

Ritsumeikan Asia Pacific University Presidential Candidates:
Application Guidelines

With the term of the current President due to end as of the 31st of December 2026, Ritsumeikan Asia Pacific University (henceforth referred to as “APU”) is issuing a call for applications for candidates for the position of President as outlined in the following guidelines.

1. Overview of APU

APU is a private university founded upon the core principles of “Freedom, Peace, and Humanity,” “International Mutual Understanding,” and “Creating the Future of the Asia Pacific” which, thanks to the support of the local community and cooperation of a broad network of partners both domestic and international, was established in April 2000 in Beppu City, Oita Prefecture, Japan. Last year APU celebrates its 25th anniversary, over which time APU has cultivated an unparalleled multicultural and multilingual learning environment dedicated to fostering global citizens. As of the Fall Semester of the 2025 Academic Year, there are 6,597 students from 119 countries and regions including Japan, —of whom international students constitute 49.9%—are studying together in an environment that places students’ learning and growth as the highest priority, overcoming differences in nationality, culture, religion, politics, and values to live together and work toward solving the global challenges facing the world. This learning environment on a multicultural co-learning campus cultivates students’ capacity to generate innovation through diversity and inclusion (D&I). Additionally, half of APU’s faculty members is of non-Japanese nationality, underscoring its status as one of the most distinctive global universities worldwide. The university currently comprises three colleges and two graduate schools: the College of Asia Pacific Studies, the Graduate School of Asia Pacific Studies, the College of International Management, the Graduate School of Management, and the College of Sustainability and Tourism.

APU has earned high acclaim both domestically and internationally. In 2014, APU was selected for the Ministry of Education, Culture, Sports, Science and Technology’s “Top Global University Project (SGU),” and received the highest rating in the 2024 post-project evaluation. Furthermore, in 2024, APU was jointly selected alongside Kyushu Institute of Technology for the Ministry’s “Multicultural Campus Project Toward Social Impact”, an initiative that transcends the boundaries between public and private institutions, between regions, and between humanities and science, promoting interdisciplinary integration. APU is committed to developing highly skilled professionals in cutting-edge fields that will drive the future of society, such as the semiconductor and space sectors, through collaboration among industry, government, academia, and finance based in the Kyushu region. The College of Asia Pacific Studies is highly regarded for its strength in the field of international relations field among comparable domestic programs. The College of International Management and Graduate School of Management have gained AACSB accreditation for business education, while the Graduate School of Management also has AMBA accreditation for postgraduate-level management education, and the College of Sustainability and Tourism has received TedQual accreditation in the field of tourism studies. Furthermore, APU was ranked in the 2025 Times Higher Education Japan University Rankings¹ released in April 2025, placing fifth among private universities nationwide.

Meanwhile, in the domestic context, the management environment for universities is expected to face significant challenges in the future as the population of 18-year-olds declines and university enrollment rates are forecast to stagnate. Amid these circumstances, APU is currently undertaking initiatives under the banner of the APU2030 Vision and the latter phase plan of the Challenge Design, pursuing the expansion of diversity and the cultivation of advanced human resources across organizational and disciplinary boundaries, the practical implementation of D&I, the creation of social impact, and the development of a genuine research university aligned with these initiatives, embarking on new challenges as part of the New

¹ This ranking is based on four indicators: Educational Resources, Educational Fulfillment, Educational Outcomes, and Internationalization. In this year’s results, APU was highly evaluated particularly for Internationalization (2nd place) and Educational Fulfillment (3rd place).

APU as we turn this vision into action. In this context, APU is issuing an open call for suitable individuals to serve as its next president and lead the university into this new era of advancement.

2. The APU President

The Opening Declaration of Ritsumeikan Asia Pacific University states the following:

“Given that the 21st century will see the emergence of a global society, we firmly believe that coexistence between mankind and nature, as well as between diverse cultures, will be indispensable for the peaceful and sustainable development of the Asia Pacific region. This is why we are now establishing a university here, to nurture the young talent and to create a new academic discipline which will help shape the region's future.”

Since its founding 25 years ago, our multicultural co-learning campus—where a diverse body of international students from countries and regions around the world gathers and, within Japan, students come from every prefecture—has attracted attention at home and abroad as students thrive in university life. From their first year, students acquire essential competencies and skills for studying at APU—such as communication, facilitation, coaching, and time-management—through seminar courses including the Student Success Workshop, Multicultural Collaboration Workshop, and Foundations of Global Leadership.

The APU President represents the University, appointing Vice-Presidents, faculty Deans and other key executives, overseeing matters concerning the management of the university and its academic affairs, and is expected to demonstrate leadership in the management of the university. The President also serves as a Trustee and Vice Chancellor of the Ritsumeikan Trust, bearing responsibility for governance of the Trust in accordance with the Ritsumeikan Charter.

The Ritsumeikan Trust, to which APU belongs, is a comprehensive academy comprising two universities (APU and Ritsumeikan University), four affiliated junior and senior high schools, and one elementary school. The President of APU serves as a Trustee in the Ritsumeikan Trust, concurrently assuming the position of Vice Chancellor responsible for APU. The President is charged with assisting the Chancellor and the Chairman of the Board of Trustees and playing a leading role in the governance of the Ritsumeikan Trust.

