

# ANNUAL REPORT AY2021

**CENTER FOR INCLUSIVE LEADERSHIP**

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

# 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

インクルーシブ・リーダーシップ研究・育成・実践拠点



APU Center for Inclusive Leadership

インクルーシブ・リーダーシップセンター

PILLAR 1	PILLAR 2	PILLAR 3
<div>Business Practice and Applied Research: Case development based on business in the Asia Pacific region</div> <div>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</div>	<div>Pedagogical research: Developing teaching materials on multicultural collaborative learning, project-based learning and the case method</div> <div>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</div>	<div>Theoretical Research: Output from the construction of a theoretical framework and research results</div> <div>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</div>
Students and Alumni／在学生・校友		
<div>36 Alumni Association chapter network across the world</div> <div>世界中に広がる36の校友支部ネットワーク</div>	<div>Universities and research institutions from 74 countries / regions</div> <div>74の国・地域の大学・研究機関</div>	<div>Students from 91 countries / regions Welcomed students from 152 countries / regions</div> <div>91の国・地域から集う在学生 152の国・地域の学生受入</div>
		<div>Faculty from 22 countries / regions</div> <div>22の国・地域出身の教員</div>

▲ Cooperation / 連携 ▼

※数値は2019年5月1日時点

Applicants / 受験生	Businesses / 企業	Academic world / 学術界
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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

International Mutual Understanding

Creating the Future Shape of the Asia Pacific region

自由・平和・ヒューマニティ

国際相互理解

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



**SHINOHARA Yoshiki**

Director, Associate Professor



**ROUX Petrus Willem**

Deputy Director, Associate Professor



**ALCANTARA Lailani L.**

Managing Director, Professor



**OTAKE Toshitsugu**

Adviser, Professor



## 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 "Jyū-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

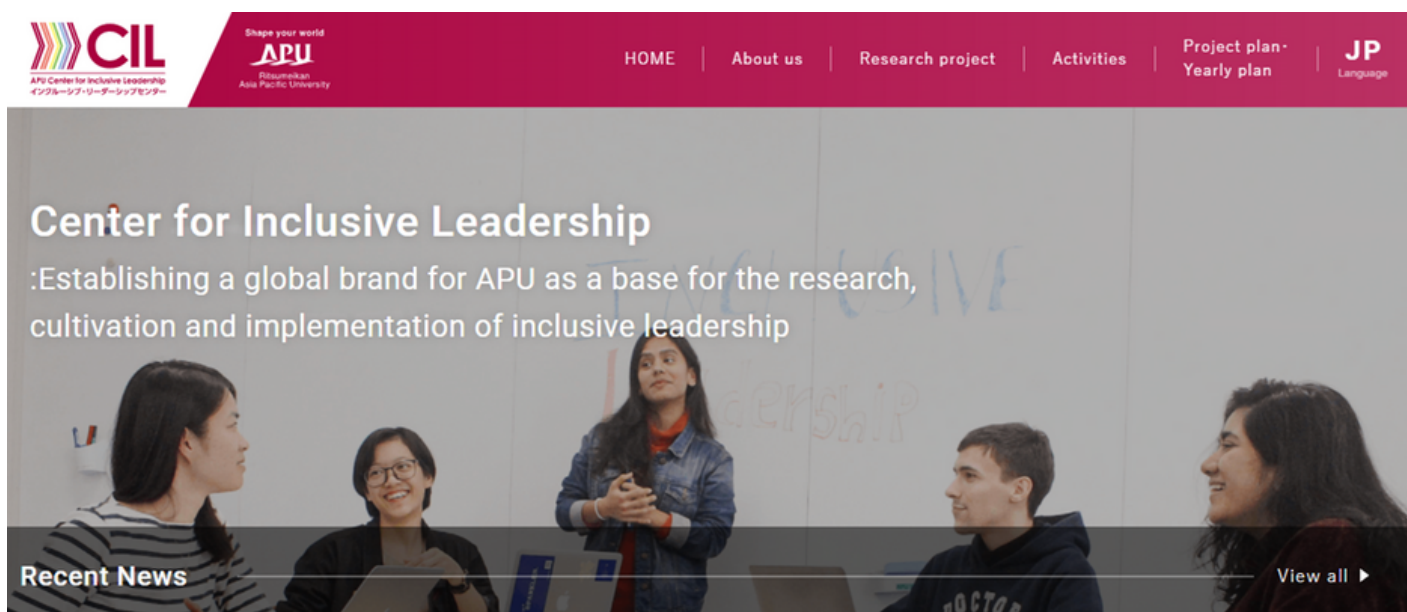
### An APU touch

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 NUMBERS

42

RESEARCH MEMBERS  
& COLLABORATORS

19

RESEARCH  
PROJECTS

33

WEBINARS, WORKSHOPS  
& LECTURES

17

ACADEMIC  
PRESENTATIONS

Facebook

670  
followers



61,973<sup>↑</sup>

accounts reached

(+13, 909)



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

# RESEARCH

## OVERVIEW OF RESEARCH PROJECTS

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

**SHINOHARA Yoshiaki,**  
Associate Professor, 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.

### **Facilitating inclusive leadership on a diverse campus: Systemic perspectives and practices**

**ROUX Petrus Willem,**  
Associate Professor, Deputy Director

This project is concerned with understanding how inclusive leadership is practiced and develops over time in the physical, digital, and conceptual space that is occupied by APU. Utilizing a systemsthinking approach, the investigation assumes that the university exists in a complex arrangement of inter-related systems, actors and stakeholders that engage dynamically, relationally and in complex ways to maintain and extend itself.

in this context, and given the unique character of APU, the notion of inclusive leadership is seen as organizing principle that has potential to shape and change people's ideas and practices. The question at the core

of the study is to understand how inclusion is performed in this context. Taking the view that each element and/or actor in APU's system may express a unique and valuable perspective, the investigation aims to give voice to these various elements by collecting, for instance, opinions, interviews, institutional artefacts, media, policies and the observed practices of actors and groups. An analysis of the patterns, flows, exchanges, and inherent relations of power that these (and other) elements display over time will be utilized to conceptualize inclusion as a systemic principle and to help characterize and direct inclusive leadership at APU.

