

Ritsumeikan Asia Pacific University

Private University Research Branding Project

Project Results Report

Educational Corporation Number	261013	Name of Educational Corporation	The Ritsumeikan trust
Name of university	Ritsumeikan Asia Pacific University		
Name of project	Establishing a global brand for APU as a base for the research,cultivation and implementation of inclusive leadership		
Project outcomes	<p>In the growing trend of the importance of diversity and inclusion, and with the aim of “realizing a diverse and rich society,” Ritsumeikan Asia Pacific University (APU) has undertaken a project to become a core base for research, development, and implementation of inclusive leadership research to “APU Graduates possess the power to change our world”.</p> <p>The Center for Inclusive Leadership was established as the implementing body for this project, and worked to form a base for inclusive leadership research by promoting the development of inclusive leaders through research and practice in the three pillars of practical research and application, teaching method research and application, and theoretical research. In addition, with the aim of theorizing and manifesting the concepts and methods of human resource development that respond to diversifying values, we have also focused on the development of scales for inclusive leadership and the dissemination of research results. By sharing our knowledge with domestic and overseas educational and research institutions and companies, we have developed our business to contribute to the realization of a prosperous and vibrant society in Japan and around the world. The results of the research activities and the branding strategy are as follows.</p> <p>【Research】</p> <p>Over the past three years, we have conducted 15 research projects, involving more than 40 researchers, including external researchers from eight countries and regions. Research presentations were actively made both domestically and internationally via online, and the number of presentations reached 30.</p> <p>In order to disseminate the results of our research, we plan to submit papers to journals that are listed in journal rankings such as The University of Queensland (UQ) rankings or are included in Scopus, and to publish a book (Tentative title : “Diversity & Inclusion in Japan) that is currently being coordinated for publication by a prominent overseas academic publisher jointly authored with Tsuda University, which was selected for the private university research branding project in the same year.</p> <p>(Topics of research projects that have been conducted or are being conducted)</p> <ol style="list-style-type: none"> (1)Global talent inclusion, Impact of inclusion on organizational performance and employee engagement (2)Inclusive leadership and corporate social responsibility in Japan, Gender differences in social entrepreneurship (3)Diversity and inclusive leadership in higher education, Program development for inclusive leadership (4)Exploring the Determinants of Young Inclusive Leadership: Research Taxonomy and Theoretical Framework (5)Towards Inclusive Leadership in Japan’s National Parks: Investigating the Potential of a ‘Park Partners’ Program to Improve Diversity (6)Value-oriented Inclusive Leadership of Asia:Harnessing the Link between Varieties of Capitalism and CSR (7)The Development of Inclusive Leadership in the Medical and Tourism Industries in Oita Prefecture (8)Fostering the inclusive leadership of students and teaching assistants through multicultural groupwork (9)Examining the Potentials and Challenges of Grassroots Activism as a Pedagogy Framework for Implementing Inclusive Sustainable Development in Societies, Locally, Regionally and Globally (10)Inclusivity and Resilience in Theory and Practice (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 		

	<p>(12) Diversity and inclusion orientations in Japanese companies: Does industry make a difference? (13) The transition of D&I policy and corporate behavior in Japan (14) Does workforce diversity impact the financial performance of Japanese companies? (15) Inclusive Teaching as practiced by instructors and experienced by students (DITA)</p> <p>In the first pillar of the research, practical research and application, the gap between theory and practice was to be filled and to elevate the knowledge generated by theoretical research to field-level knowledge.</p>
<p>Project outcomes</p>	<p>In FY2019, the annual meeting of the Association of Asia Pacific Business Schools was held at APU to share research results and information with representatives from business schools, and lectures by invited corporate executives and research presentations by corporate practitioners were held to integrate knowledge from the field with academic knowledge.</p> <p>In the second pillar, research and application of teaching methods, we developed and implemented teaching methods for the development of inclusive leaders. As one of the features approaches, we assigned assistants who specialize in promoting inclusive teaching to the lectures in order to practice inclusive teaching and spread the know-how. A guidebook on inclusive teaching was created based on the knowledge gained by the faculty and assistants as well as the opinions of the students who participated in the lectures (about 240 students).</p> <p>In the third pillar, theoretical research, With the aim of promoting theoretical research, we established a support framework for paper submissions to promote submissions to peer-reviewed papers, with the aim of developing a theoretical framework for inclusive leadership and contributing to the development of existing theoretical research. In addition, an inclusive leadership session was held every year at the Asia Pacific Conference, which is said to be one of the largest academic conferences held in English in Japan, providing opportunities for a total of 16 research presentations and discussions over two years.</p> <p>【Branding】 For the branding strategy, efforts were made with the following goals in mind. (Goal 1) Position APU for international recognition as a hub university for inclusive leadership research, development and implementation. (Goal 2) Recognize APU as a leading university in inclusive leadership. In addition, we conducted seminars and other initiatives to both disseminate our research and promote awareness and understanding of inclusive leadership, created and published leaflets and an annual report (Annual Report) to introduce our activities, and actively disseminated information domestically and internationally through our website and social media. The reach on social media was about 46,000, and the videos we released were viewed a total of 7,300 times. More than 25 events were held, with about 2,300 participants, of which about 250 were from overseas (33 countries and regions), as far as we could confirm. In terms of disseminating our research, APU researchers gave presentations at the aforementioned Asia Pacific Conference and at conferences overseas.</p> <p>(Case example of initiatives) [Asia Pacific Conference] (FY2020) • A New Approach to Inclusive Leadership in the New Era of Capitalism: Lessons from a Pandemic • The Rejuvenation of Young Inclusive Leadership: Theoretical Framework • Examining the motivational and strain factors of engagement: Inclusion, cognitive diversity, stress and bureaucracy • Does the Database for White Papers and Council Documents Encourage Inclusive Policy Formation? • Increasing Diversity in Japan's National Parks? The Role of Active Rangers in the Kyushu Area. • A literature review of pedagogies on inclusive leadership and sustainable development in higher education • Training and Research for Inclusivity and Resilience – An International Leadership Development Program • Inclusive leadership program for the healthcare industry in Oita Prefecture</p>