The appointment for this position shall be a three-year term beginning January 1, 2027 and ending December 31, 2029.

3. Selection Process

Candidates selected by the Ritsumeikan Asia Pacific University Presidential Candidate Selection Committee will be referred to the Chancellor and the Chairman of the Board of Trustees for deliberation, who will then present the final candidate to the Board of Trustees of the Ritsumeikan Trust for approval and appointment as the President of APU. The current President may also be reappointed using this same process.

4. Role of the President

- Leading the organization as the person responsible for education, research, and management based on an understanding of the APU Opening Declaration and core ideals, in close coordination with the Vice-Presidents and other heads of internal bodies.
- Pursuing the realization of the APU2030 Vision and Challenge Design initiatives and deliberating on the future vision and medium- to long-term plans for the university looking ahead to 2040.
- Building a progressive, equitable and transparent university governance structure based on a profound understanding of APU's diversity-rich environment and inclusive community while working to improve the wellbeing of all stakeholders including students, faculty and staff.
- Pursuing advancement of research, improvement of education and resolution of social issues in an integrated way in order to realize the APU2030 Vision and Challenge Design based on the APU Opening Declaration. Additionally, pursuing advancements in research systems and research environments so as to raise APU's presence both domestically and internationally.
- Enhancing the quality of education and improving academic systems with an aim of nurturing and

- producing students in alignment with the APU 2030 Vision.
- Engaging in actively promoting APU throughout Japan and the world, leading the way as the embodiment of the ideals held by APU so as to attract students, faculty, and staff from around the world who identify with APU's core ideals.
- Establishing and maintaining excellent relationships with domestic and international stakeholders from relevant institutions such as universities, government agencies, companies, and local communities, and further expanding and strengthening APU's education, research, and management networks. In addition, strengthening collaboration with alumni and parents active around the world, working together to build an international network.
- Taking responsibility for APU's fiscal management, and engaging in the integrated evaluation of operations and budgets.
- Contributing to the development of higher education in Japan and the world as the head of an international education and research institution.

5. Qualifications and Personal Characteristics

The following lists the desired qualifications and characteristics of the President, with the Committee to comprehensively select candidates based on their application documents and interviews.

- Possesses a doctoral degree or has completed a doctoral program, or possesses a master's degree or higher for those with management experience in an organization such as an international institution or business for a certain number of years. The following qualifications will also be comprehensively assessed by the committee:
 - International research achievements or outstanding research achievements in Japan.
 - Experience involving organizational management at a university or research institution in Japan or abroad.
 - A wealth of management experience in an organization such as an international institution or business.
- Possesses a deep understanding of APU's unique features and organization as well as the determination required to realize the APU 2030 Vision. Also possesses the character and integrity required of a respectable university official.
- Possesses the ability to empathize with and listen to a diverse array of stakeholders as well as the strong leadership required to make decisions and deliver results for organizational change and growth.
- Possesses the ability to appropriately assess the many changes taking place in this era of unpredictability, to ability to pave the way for future possibilities and the agile crisis management skills required to respond to any situation.
- Possesses the advanced capabilities and flexibility to apply cutting-edge technologies to university reform.
- Possesses experience working in an environment that requires a deep appreciation of foreign cultures and diversity.
- In addition to the knowledge and insight required as the leader of education and research, the candidate should have keen insight into the trends and circumstances surrounding the international community and higher education.
- Has a social network that contributes to the development and increased recognition of the university, and has the ability to communicate not only within Japan but also around the world, and to negotiate with society and the world.
- Adequate proficiency in both English and Japanese is preferred.

6. Compensation

- (1) Compensation will be determined in accordance with the regulations of the Ritsumeikan Trust and includes the following: executive allowance, commuting allowance, housing allowance (or housing expense subsidy), relocation travel expenses, relocation allowance, individual research

- funds, bonuses, and retirement allowance. Enrollment in social insurance is required.
- (2) Because the President of APU is expected to dedicate themselves to the duties entailed by the position, they cannot hold a full-time position with another university, company, or other organization; however, concurrent appointment as a visiting professor is permitted. Restrictions on taking up roles as external board members of companies or part-time executives of non-profit corporations with ties to the Ritsumeikan Trust may apply as per the Ritsumeikan Asia Pacific University Conflict of Interest Regulations. Please contact us with any concerns you may have on this point in advance.
 - (3) In principle, the place of residence of the President upon assuming office shall be in Oita Prefecture.

7. How to Apply

Please complete the required information and supplementary documents, referring to the information provided in Document A. Submission of publications or other works is optional; however, if you wish to submit them, please send three copies to the designated address at your own expense.