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

**ALCANTARA Lailani L.**  
Professor, Managing 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.

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

**OTAKE Toshitsugu**, Professor, Advisor

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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.

## **Financial Inclusion for Inclusive Development: A Study on Bangladesh and India**

**BARAI Munim Kumar**, Professor, APU

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Just before the onset of Covid-19 in early 2020, Bangladesh and India had been able to bring down the poverty of their mass population and improve socio-economic conditions so that the development is considered to have become more inclusive. The facts reflect that the BPLP in Bangladesh fell to 39 million in 2016 from nearly 63 million in 2000, reaching 24.3%. Likewise, 271 million moved out of poverty between 2005-06 and 2015-16 in India. During this period, India's poverty rate nearly halved, falling from 55% to 28%. Not only that, the bottom of the pyramid population in both Bangladesh and India made progress in various socio-economic indicators like income and consumption, income inequality, employment, household vulnerability,

women empowerment, social productivity, etc. Interestingly, we find that a huge expansion of financial inclusion efforts in both countries during this time. These happened through the introduction of various financial products and methods of banking by various banks, other financial institutions, and governments. In Bangladesh, the standout FI programs are microcredit, mobile banking, whereas, in India, the Jan Dhan Yojana (Public Wealth Scheme) initiative aimed to increase the ownership of bank accounts of the poor people for various financial transactions under the welfare schemes of the government. All these measures in Bangladesh and India to include the marginalized people in the financial streams, seem to have played an essential role in reducing their poverty and progress in the socio-economic variables. In that way, both countries' economic and social development has become more inclusive.

The proposed research aims to make an in-depth study to address how efforts of inclusive finance in both countries have impacted the economic and social development becoming more inclusive. This analytical research wants to estimate the actual causality between their FI and poverty alleviation and socio-economic development by proposing a new Poverty Index reflecting FI in a comparative setting. To do that, various FI measures deployed by various institutions in both countries, the similarities and differences in the FI approaches, and their impact on inclusive development, will be explored. The expected findings that how FI in India and Bangladesh made development inclusive could be highly relevant to developing and developed countries, including Japan.



## **Factors contributing to the social inclusion of foreign employees into the workplace: The case of the hotel industry in Japan**

**SAITO Hiroaki**, Associate Professor, APU

**BAUM Thomas**, Professor,  
University of Strathclyde, United Kingdom

**KASHIWAGI Sho**, Assistant Professor,  
Kanagawa University, Japan

**YOO Kate Inyoung**, Assistant Professor,  
Kansai Gaidai University, Japan

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Tourism and hospitality have become one of the major strategies to revitalise Japan's economic growth. At the same time, the sector struggles with labour shortages caused primarily by an aging and shrinking national population. As the industry relies heavily on human involvement to create products and services, the current labour shortage constitutes an impediment to develop and respond to growing demand. Since the government recruited foreign workers to mitigate the challenge, the population had reached to 1.7 million in 2020, and 13% joined the tourism and hospitality jobs. While the hospitality sector witnesses growing workplace diversity, creating social integration and an inclusive workplace for ethnic minority workforces remains a problem.

Hence, the purpose of this proposed research is to explore how inclusivity in the workplace can be increased for migrant workers in the hospitality sector in Japan. The study primarily aims to identify multilevel factors that influence integration by migrant hospitality workers into the host society and discover measures that could be taken to make the hospitality workplace more inclusive for migrant workers. By adopting a mixed-methods approach (exploratory design – instrumental design model), this research aims to: (a) explore the factors that contribute to a sense of perceived social inclusion/exclusion; (b) develop and test a research framework to enhance understanding of social inclusion/ exclusion in the context of Japan; (c) develop practical guidelines which will help to moderate existing hospitality employment challenges; and (d) increase awareness of social inclusion/exclusion within hospitality industry practices.

The research findings will contribute to add knowledge to diversity management and sustainable human resource management within hospitality contexts. Furthermore, the results will inform hospitality management and policymakers engaged with immigration issues in Japan.

## **Towards inclusive historical narratives: Research on the clash of conflict narratives in the study of international reconciliation and peace**

**HEO Seunghoon Emilia**, Associate Professor, APU

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This research explores the clash of conflict narratives youths share in the study of international reconciliation and peace in International Relations (IR) classrooms. In a typical IR classroom often featuring multiple nationalities, the learning space becomes a room for encountering different versions of war-related narratives. While currently enrolled students, often born after 2000, are far from past violent events, they may exhibit entrenched views derived from official narratives they were exposed to.

This can lead to elements of surprise when students realize that there are other versions of 'what happened' while studying international history and politics with students from the other side of the world. Here we witness clashes of national narratives every day when addressing the heritage of the Second World War. In this context, the present study poses the following questions: Which conflict narratives do students bring into IR classes, international reconciliation and peace studies in particular? What happens when they clash? How do they react in the presence of many others? How can we create inclusive historical narratives in order to implement innovative learning about controversial past? Drawing on online surveys, interviews, and class observations, this research project aims at exploring how highly selective narratives of the national past, learnt at school or absorbed from the media, affect collective identity (the way we perceive the self versus the other), how globalizing learning environment challenges its shaping, and most importantly, which pedagogical tool to implement in order to create inclusive and cross-border historical narratives. The originality of this study lies in challenging the current state of conflict narrative studies, often staying exclusive to each other. It is a new attempt at looking into painful past from the opposing view. The pedagogical method, I name 'Through the eyes of others' approach here, offers an opportunity for students to think, learn, and share with others when exposed to competing national narratives on war and peace. In doing so, this research invites us to define the concept of we-ness across national borders: Do we want peace with them or against them? This reflection itself does not bring any immediate solution to the issue of international reconciliation itself.