	<p>In addition, we held 7 events (approximately 600 participants) to publicize APU's initiatives and best practices, raising awareness and reputation as a base for inclusive leadership research, development and implementation.</p> <p>(Case example of initiatives)</p> <p>① COVID-19 and Beyond: Issues and approaches on Diversity and Inclusion in higher education in Japan (October 16, 2020)</p> <p>② HR Conference, Theoretical research results and points to foster inclusive leaders unraveled from the class management experience at APU (November 20, 2020)</p> <p>Furthermore, in order to promote understanding of inclusive leadership, seminars and other events were held with invited lecturers (five times in total, with approximately 600 participants from Japan and overseas). We invited executives and practitioners from companies in Japan and overseas, and excellent researchers such as Professor Lynn M. Shore of the University of Colorado, who is a leading researcher on inclusive leadership, to raise awareness of the importance of inclusive leadership in society and to promote the significance of the project's activities.</p>
<p>Project outcomes</p>	<p>(Case example of initiatives)</p> <p>① Symposium for the Establishment of The Center for Inclusive Leadership keynote: Leader Inclusion and the Creation of Inclusive Work Environments (July 3, 2019) Speaker: Professor Lynn M. Shore, University of Colorado</p> <p>① Asia Pacific Conference CIL Special session keynote: Inclusive Leadership: A critical agenda for research and practice (November 14, 2020) Speaker: Professor Leisa Sargent, UNSW Business School</p> <p>② COVID-19 and Beyond: Towards an Inclusive Workplace and Society (July-August 2020, to be held as a seminar series) Speaker: Nature's Care and Hunter's Dream CEO Michael Wu氏、Ms. Maki Nakamura, President at HAVI Supply Chain Solution Japan G.K, Japan、Ms. Atsuko Nakamura, Executive Officer, H.U. Group Holdings, Inc.</p> <p>Also, in order to foster a climate of inclusive leadership in APU, events were held on campus (five events with approximately 400 participants), and students were sent to the Beta Gamma Sigma Global leadership summit, an organization consisting of students from AACSB-accredited schools with particularly high grades. These efforts were posted and released in the Annual report and on the website, emphasizing that APU is actively engaged in initiatives related to inclusive leadership.</p> <p>(Case example of initiatives)</p> <p>① Lecture Meeting about Leadership Special Lectures for Peace (December 2, 2019) Speaker: Mr. KAWASAKI Akira, A member of the Executive Committee of Peace Boat and a core member of ICAN (International Campaign to Abolish Nuclear Weapons)</p> <p>② Special Presentation: Building an inclusive and open culture at SMU and the Lee Kong Chian School of Business (November 2, 2020) Speaker: Professor Gerry George, Singapore Management University</p> <p>In a survey conducted at the event, the percentage of respondents who answered "Yes" to the question "Were you aware of APU originally?" dropped from 100% to 99%, confirming that CIL's efforts are being publicized without relying on APU's existing name recognition.</p> <p>Awareness of the Center for Inclusive Leadership increased from 16% to 45%. From these results, it could be confirmed that, slowly and surely, the efforts of this project are beginning to contribute to building awareness and branding of APU.</p> <p>As a result of these efforts, the university has received the following high external evaluations both domestically and internationally.</p> <p>(1) APU received four stars in the overall evaluation of the QS Stars Rating System conducted by Quacquarelli Symonds (QS), a global higher education evaluation organization in the United Kingdom. It was awarded five stars for being particularly outstanding in four areas, including "Inclusiveness."</p> <p>(2) In the "World University Rankings Japan 2021" published by the British higher education magazine Times Higher Education (THE), APU ranked first among private</p>

	<p>universities in western Japan for the fourth consecutive year, and fifth among private universities nationwide.</p> <p>(3)In August 2020, the Graduate School of Management (GSM) was accredited by the Association of MBAs (AMBA, headquartered in the U.K.), an international accrediting body for management education at the graduate level, as an institution offering the world’s highest level of MBA education. (APU is the second business school in Japan to receive this accreditation.)</p>
<p>Future plans for utilization and exploitation of project results</p>	<p>This project will continue to carry out initiatives based on the initial plan from FY2021 onward, using the infrastructure of research bases, network formation, and dissemination of results both domestically and internationally that we were able to build during the grant period.</p> <p>Specifically, more research papers and books are scheduled to be published after FY2021, and active dissemination of research results is expected. We are also working on the development of a scale to measure inclusive leadership, which has not yet been developed, and will continue to develop it with the aim of making it public. In addition, preparations will be made to collaborate with companies that are interested in APU’s initiatives through this project, and to apply for and obtain government competitive research funds. In addition, this project has provided an opportunity to think about diversity and inclusion initiatives within the university. This is an important element of APU’s mid-term plan, and we will continue to work on this throughout the university. It is expected that the research center formed this time will play an important role in this process.</p> <p>By continuing to build on its achievements in inclusive leadership research, APU will further solidify its position as a center for research, development and implementation, and enhance its brand power.</p>