- (1) In the case of self-nomination (items ①–⑪ are required fields):

- ① Category of application (Self-nomination)
- ② Name
- ③ Date of birth
- ④ Contact address
- ⑤ Email Address
- ⑥ Highest level of education
- ⑦ Degree awarded
- ⑧ Professional experience
- ⑨ Native language
- ⑩ Language proficiency other than native language
- ⑪ Statement of Purpose (upload)
- ⑫ Additional notes
- ⑬ Supplementary documents (upload if necessary)

- (2) In the case of nomination by others (items ①–⑭ are required fields)

- ① Category of application (Nomination by Others)
- ② Name of nominated candidate
- ③ Date of birth of nominated candidate
- ④ Contact address of nominated candidate
- ⑤ Email address of nominated candidate
- ⑥ Highest education level of nominated candidate
- ⑦ Degree awarded to nominated candidate
- ⑧ Professional experience of nominated candidate
- ⑨ Native language of nominated candidate
- ⑩ Language proficiency other than native language of nominated candidate
- ⑪ Document B: APU-designated Candidate Recommendation Form (including up to five recommenders and their recommendation statements)
- ⑫ Contact phone number of person making the nomination
- ⑬ Additional notes
- ⑭ Supplementary documents (upload if necessary)

NOTE: In the case of nomination by others, the applicant's intention to apply will be confirmed after the document screening process

(3) Other:

- Additional documents may be requested as the selection process advances
- The application deadline for both self-nominations and nominations by others is **5pm (JST) on Friday May 22, 2026. Submissions must arrive by this date.**
- For those candidates who successfully pass the document screening process, these candidates only will be contacted by email by early July.

Mailing address and inquiries

Attn: Secretariat of the Presidential Candidate Selection Committee

Office of Institutional Planning

Ritsumeikan Asia Pacific University

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

Tel.: 0977-78-1112 From outside Japan: +81-(0)977-78-1112

E-mail: apupscs@apu.ac.jp

【Reference materials】

○The Ritsumeikan Charter

Ritsumeikan traces its roots to Prince Saionji's private academy of the same name, established in 1869. It was officially founded in 1900 by his protégé, Kojuro Nakagawa, as the Kyoto Hosei Gakko (Kyoto School of Law and Politics), later to take on the name "Ritsumeikan". The name is derived from a passage in the Jinxin chapter of the Discourses of Mencius, and means "a place to establish one's destiny through cultivating one's mind." Ritsumeikan's founding ideals are "freedom and innovation" and reflecting upon its wartime experience, it committed itself to a core educational philosophy of "peace and democracy" after World War II.

Ritsumeikan has faced the challenges of the times by pursuing an independent path to rise above adversity and has become the comprehensive private educational institution that it is today through extensive cooperation and support from both within and outside Japan.

Ritsumeikan, as a Japanese institution located in the Asia Pacific region, is committed to sincerely reflecting upon history and to building an institution where many cultures coexist in the spirit of international mutual understanding.

Ritsumeikan will build relationships of trust, through research and education, as well as sports and cultural activities, and establish its roots in the local community, to create an academic institution open to international society.

Ritsumeikan will strive to strengthen links with society and promote its institutional development by fully utilizing the characteristics of a private academic institution, the participation of its faculty, staff and students, and the support of alumni and parents, while respecting the principles of autonomy, democracy, transparency, non-violence and justice.

Ritsumeikan will pursue the creation of universal values based on academic freedom and search for solutions to the pressing issues facing humankind, with its educational endeavors based on its founding spirit and educational ideals, bearing in mind "to believe in the future, to live for the future".

Ritsumeikan will foster learning and the development of individual talents in order to nurture just and ethical global citizens.

Ritsumeikan, as an institute of education and research, pledges to promote peace, democracy and sustainable development in Japan and throughout the world, in keeping with the spirit of this Charter.

Enacted July 21, 2006

○ Declaration on the Occasion of the Opening of APU

Since the beginning of human history, human beings have attempted to create their own distinctive cultures and develop civilizations in the various regions of the world. They have also had to overcome many constraints and obstacles in order to achieve their goal of living in conditions of freedom, peace and humanity.

The twentieth century was an era of rapid progress and unprecedented advance in the political, economical and cultural fields, as human activity increasingly took place on a global scale. Through the experience of the two World Wars, the United Nations and other international organizations were formed to enhance cooperation in order to maintain peace and to promote international understanding.

Given that the 21st century will see the emergence of a global society, we firmly believe that coexistence between mankind and nature, as well as between diverse cultures, will be indispensable for the peaceful and sustainable development of the Asia Pacific region. This is why we are now establishing a university here, to nurture the young talent and to create a new academic discipline which will help shape the region's future.

April 1, 2000 therefore marked the birth of the Ritsumeikan Asia Pacific University, based on a vision of freedom, peace and humanity, international mutual understanding, and the future shape of the Asia Pacific region. The establishment of the University at Jumonjibaru, in Beppu City, has been made possible through the cooperation of the people of Beppu and Oita Prefecture, together with many others both within and outside Japan.