But engaging in it is an open expression of willingness to ask revising the concept of enmity and to demand overcoming the spirit of exclusion, still very present in IR today.

### **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.

### **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.

### **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

### **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)

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

**ACKARADEJRUANGSRI Pajaree**, 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

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.

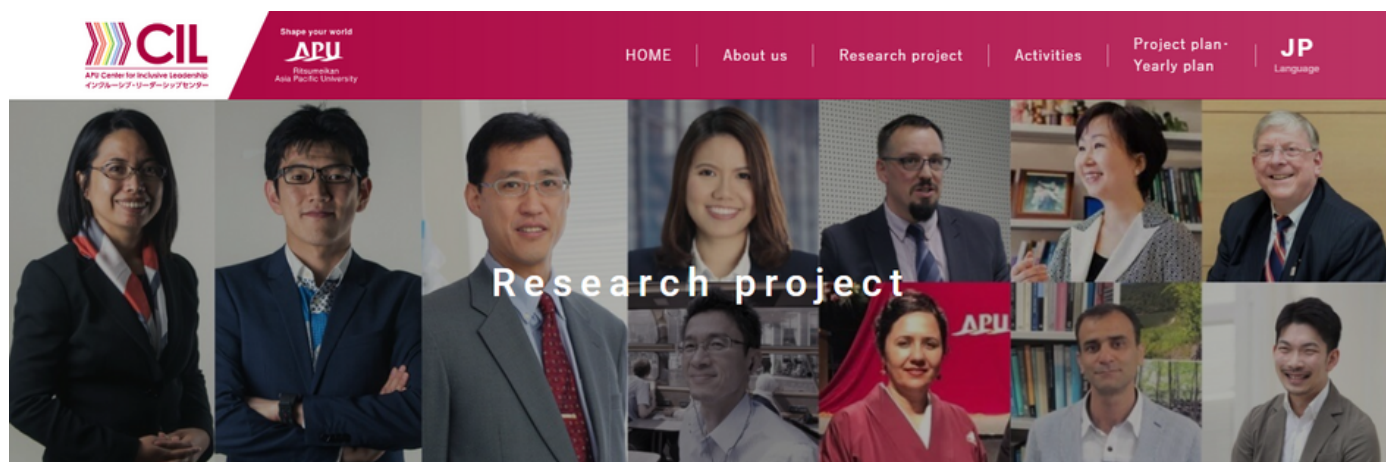
However, while the language of diversity and inclusive leadership is increasingly used in the management and tourism literature, there is little readily available practical guidance that is:

- 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.



## For more details about our research projects:

Please visit the CIL website for the latest information, including research outlines and project progress reports.



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

[Summary of Research \(PDF\)](#)

Research Representative:  
[SHINOZAKI Yoshiaki](#), Associate Professor, APU, CIL Director



Facilitating inclusive leadership on a diverse campus: Systemic perspectives and practices

[Summary of Research \(PDF\)](#)

Research Representative:  
[ROUX Petrus Willem](#), Associate Professor, APU, Deputy CIL Director



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

[Summary of Research \(PDF\)](#)

Research Representative:  
[ALCANTARA Lailani L.](#), Professor, APU, Managing CIL Director



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

[Summary of Research \(PDF\)](#)

Research Representative:  
[OTAKE Toshitsugu](#), Professor, APU, CIL Adviser

## PUBLICATIONS

Author	Title	Journal
ACKARADEJRUANGSRI P. MUMI Atthaphon RATTANAPITUK Sirirat PAKHUNWANICH Pijak	Exploring the Determinants of Young Inclusive Leadership in Thailand: Research Taxonomy and Theoretical Framework	Journal of the Knowledge Economy
KIM Rebecca ChungHee	Rethinking corporate social responsibility under contemporary capitalism: Five ways to reinvent CSR	Business Ethics, the Environment & Responsibility
JUNG Jonghee	UDL Framework-based ESP Course Development: A Case Study of Ritsumeikan Asia Pacific University in Japan. 보편적 학습 설계(UDL)에 기반한 ESP 교육과정 구상: 일본 리츠메이칸 아시아태평양대학의 사례를 중심으로.	ESP Review

## RESEARCH PRESENTATIONS

### CIL Special Sessions at Asia Pacific Conference 2021

#### Session 1: Special Session Keynote

##### Advancements in Research on Inclusion and Inclusive Leadership

- CHUNG Beth, Fowler College of Business, US

#### Session 2: Cultivating inclusive leadership in higher education

##### 1. Experiments of Policy Evaluation Methods on Diversity and Inclusion - An Approach using the Empowerment Database-

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

##### 2. Sustainability Practices: A Case Study in Developing an Inclusive Pedagogy for Environmental Citizenship Education at a Japanese International University

- MAHICHI Faezeh, APU
- ROUX Petrus Willem, APU
- ALCANTARA Lailani L., APU
- TAKEKAWA Daisuke, University of Kitakyushu, Japan

##### 3. Fostering the inclusive leadership of students through multicultural groupwork

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

## CIL Special Sessions at Asia Pacific Conference 2021 (CONT)

### Session 3: Advancing inclusive leadership in business

#### 1. The influence of workforce diversity on the financial performance of Japanese companies

- SHINOHARA Yoshiki, APU
- ALCANTARA Lailani L., APU
- OTAKE Toshitsugu, APU

#### 2. Inclusive Leadership in a Time of Crisis: The Messaging of Business Leaders Before and During the COVID-19 Pandemic

