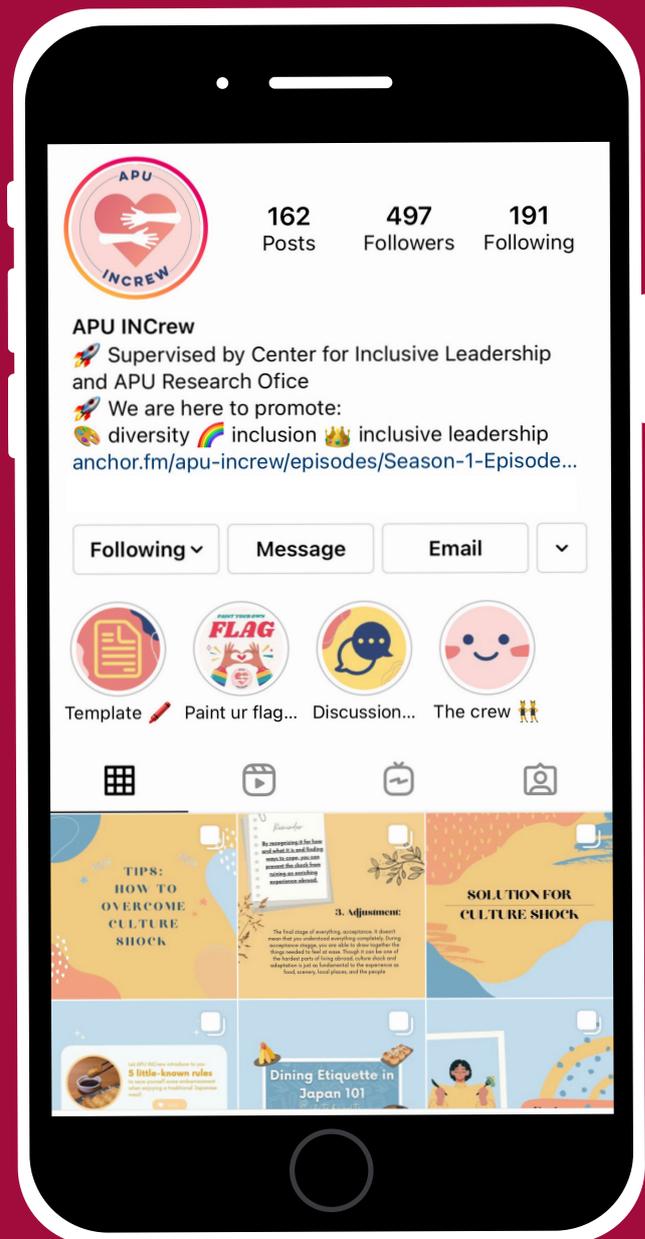
<https://www.facebook.com/CILsecretariat/>

INCREW ON SOCIAL MEDIA

Instagram

497
followers

8,374
monthly
reach

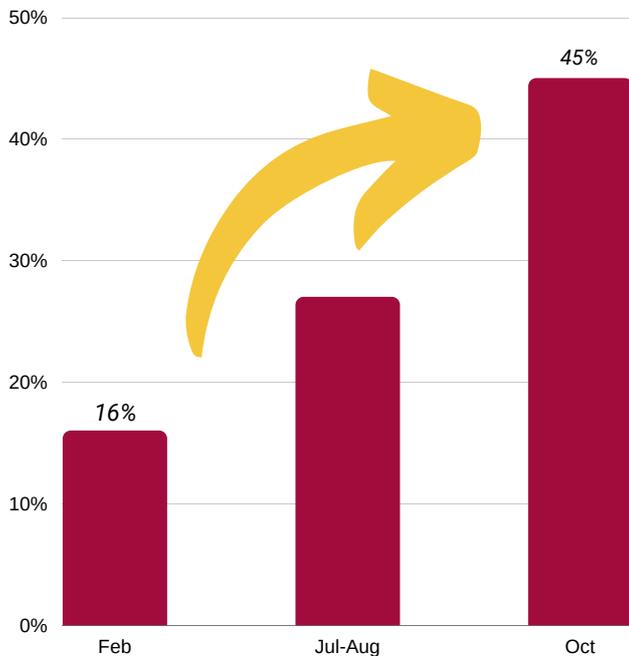


<https://www.instagram.com/apu.increw/>

BRANDING RESULTS

CIL AWARENESS

Q: Before attending the event, did you know about CIL?



29% [↑] increase in awareness about CIL

CIL's efforts are now being recognized by people who are not familiar with APU

AWARENESS AND DEEPER UNDERSTANDING OF INCLUSIVE LEADERSHIP (FEB 2020 - OCT 2020)

83% reported to have gained awareness about inclusion or inclusive leadership through the event (a 7% increase)

43% reported to have gained deeper understanding about inclusion or inclusive leadership through the event (an 11% increase)

Data shows positive outcome regarding changes in awareness and deeper understanding of Inclusive Leadership

*** Percentages are compared with survey results from the following 2020 events hosted by CIL: Feb.:forum (held on Feb 7), Jul-Aug.:series of webinars (4 in total during July-Aug), Oct.:webinar (held on Oct 16)

ASPIRE PARTICIPATE UNLEASH

 Find us on
Facebook
www.facebook.com/CILsecretariat/



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