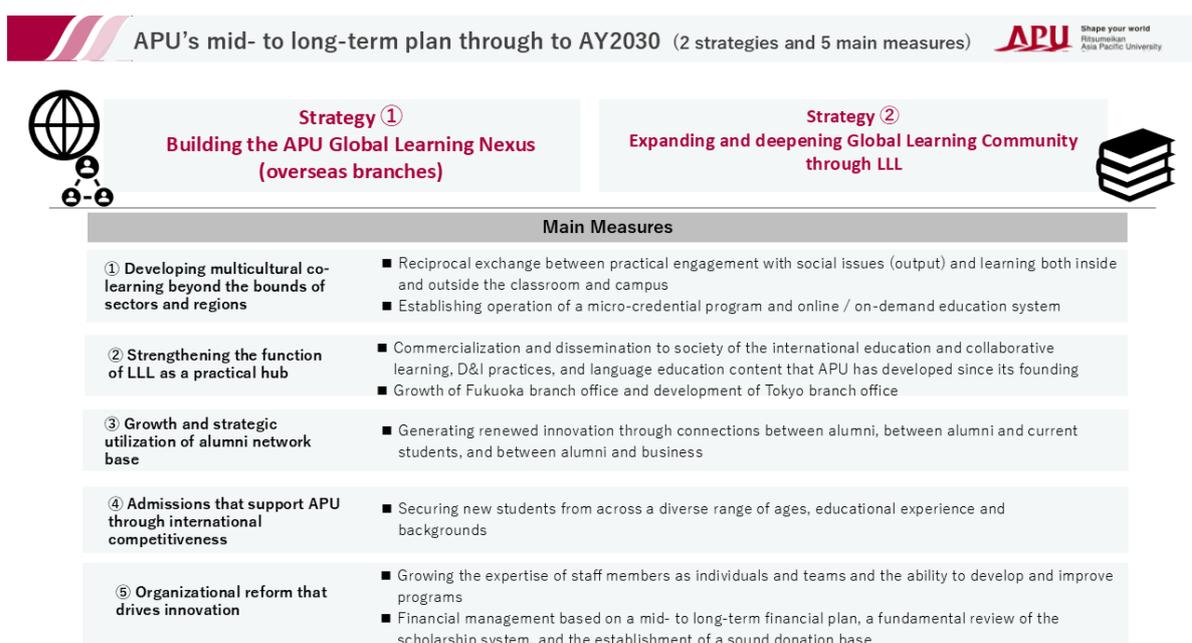
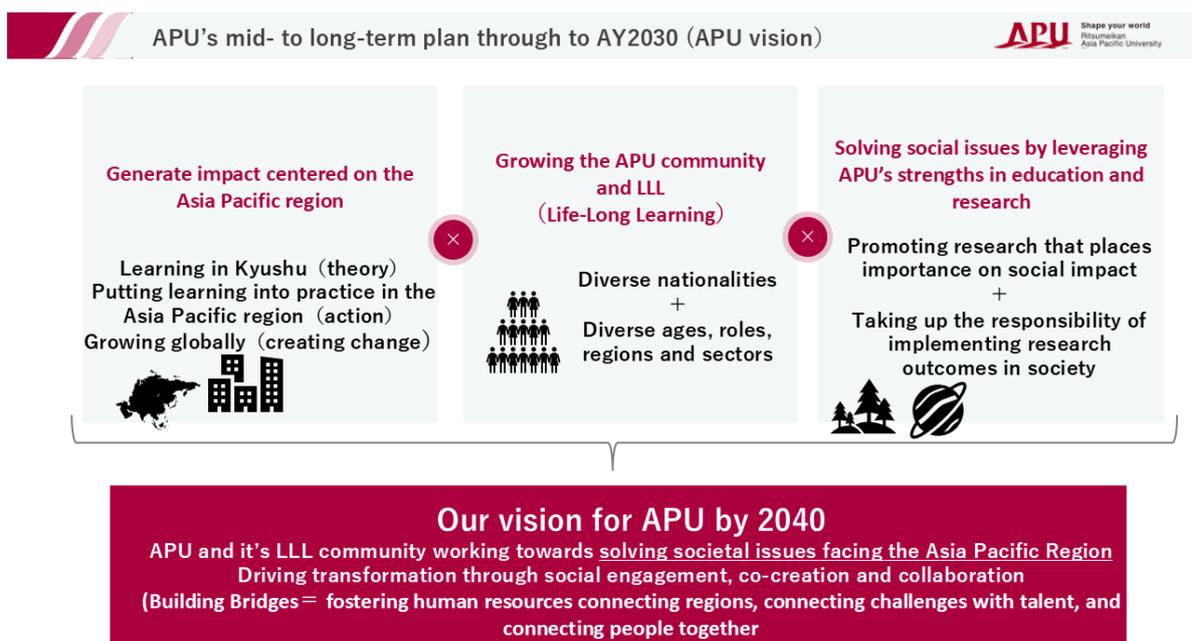
Our hope is that it will be a place where the young future leaders from countries and regions throughout the world will come to study together, live together, and understand each other's cultures and ways of life, in pursuit of goals which are common to all mankind.

The Ritsumeikan Asia Pacific University is hereby declared open.