- KIM Rebecca Chunghee, APU
- MOHAN Avvari, Business School/University of Nottingham, Malaysia
- HELAL Uddin, Nazah trading company Co., Ltd., Japan

#### 3. The case for hybrid creativity through inclusive leadership in social enterprises

- TOIVONEN Tuukka, University of the Arts London, UK
- ALCANTARA Lailani L., APU

### Session 4: 学びのユニバーサルデザイン/Universal Design for Learning

#### Inclusive leadership program for the healthcare industry in Oita Prefecture

- NOTOMI Keiko, University of Teacher Education Fukuoka, Japan
- SUMIDA Tamaki, APU
- BERGER Maiko, APU
- JUNG Jonghee, APU
- TATEYAMA Hirokuni, APU
- TSUTSUI Kumiko, APU

### Session 5: Applying inclusive practices in finance and organizations

#### 1. Financial inclusion in the UAE

- ALSUWAIDI Alya Mohamed, APU

#### 2. Analysis of the Role and Impact of Digital Financial Inclusion in Kenya

- CHEPKWONY Joel Kiptoo, APU

#### 3. The effects of inclusion on deviant behaviors

- RAMSHARMA Kalpana, Wancher Inc., Japan



# CIL Special Sessions at Asia Pacific Conference 2021 (CONT)

## Session 6: Inclusive leadership training and inclusive policies: Insights from case studies

### 1. How can entrepreneurial-focused education foster socio-economic transformation:

#### A case of the African Leadership Academy

- ALY Danilo Umar, APU

### 2. Inclusivity Through Prison Farm to Achieve Sustainability Pillars: Case Study of Kendal Open Prison, Indonesia

- KARINA Adikusumaningtyas Dodot, APU
- MAHICHI Faezeh, APU
- TERAMAE Minami

**Dec. 4 (Sat.)**  
**CIL Special Session**  
at 19th Asia Pacific Conference

CIL will hold a special session at the 19th Asia Pacific Conference to present its research on inclusive leadership, inclusion and diversity. On the first day, we will have the special session keynote speech by Professor CHUNG Beth from the Fowler College of Business, US and many research presentations by researchers from APU or other universities. The sessions take place online and are available to everyone. We look forward to seeing you all there.

**Session 1**  
11:00-12:40

**SPECIAL SESSION KEYNOTE:**  
"Advancements in Research on Inclusion and Inclusive Leadership"  
Professor CHUNG Beth  
Fowler College of Business, US  
\*English to Japanese simultaneous interpretation will be available.



**Session 2**  
Cultivating inclusive leadership in higher education  
14:00-15:40

"Experiments of Policy Evaluation Methods on Diversity and Inclusion - An Approach using the Empowerment Database."  
ITO Yukiko, Tsuda University, Japan

"Sustainability Practices: A Case Study in Developing an Inclusive Pedagogy for Environmental Citizenship Education at a Japanese International University"  
MAHICHI Faezeh, APU

"Fostering the inclusive leadership of students through multicultural groupwork"  
HIRAI Tatsuya, APU

"Inclusive Learning and Diversity in the Pandemic Era: The Case of the Smart Community Tourism Webinar Series (SCoT)"  
VAFADARI M. Kazem, APU

**Session 3**  
Advancing inclusive leadership in business  
16:20-18:00

"The influence of workforce diversity on the financial performance of Japanese companies"  
SHINOHARA Yoshiki, APU

"Inclusive Leadership in a Time of Crisis: The Messaging of Business Leaders Before and During the COVID-19 Pandemic"  
KIM Rebecca Chunghee, APU

"The case for hybrid creativity through inclusive leadership in social enterprises"  
TOIVONEN Tuukka, University of the Arts London, UK

**REGISTER HERE>>>**  
<https://forms.gle/ih68VRzZp5mERe5r7>



Center for Inclusive Leadership (CIL)  
✉ [centers@apu.ac.jp](mailto:centers@apu.ac.jp) <https://www.facebook.com/CILsecretariat/>

**Dec. 5 (Sun.)**  
**CIL Special Session**  
at 19th Asia Pacific Conference

CIL will hold a special session at the 19th Asia Pacific Conference to present its research on inclusive leadership, inclusion and diversity. On the second day, we will have a Japanese session and research presentation by APU students and Alumni. The sessions take place online and are available to everyone. We look forward to seeing you all there.

**Session 4**  
Universal Design for Learning  
10:00-11:40

"APUにおける「学びのユニバーサルデザイン」の実践: インクルーシブ教育を目指して"  
SUMIDA Tomoki, APU  
BERGER Maiko, APU  
JUNG Jonghee, APU  
TATEYAMA Hirokuni, APU  
\*This presentation will be delivered in Japanese with no English interpretation.

**Session 5**  
Applying inclusive practices in finance and organizations  
13:00-14:40

"Financial inclusion in the UAE"  
ALSUWAIDI Alya Mohamed, APU

"Analysis of the Role and Impact of Digital Financial Inclusion in Kenya"  
CHEPKWONY Joel Kiptoo, APU

"The effects of inclusion on deviant behaviors"  
RAMSHARMA Kalpana, Wancher Inc., Japan

**Session 6**  
Inclusive leadership training and inclusive policies: Insights from case studies  
15:20-17:00

"The rising advocacy of young people to diversity and inclusiveness: A lens of Vietnam on social media"  
LUU Thi Phuong Thao, Crimson Education, New Zealand

"How can entrepreneurial-focused education foster socio-economic transformation: A case of the African Leadership Academy"  
ALY Umar Danilo, APU

"Inclusivity Through Prison Farm to Achieve Sustainability Pillars: Case Study of Kendal Open Prison, Indonesia"  
KARINA Adikusumaningtyas Dodot, APU

**REGISTER HERE>>>**  
<https://forms.gle/ih68VRzZp5mERe5r7>



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# EVENTS

## EVENT PARTICIPATION BY REQUEST

Due to increased awareness of the CIL, we have received requests from several companies and organizations to give keynote or other lectures at events. Click or scan the QR codes to read the reports or watch the videos.

01

### Three Perspectives Essential to the Penetration and Establishment of Diversity and Inclusion

Speaker: SHINOHARA Yoshiki, Associate Professor, APU  
Organizer: 日本CHO協会



02

### Diversity and Inclusive Leadership for Nation Branding

Speaker: ALCANTARA Lailani L. Professor, APU  
Organizer: Foreign Service Institute of the Republic of the Philippines

03

### グローバルリーダーを育てる組織の文化について - “私の未知との遭遇”

Speaker: OTAKE Toshitsugu Professor, APU

04

### AACSB Asia Pacific Annual Conference - "Diversity & Inclusion in Asia Pacific Region"

Speaker: ALCANTARA Lailani L. Professor, APU  
Organizer: AACSB

05

### Innovative City Forum 2021 Alternative Visions - Contemplating a new future, now ～今、考える新しい未来～ - "Diversity and inclusion – paving the way for the future of Japan"

Speaker: ALCANTARA Lailani L. Professor, APU  
Miho Izumi (College of Asia Pacific Studies Class of 2005)  
Shohruhbek Ibragimov (College of Asia Pacific Management Class of 2010)  
Shira Damia Putrinda (College of Asia Pacific Studies Class of 2013)  
Organizer: Mori Memorial Foundation, Mori Art Museum and Academyhills



06

### AACSB DEIB Regional Forums Asia Pacific Forum - "Defining Inclusion and Contextualizing Knowledge"

Speaker: ALCANTARA Lailani L. Professor, APU  
Organizer: AACSB

## WEBINAR PARTICIPATION BY REQUEST

### "Three Perspectives Essential to the Penetration and Establishment of Diversity and Inclusion"

Director SHINOHARA was invited by the Japan Society for Chief Human Officer to present an online workshop entitled "Three Perspectives Indispensable for the Penetration and Establishment of Diversity and Inclusion" on April 27, 2021.

Based on the theme of "Inclusive Leadership: Transforming Diversity into Organizational Strength", he asked three essential questions while providing specific examples: "What is diversity?", "What is inclusion?" and "What is the difference between the two?" He also emphasized the importance of inclusion in order for diversity to have a positive impact on an organization, and explained that by encouraging inclusion, the benefits of diversity can be achieved, and that "an inclusive leader," (a person who encourages inclusion), will be able to transform diversity back into an organizational strength.



Click or scan to read the report written by the organizer in Japanese.



# EVENTS

## HOSTED / CO-HOSTED EVENTS

01

### IDEAS FESTIVAL

Speakers: ZAM Namgay, Executive Director, Journalists' Association of Bhutan  
POWDYEL TS, Emeritus Minister, Ministry of Education, Bhutan  
KOH Yvonne, Managing Director, Teneo, Singapore  
Organizer: Associate Professor ACKARADEJRUANGSRI P.



02

### Diversity and Inclusive Leadership and Institutional Transformation: A Case Study of Claflin University

Speaker: HASAN Zia, Vice President for Planning, Assessment and Information Services, Claflin University, USA, & Chair, Diverse and Inclusive Leadership Task Force, CU  
Organizer: Professor BARAI Munim Kumar



03

### Language Festival

Speakers: APU students representing the linguistical minority groups  
Organizer: Tenured Senior Lecturer ETO Tomoko



04

### Bringing Organic Food to Our Daily Life

Speaker: GOTO Akiko, Founder of Oita Organic Market  
Organizer: Associate Professor MAHICHI Faezeh



05

### Seaweed Fertilizer & Kandori Farm

Speakers: KANDORI Makoto, KANDORI Hiroe  
Organizer: Associate Professor MAHICHI Faezeh



06

### Realizing a Sustainable Society

Speakers: MIYAZAKI Kishiko, AMITA HOLDINGS CO., LTD.  
KARAKAMA Shinichi, AMITA HOLDINGS CO., LTD.  
Organizer: Associate Professor MAHICHI Faezeh



07

### Curiosity and Playfulness as the Source of Intercultural Communication: from his personal experience at Sony Corp.

Speaker: OHKI Mitsuru, Former Executive Vice President, Sony Corporation  
Organizer: Associate Professor KANAI Shusuke





# EVENTS

## HOSTED / CO-HOSTED EVENTS (CONT)



**Working Together with Local Communities and Governments for a Better Destination Management Through UNWTO.QUEST Lessons from Thompson Okanagan Tourism Association's experience with the UNWTO.QUEST Certification**

Speakers: VAFADARI M. Kazem, Professor, APU  
JAFARI Jafar and others

08

09

**EMPOWERING TOURISM VILLAGES  
Successful Practices from Indonesia**

Presenters: OKTADIANA Hera  
HANDOKO Sugeng and others



**CIL Research Seminar  
Publishing in High Quality Journals: Challenges and Opportunities**

Speaker: SHORE, Lynn M., Professor, Colorado State University

10

11

**CIL Research Seminar  
“CIL Research Seminar “Engaging in Research on Inclusive Leadership and Inclusion”**

Speaker: SHORE, Lynn M., Professor, Colorado State University



### Event Implementation

Every year, CIL holds and opens to the public events like those listed above to raise awareness and deepen understanding of diversity & inclusion and inclusive leadership. Please visit the CIL website and Facebook page for more information on events.