Enacted April 1, 2000

○ Ritsumeikan Asia Pacific University Latter Phase Business Plan: Main Business Strategies

At Ritsumeikan Asia Pacific University, we have set forth a business plan for 2020 through to 2030, with the first phase set as up to AY2025. In this first phase, we have advanced this plan through such initiatives as the establishment of a new college, the reformation of existing colleges, and construction of new academic facilities and a new residence for international students. For AY2026 and onwards, we will commence the latter phase of this plan, with the new APU President appointed from January 2027 expected to take a leading role in driving the business plan latter phase initiatives.



R2030APU Challenge Design Second Half Plan "Main Business Strategies"

1. Major achievements and challenges of the first half plan

(1) Pursuit of new growth from diversity/multicultural environments toward Diversity & Inclusion and creation of an internationally competitive APU education model

The core initiatives of the first half plan, such as establishing the College of Sustainability and Tourism and reforming existing colleges, were implemented. Significant enhancements were made to the collaboration with local governments and the industrial sector. Furthermore, the final year of the Ministry of Education, Culture, Sports, Science and Technology's Top Global University Project (SGU) was reached in the AY2023. Throughout the ten years of SGU, while implementing the practice of "multicultural collaborative learning" based on multicultural and multi-national foundations university-wide, we have advanced the establishment of "APU Global Learning" as an educational model, resulting in receiving an "S" evaluation in the final assessment of the project. In 2024, to clarify the concrete form of the APU educational model, we began examining "Leap Beyond Global" ahead of schedule for the latter half of the plan.

Based on the concept of "Leap Beyond Global", we proposed an educational program that addresses social and regional issues within diverse and multicultural environments, leading to solutions. This proposal was selected for the Ministry of Education, Culture, Sports, Science and Technology's "Multicultural Campus Project toward Social Impact" (SI Project) for the AY2024. Leveraging this support project selection as a catalyst, we have been advancing new collaborations with universities and research institutions, companies, local governments, and others possessing distinctive features and specialized fields (such as engineering, medical and welfare fields, design and art fields) that are not present at our university, utilizing APU's strengths in internationalization and the D&I environment; through these initiatives, we are actively promoting policies for the university to contribute to solving social issues. Regarding graduate school reform, a "Graduate School Reform Review Committee" was established under the APU Executive Meeting in AY2024, and deliberations have been ongoing.

From an admissions perspective, through strengthening Digital Marketing, we promoted the acceptance of students from a diverse range of countries and regions without relying on overseas offices, resulting in approximately half of the international students enrolling from countries and regions where we do not have overseas offices. Furthermore, as a result of this initiative, the number of nationalities of enrolled students, including Japan, has reached 110 countries and regions as of May 1, 2025, surpassing the SGU target of having international students from more than 100 countries and regions, thereby maintaining a high level of student diversity. Regarding the enhancement of learning and student support, after approximately two years of deliberation, the "Learning and Student Support Committee" that comprehensively supports diverse students in their studies, daily life, employment, and advancement to higher education will be established in AY2025.

- Key Goal Indicators (KGIs)

(KGI) 2025 Target/2024 Actual (Change)/As of 2020

- International Student Ratio: 50%/49.2%/46%
- Number of Nationalities and Regions of Enrolled Students: 100/111/91

(2) Promotion of Research with International Relevance Contributing to Society and Communities

In the AY2024, APU established the APU Research Advancement Plan. The three fundamental objectives are: "Establishing APU's distinctive research domains," "Promoting research that generates social impact," and "Developing a sustainable research environment along with strengthening the foundation of organizational research capabilities." To achieve these three basic objectives, five measures have been established and are being pursued: (1) securing research funding, (2) building a research implementation system, (3) securing research time, (4) creating social impact, and (5) strengthening the research infrastructure.

The average Field-Weighted Citation Impact (FWCI) of APU was 1.02 in 2020. Since then, it has remained at a high level, reaching 1.43 in 2023 (the five-year average from 2020 to 2024 is 1.25). This value is also at a high level compared to large research universities within the country.

• Key Goal Indicators (KGIs)

(KGI) 2025 Target / 2024 Actual (Change) / As of 2020

- QS Ranking Institution Classification / Research Intensity High /Low/Low
- External Funding Received Amount 125 million yen / 50 million yen / 83 million yen

(3) Contribution to the growth of local communities around the world (Creation of a new regional development model centered on the university involving collaboration between the public, private, and academic sectors)

① Integration and strengthening of external collaborations through the establishment of centers and bases

In the AY2024, the university launched the "APU Connection Hub" as an organization that connects the university's educational and research activities, students' diverse endeavors with local communities, municipalities, companies, and other stakeholders to address social challenges. Furthermore, in the first half of AY2025, APU has commenced its base activities at CIC Fukuoka, an innovation community space located within ONE FUKUOKA BLDG. (Fukuoka Tenjin), where innovators, investors, and companies gather densely. A collaborative agreement was signed with Japan Entertainment Co., Ltd., which operates the northern Okinawa theme park "JUNGLEA," as an example of human resource development through addressing regional social issues, including the development of an internship program aimed at fostering highly skilled tourism professionals.