We also welcome requests from companies, universities, and organizations that would like CIL researchers to give lectures. Please contact the CIL secretariat to make a request (centers@apu.ac.jp).





# EVENT REPORT

## HOSTED / CO-HOSTED EVENTS

### CIL RESEARCH SEMINAR "PUBLISHING IN HIGH QUALITY JOURNALS: CHALLENGES AND OPPORTUNITIES"

CIL held an online seminar on August 26th. Although it started early in the morning due to the speaker being in a different time zone, there were over 100 applications for participation. The feedback survey conducted after the seminar revealed a high level of satisfaction. We were pleased to gain insight into how participants learned about this seminar and how they found it helpful.

Date and Time: August 26 (Thu.), 2021, 8:45 am JST  
Speaker: Professor SHORE, Lynn M., Colorado State University  
Moderator: Associate Professor SHINOHARA Yoshiki, APU



Click or scan the code for the webinar slides



Click or scan the code for a video of the webinar

**CIL RESEARCH SEMINAR**

Speaker: **Professor Lynn M. Shore**  
Partners for Excellence Professor, Management Department,  
Colorado State University

**Publishing in High Quality Journals:  
Challenges and Opportunities**

Professor Shore will share some of the research approaches that increase success, as well as some common mistakes that undermine such an accomplishment. She will share some of the publication challenges she has faced and how these can be overcome, while using her publications related to inclusive leadership as examples. Professor Shore will also share tips for publishing based on her extensive experience as an Associate Editor for the Journal of Applied Psychology, as well as her many years serving on editorial boards for some of the top journals in the fields of management and applied psychology.

Moderator:  
**Yoshiki Shinohara**  
CIL Director,  
Associate professor, APU

**ZOOM**

**26 August 08:45 AMJST**

**Language: English**  
(with Japanese simultaneous interpretation)

Registration Here

<http://bit.ly/3j7v8wj>

CIL Secretariat (centers@apu.ac.jp)

### "ENGAGING IN RESEARCH ON INCLUSIVE LEADERSHIP AND INCLUSION"

**CIL RESEARCH SEMINAR**

**Only for APU faculty member**

**AUG. 26 10:35 AM**

**Engaging in Research on Inclusive Leadership and Inclusion**

Professor Shore is a leading researcher in the field of inclusive leadership, and she has agreed to hold a special session only for APU faculty to help promote research in her field. In the special session she will give advice on theories, methods, and ethics, and discuss other questions and concerns you may have to help you enrich the quality of your research. We hope you will join us for this valuable opportunity that we are sure will contribute to the progress of your research.

Speaker: **Professor Lynn M. Shore**  
Partners for Excellence Professor, Management Department,  
Colorado State University

Moderator: **Peter Raus**  
Deputy CIL Director, Associate Professor, APU

► ZOOM

► Language: **ENGLISH**

► Maximum: **25 people**  
\*First come, first served basis

Registration Here

<http://bit.ly/3j7v8wj>

contact: centers@apu.ac.jp

This webinar was held for only APU faculty members after the aforementioned "Publishing in High Quality Journals: Challenges and Opportunities" webinar.

Professor Shore is a leading researcher in the field of inclusive leadership. The webinar was held with a small, focused group of APU faculty members who are interested in inclusive leadership research. Professor Shore shared her experience and her own research and had an open discussion with the participants. We look forward to seeing APU faculty members engage in research inspired by this webinar!

# PEDAGOGY

## Diversity and Inclusion Teaching Assistants (DITA): A New Support System for Inclusive Teaching

### What is DITA?

DITA is a new support system launched in the 2020 fall semester to assist faculty members in practicing and promoting inclusive teaching in the classroom by assigning additional Teaching Assistants (TAs) to help develop inclusive leadership mindsets among APU students.

### Purpose

- (1) Promote inclusive teaching
- (2) Identify effective practices for inclusive teaching at APU
- (3) Understand the inclusive climate of APU
- (4) Foster inclusive leadership mindsets and practices among students at APU

Provided in  
**35 courses**

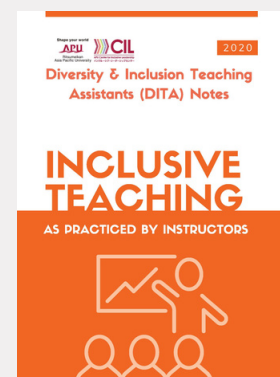
### What is Inclusive Teaching?

Inclusive teaching refers to pedagogy that aims to create a learning environment where all students feel welcomed and valued.



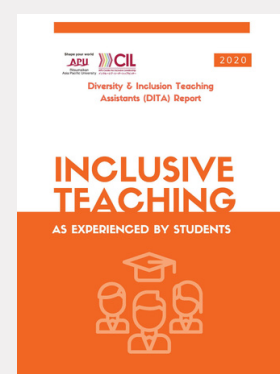
### DITA Notes

The CIL has published "DITA Notes", which is based on APU instructors' experience teaching with DITAs. At APU, our instructors deliver unique lectures tailored to the diverse, international campus environment, and "DITA Notes" contains several practical examples of these lectures. We hope "DITA Notes" can provide you with some hints on inclusive teaching.



### DITA Report

The CIL has also published "DITA Report", which compiles the results of surveys with APU students who attended the courses where DITAs were assigned. Hear directly from our students about their experiences with inclusive teaching practices.



The following pages (pp.20-27) contain reports from APU students who belong to the student organization INCrew.

# INCLUSION Week

## Mission

Inclusion Week was initiated by the Center for Inclusive Leadership and the APU Research Office in 2020. Held annually, Inclusion Week aims to celebrate the diversity of the APU environment, encouraging an understanding of inclusion among APU students and campus guests, and fostering an inclusive spirit in the APU community.



Following from Inclusion Week 2020, Inclusion Week 2021 activities resumed with a bigger and better lineup of online and offline events, including a guerilla exhibition, a discussion about fashion, make-up, and LGBT, a video competition, a “campfire” talk, an academic talk, and the APU’s Got Talent show.

## Time line

**Nov 3 (Wed)**

Debate Show - Final Round

**Dec 13 (Mon)**

Parade & “What if” Wall

**Dec 14 (Tue)**

The “Paint your shoes” event

**Dec 17 (Fri)**

Grand Show “Live like a newborn”

Taking a different from Inclusion Week 2020, Inclusion Week 2021 was organized by various student organizations to highlight the dynamics of and the value placed on diversity and inclusion at APU. The theme of this year’s event was “Live like a Newborn” and it aspired to convey the non-judgmental spirit that is a “privilege” for newborn babies.

When we were newborns, we perceived our life with no stereotypes.

When we were newborns, we welcomed everything with no judgment.

When we were newborns, we expressed our emotions with no worries.

Now, given the stereotypes we have grown up with, the judgments we have formed, and the emotions we have suppressed, can we find our pure selves again?

To answer this burning question, Inclusion Week 2021 was held to guide audiences into a world where they can look back on the past stages of their lives, corresponding with the four main events, and seek to recapture the non-judgmental spirit.

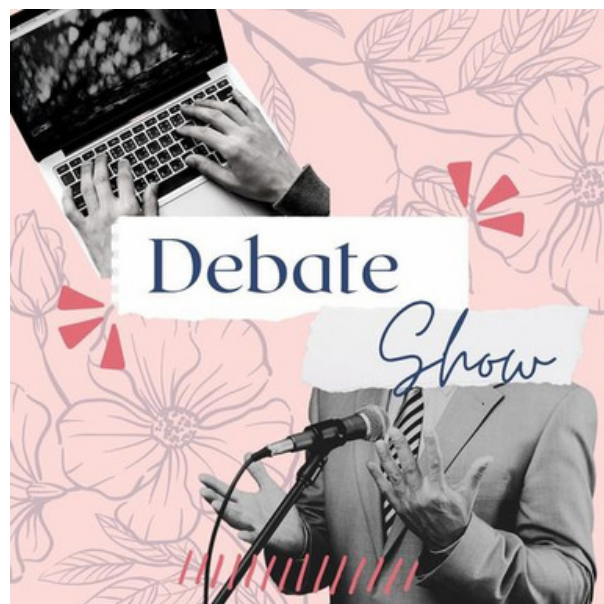


## DEBATE SHOW - FINAL ROUND:

The first debate competition ever held at APU, this event aimed to create a stage on which APU students could freely raise their opinions about issues related to diversity & inclusion.

In total, 7 teams participated in the debate. For three weeks, they underwent training to develop knowledge and skills related to diversity and inclusion.

With experienced debaters acting as trainers and APU professors serving as judges, the Debate Show attracted debate enthusiasts who confidently stepped onto the stage armed with debate skills and knowledge pertaining to the spirit of inclusion.



INCLUSION WEEK 2021 - DEBATE SHOW'S WINNER

CONGRATULATIONS TO **BILL GATES IS SINGLE**



Brey Brianna



Syed Ahmed



Habib R.K Ornob

### Distinguished trainer

**Avash Byanjankar** - APU alumni

### Panel of judges

**Srijan Poudel** - Debater / debate coach

**Irsyady Hanief** - APU 3rd year

**Gillian Montero Encarnacion** - APU 4th year

**Avash Byanjankar** - APU alumni

**Bui Thien Thao Anh** - APU 4th year

**Fathia Fairuza** - APU 4th year



## PARADE AND THE “WHAT IF” WALL

A parade marks the opening of every Multicultural Week at APU and attracts the attention of a huge number of APU students. With performances from three groups, Gospel Soul APU, K-muse and APU Mairaku, this year's parade was a dynamic party of music and dance through which myriad cultures could be showcased and the diversity of APU could be celebrated by APU students.



The Inclusion Week 2021 parade aimed to create a fresh and energetic atmosphere on campus with performances by various APU student clubs. The audience was not only able to enjoy the diversity demonstrated by their multinational friends, they could also recapture the excitement and curiosity of exploring the world for the first time like a newborn.

The “What If” Wall was a uniquely meaningful addition to parade. It featured several questions starting with “What if”, and by answering these, APU students expressed their dreams of a world without judgment, stereotypes, and prejudices. The “What If” Wall was maintained throughout Inclusion Week 2021 as a place where APU students could candidly express their thoughts on a range of topics including publications, grants, and projects.



# THE “PAINT YOUR SHOES” EVENT

The “Paint Your Shoes” event, based on the idiom “put yourself in someone else's shoes”, aimed to encourage empathy by having participants paint shoes based on stories sent to APU INCrew by anonymous storytellers.



More than an exhibition, this event provided the storytellers with a safe space to pour their hearts out free from stereotypes, judgment, and worry. No matter what shape their stories took—long or short, joyful or sad, or dealing with being included or excluded—there was a community of story-painters who willingly listened to the stories they dared to share.

More than a painting project, the story-painters took time to listen to the storytellers’ heartfelt stories and then paint out the storyteller’s emotions on the shoes provided for the event. Even when the same story was depicted, you could sense different feelings in the different colors that each painter used.

These shoes painted by different story-painters in a range of different feelings and different colors provide the firmest proof of how diverse our perspectives are and how empathetic we can be when we stop to sincerely listen to other people’s stories.