- Key Goal Indicators (KGIs)

(KGI) 2025 Target / 2024 Actual (Change) / As of 2020

- Number of external collaboration partner institutions 80/95/54

(4) Strengthening diverse life-span and career opportunities to actively contribute on the global stage

Efforts have been advanced to enhance support for students' diverse career paths, including progression to graduate schools and employment at international organizations. We advanced the establishment of mechanisms for specialized information dissemination and community-building tailored to individual career paths (for example, as of March 2025, 220 participants belong to the APU International Affairs Network (Neo SAIA), a community connecting alumni, current students, and faculty engaged in International Relations work and research). To strengthen entrepreneurial support, initiatives such as participating in the startup ecosystem PARKS (Platform for All Region of Kyushu & Okinawa for Start-up ecosystem) in the Kyushu region and holding AI-utilization mini-hackathons in collaboration with Kyushu Institute of Technology have been launched to foster new entrepreneurial support.

- Key Goal Indicators (KGIs)

<p><u>(KGI) 2025 Target / 2024 Actual (Change) / As of 2020</u></p> <ul style="list-style-type: none"> - Satisfaction rate with career paths upon graduation (among students who decided their career paths) 93% /89.3%/NA - Proportion of students opting for non-traditional employment or career paths (Percentage of international organizations/graduate school enrollment/entrepreneurs) 10%/9.4%/7%
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(5) Advancement of the alumni organization and alumni networks who change the world as global leaders

In the effort to strengthen alumni policies, the "APU Alumni Association Support Change Makers Fund" was established as a system to support social issue resolution projects collaboratively undertaken by current students and alumni, as well as to support diverse student initiatives. (For example, student groups such as "Food Bank Saito," which won the "Climate Change Action Youth Award" at the "AY2024 Climate Change Action Minister of the Environment Award," and the student group "Onsen TamaGO," which placed second in the "2024 Cornell Emerging Markets Institute Corning Case Competition" (hosted by Cornell University). In realizing the LLL initiative, which will be a priority policy in the second half plan, support for re-learning tailored to the career stages of alumni as well as support for career change will also be important efforts.

The need to strengthen alumni policies remains high, and in 2024, a task force was established, which continues to consider proposals for enhancing the understanding of alumni information, setting priority regions and sector groups, and collaborative initiatives with alumni leading to business co-creation and lifelong learning (LLL) by region-specific task forces.

• Key Goal Indicators (KGIs)

<p><u>(KGI) 2025 Target / 2024 Actual (Change) / As of 2020</u></p> <ul style="list-style-type: none"> • Number of graduates continuing to engage with APU post-graduation (annual cumulative) 2,500/1,200/-

(6) Governance and organizational structure to realize Global Learning University

① Implementation of Governance Reform and Administrative Organization Restructuring

Regarding governance reform, internal deliberations on proposed institutional change, including the redefinition of the roles of the faculty council meeting, have progressed. Based on the comprehensive consolidation of university-wide opinions, it is scheduled to begin implementation from the AY2026. Concurrently, during the first half of mid-term plan a substantial reorganization of the administrative structure supporting the university's reform and transformation was carried out.

- Key Goal Indicators (KGIs)

<p><u>(KGI) 2025 Target / 2024 Actual (Change) / As of 2020</u> -Ratio of permanent staff with foreign Nationality: 8%/14.7%/5.4% - Number of Nationality among permanent staff (excluding Japan): 4 to 6 countries/4 countries, /4 countries</p>

② Review of Financial Structure

Securing a stable income from student tuition fees, maintaining an appropriate number of admissions, and ensuring the proper allocation and management of scholarships are critical issues for the sustainable financial management of our university. Therefore, in the second half of AY2024, the "Scholarship Budget Management Working Group" was established to organize issues and consider improvements in collaboration with relevant departments and sections. In the AY2025, building upon these efforts, a committee called the "APU Financial Policy Review Committee" was established in May this year to discuss the overall financial strategy of APU from a medium- to long-term perspective. This committee is examining: (1) the formulation of a medium- to long-term financial plan; (2) verification and revision of the revenue-expenditure structure; (3) review of tuition policies from fiscal year 2027 onward; and (4) review of scholarship policies.

- Key Goal Indicators (KGIs)

<p><u>(KGI) 2025 Target / 2024 Actual (Change) / As of 2020</u> Tuition Fee Ratio 75%/77.6%/81.4%</p>	•
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2. Overview of Main Business Strategies for the Second Half Plan

(1) Concept of the Second Half Plan

APU's Second Half Plan is formulated as a plan up to 2030 based on the university vision for 2040 (described later) and aims to realize it. In formulating the current Second Half Plan, the university vision aimed for in 2040 is presented, followed by the establishment of two strategic objectives to achieve that university vision. Unlike the action plan in the first half of the mid-term plan which indicated the key issues of departments and organizations, the current strategic objective establishes a conceptual framework serving as a major strategic pillar within the university's vision, under which the key policies of departments and organizations are presented as primary measures.