## GRAND SHOW “LIVE LIKE A NEWBORN”



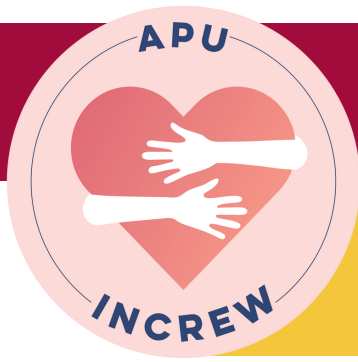
The Grand Show of Inclusion Week 2021 engrossed the audience by taking them on a journey through memories and emotions of their own growth from a newborn, including both positive and negative interactions with the surrounding environment, to an adult who has been imbued with judgments, stereotypes, and prejudices towards both themselves and other people.

When we open our hearts and strive to respect both tangible and intangible differences between the familiar and the foreign, and to empathize with everyone regardless of which zones they occupy, we can feel more tranquil as we courageously demolish the barriers between and among those zones that we have defined for ourselves.



With several performances from APU student circles and the participation of about 100 audience members, the Grand Show fully showcased the message of Inclusion Week: “live like a newborn.”





# APU INCREW

A student-led group run in cooperation with CIL that is dedicated to promoting inclusion and inclusive leadership primarily to the student body of APU.

With the mission to spread “Diversity, Inclusion and Inclusive Leadership” to APU students, APU INCrew engages in multiple activities to promote its content and approach its target audience. The two core activities of INCrew are:

- Planning, organizing and implementing the annual “Inclusion Week” event with support and guidance from the CIL and Research Office.
- Promoting and raising awareness of inclusion and inclusive leadership among students, faculty, and staff at APU by conducting events and workshops that can engage people of different backgrounds to engage with each other and further promote diversity and inclusion at APU.

In 2021, APU INCrew covered a variety of topics on its primary social media platform of Instagram. These included tips for leading a better student life at APU, news, and raising awareness of the voices of minority groups. This content acts as a bridge that connects APU INCrew with other students studying at APU.



APU INCrew also focuses on engaging its members from the standpoint of diversity and inclusion. In addition to regular meetings where members can express their ideas and innovativeness through content creation, the group’s coordinators and leaders also coordinate educational content sessions. During these sessions, guest speakers are invited to share their insights into D&I. Thanks to this, the members of APU INCrew not only have a place to harness innovation and their own talent, they also become more aware of diversity and inclusion trends around the world.



# INCREW'S ACTIVITIES

## INCREW'S PODCAST



In 2021, APU INCrew began publishing its own podcast. This project aims to include students, professors and participants from different backgrounds to share their experiences and exchange opinions. The first season covers three topics pertaining to student life: manners, relationships, and methods for ensuring good mental health in a diverse and inclusive environment. Ten guest speakers were invited to join our Zoom meeting and talk with us.

INCREW enjoyed positive results by clocking an average of 15 listeners per episode in the first three episodes. INCREW is currently planning to further improve the quality of its podcast and continue with the second season early in 2022.

## #WEAREWOMEN CAMPAIGN



During 2021, the #WEAREWOMEN campaign was held in order to promote International Women's Day. This campaign included over 10 storytellers, who voluntarily participated to share stories of when they felt the most like a woman. The campaign was a great success, with each Instagram post receiving over 30 reactions.

# INCREW Members

Coordinator  
Nguyen Thi Thuy Chi

Event Department Leader  
**Trinh Thanh Binh**

Public Relations (PR) & Media Production (MP) Department Leader  
**Nguyen Vo Yen Nhi**

Event Sub Leader  
**Nguyen Ngo Phuong Thao**

Media Production Leader  
**Pham Gia Khiem**

Content Sub-Leader  
**Nguyen Diep My**

Design Sub-Leader  
**Marishi Vimalaprabha**

Event Members  
**Nomingua Nasanbileg**  
**Joe Joshep**  
**Risane Rizvi**

Media Production Members  
**Zhou Jiani**  
**Le Hoang Vy**

Public Relations Members  
**Farren Febiola Darmawi**  
**Pham Lan Anh**  
**Nguyen Van Anh**  
**Khansa Shafa Luthfiya**  
**Veronika Donatta Maria**  
**PHAM Minh Anh Tu**

## INCREW ON SOCIAL MEDIA

# Instagram



APU INCrew Instagram:

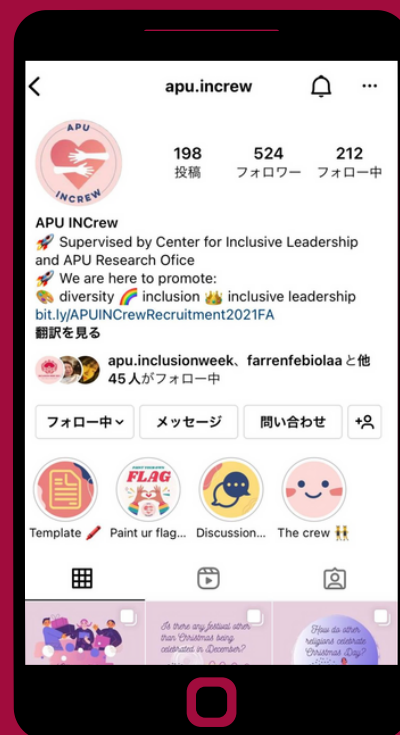
**524** followers

**9,263** monthly reach

**30** average reactions per post



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



 Find us on  
**Facebook**  
[www.facebook.com/CILsecretariat/](https://www.facebook.com/CILsecretariat/)





# ASPIRE PARTICIPATE UNLEASH

**Center for Inclusive Leadership**

Ritsumeikan Asia Pacific University

1-1 Jumonjibaru, Beppu, Oita 874-8577 Japan

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

**E-mail:** [centers@apu.ac.jp](mailto:centers@apu.ac.jp)