(2) University Vision

The following university vision is set as the goal to be achieved by 2040.

<p>APU and its lifelong learning community will engage in addressing social issues primarily in the Asia Pacific region, involving society to foster co-creation and collaboration, thereby driving transformative change (building bridges).</p>

In pursuit of education, research, and student support grounded in the university's principles of "Freedom, Peace, and Humanity," "International Mutual Understanding," and "Creating the Future of the Asia Pacific," APU celebrated its 25th anniversary in 2025. The "APU 2030 Vision," formulated in 2014, proclaims that "APU Graduates possess the power to change our world". The university's function as APU is premised on talent development, and its distinctive community, based on multiculturalism and nationality, has been confined to a limited range within and around the campus. While it has produced a large number of highly skilled global professionals at a top domestic scale, the influence that the university itself has on society has remained limited.

On the other hand, the global circumstances surrounding APU have undergone significant changes over these 25 years. Global issues as challenges for humanity are becoming increasingly serious as they pertain to the survival of mankind. Environmental issues such as abnormal weather and intensifying disasters must be regarded as global challenges transcending regional boundaries, and it is increasingly important to propose solutions, share the proposed solutions across regions and countries, and implement them. Moreover, divisions and conflicts based on ethnicity, religion, culture, and vested interests are also becoming more serious. Conflicts persisting around the world continue to escalate against a backdrop of religious and ethnic tensions, resulting in severe humanitarian damage and clashes over cultural identity. The rise of religious nationalism is also pronounced, with conflicts over religious identity increasingly becoming a social issue in countries worldwide. Furthermore, geopolitical tensions rooted in interests, as well as disputes over resources and power, are frequently occurring, reflecting clashes of culture and competing interests. These divisions are causing serious implications that destabilize the international order, prompting a critical response from the international community.

In the current global situation, APU must reaffirm its founding principles of "Freedom, Peace, and Humanity," "International Mutual Understanding," and "Creating the Future of the Asia Pacific," and verify the university's vision "APU and its lifelong learning community will engage in addressing social issues primarily in the Asia Pacific region, involving society to foster co-creation and collaboration, thereby driving transformative change (building bridges)". Three particularly important elements will be explained separately.

First and foremost, the creation of impact primarily focused on the Asia Pacific region is the core of the vision. The Asia Pacific region is characterized by a remarkable diversity in nationality, language, religion, and culture, and while it exhibits significant economic growth and technological innovation, it concurrently faces profound social, economic, and environmental disparities and divisions. The imbalances that exist between developed and developing countries, urban and rural areas, as well as the affluent and the impoverished, constitute major challenges towards sustainable development and regional stability. If APU is to demonstrate its value as a university toward 2040, it will be by addressing social issues primarily in the Asia Pacific region, thereby contributing to the creation of a future in this area. APU's strength lies in fostering mutual understanding and, as a result, innovation through collaborative learning and cooperation within an unparalleled multinational and multicultural environment. It can be said that APU's role and value lie in addressing challenges particularly prevalent

in the Asia Pacific region through collaborative learning and cooperation, overcoming differences, divisions, and barriers within the region, thereby acting as a bridge that connects people and communities (Building Bridges). Furthermore, it is to be explicitly clarified that the Asia Pacific region includes not only Oceania but also South Asia, Central Asia, and the Middle East, positioning it as a geographic concept that extends to Africa through the Islamic world and the Indian Ocean.

While focusing primarily on the Asia Pacific region, it is also necessary to concurrently acknowledge the importance of addressing problem-solving initiatives that arise and are applied in other regions. The international movement of people is increasing its flow. Due to the advancement of globalization, the development of transportation methods, and the proliferation of digital technologies, cross-border human mobility is rapidly increasing. The purposes of mobility, such as tourism, studying abroad, employment, migration, and displaced persons or refugees, have diversified, with a notable feature being the significant inflow of people both within and from outside the region, particularly in the Asia Pacific region amid its economic growth. According to the United Nations' "World Migration Report 2024," movements related to the Asia Pacific region constitute a very large proportion of the global migrant population (approximately 281 million), with this proportion estimated to account for 30% of the total. What this current situation indicates is the necessity and importance of addressing social issues in the Asia Pacific region while simultaneously expanding these efforts globally. APU simultaneously addresses regional issues while functioning as a social issue resolution hub (think tank), providing solutions and creating opportunities for challenges that transcend international human flows and national or regional boundaries. Through this, and by nurturing leaders who will shape the future of the world including the Asia Pacific, APU's strengths and value are demonstrated.

Second, it concerns the expansion and strengthening of the APU community and LLL. Addressing social issues and creating societal impact centering on the Asia Pacific region is enabled by APU's unique community, which is the core strength of APU, providing value that only APU can offer. This community will be expanded and strengthened toward 2040. The unparalleled value of this multinational and multicultural community, where students from 119 countries and regions study, is immutable and will continue to be maintained at a high level. At the same time, the diversity present within society is not limited solely to Nationality, culture, or language. To address social issues through collaborative learning and co-creation within a community that encompasses diverse perspectives and backgrounds, it is essential to significantly expand the diversity currently possessed by APU. The community envisioned at APU for the year 2040 will be composed not only of diversity based on nationality, culture, and language as before, but also of "Life-Long Learners (LLL)" who continue to grow regardless of their position in the society or life stage. LLL refers to individuals who continue to grow regardless of their life stage, discipline, or social role. Within each life stage and career stage, LLL individuals engage in ongoing exchanges with learning environments to update their knowledge and networks, and they are integrated into the APU community. By connecting individuals from diverse fields and backgrounds with APU, not only are the learning opportunities for each individual enriched, but these lifelong learners also play a role in presenting societal challenges and providing insights for collaborative learning, cooperation, and practice among students and other lifelong learners. This

enables APU to realize initiatives aimed at solving social issues and maximizes its impact on society. Furthermore, in order for APU to become a platform for the growth of the LLL community, it also indicates the necessity for APU's organization and faculty and staff members themselves to transform into an organization that practices the concepts and principles of LLL.

Thirdly, it involves addressing social issues by leveraging APU's strengths in education and research. Looking ahead to 2040, APU aims to establish itself as a hub (think tank) for solving social challenges in the Asia Pacific region. In particular, from a research perspective, it will promote research with an emphasis on social impact centered on the Asia Pacific region, while also overseeing the social implementation of research outcomes. By establishing the distinctive characteristics and uniqueness of APU in the field of research, and enhancing APU's research capabilities, highly original knowledge and academic achievements will be generated, which will then be implemented in international society, local communities, and industries to create social impact. Furthermore, the university's functions will be significantly expanded to become a place where the university itself (or its community) engages in practices and implementations that lead to the resolution of social issues.

(3) Strategy

To realize the envisioned university model, two strategies have been established. These are not initiatives to be individually completed or finalized by 2030 but rather indicate the university's direction and strategy aimed at realizing its envisioned form by 2040. The matters targeted for achievement by 2030 will be described as key policies and major measures later in this document.

(1) Strategy 1: Establishment of the APU Global Learning Nexus

As a mechanism to realize the university's vision, the concept of the APU Global Learning Nexus will be implemented.

- **What is the APU Global Learning Nexus concept?**

While conducting education, research, and practice unique to APU through a multinational and multicultural environment and an LLL community on campus, multiple overseas bases (established on the foundation of collaboration with higher education institutions, local governments, industry, and international organizations) will be established to practically address social issues in the Asia Pacific region and generate impact, as well as to cultivate advanced human resources capable of solving complex social challenges. Students will have the opportunity to engage in learning, research, and practice by commuting between the individual bases and the Beppu campus, or traveling between bases, for part of their enrollment period (e.g., two years out of four). Additionally, not only students but also faculty members engaged in education and research at the base locations, as well as staff members performing their duties at these bases, will experience new forms of education, research, and work styles. The goal is to establish two base locations by 2030 to realize this vision, and to expand to ten base locations by 2040.

- The Continuation from the First-Half of mid-term plan and the Development of "APU Global Learning" within the SGU Initiative

Since its inception, APU has gathered students from both domestic and international backgrounds on its Beppu campus, fostering global education and research centered around the campus. Furthermore, under the SGU initiative launched in 2014, APU has promoted the educational model of "World's No.1 Global Learning under a Multicultural Educational Environment" as outlined below.

- Possessing an overwhelmingly multinational and multicultural environment (regularly accepting students from 100 countries and regions worldwide)

- Providing countless opportunities for growth throughout all aspects of student life (including classes, student-led activities, dormitories, etc.)

Diverse stakeholders from around the world, including graduates globally and corporate organizations, participate in education.

By developing such educational environments (communities) centered on "students learning together (collaborative learning)," we aim to maximize students' "motivation to learn." Faculty members and others play the role of facilitating this "learning together" and eliciting "motivation."

(Excerpt from the SGU project proposal)

During the first half of the mid-term plan including the SGU project period, efforts have primarily focused on campus-wide implementation of multicultural collaborative learning as part of global learning, the practice of faculty development (FD), and increasing the number of student dispatches to partner universities. All of these initiatives have been centered on the practice of global education within the Beppu campus, with the students' main learning base consistently being located in Beppu. The APU Global Learning Nexus aims to expand the scope of global learning fields that have been practiced thus far to a global scale. Furthermore, the activities at each base will extend beyond practical education to encompass research, the social implementation of research outcomes, and initiatives addressing local social issues; thereby establishing them as centers that broadly engage in endeavors aligned with APU's founding philosophy and its vision of the university.

- Regarding the relationship between the realization of the vision and value creation utilizing Beppu, Oita, and Kyushu as fields.

The realization of this vision depends significantly on the development of human resources through the practical application of Beppu and Kyushu as fields, which APU is currently engaged in. APU is committed to cultivating advanced human resources capable of addressing complex social issues, leveraging the selection for the 2024 Ministry of Education, Culture, Sports, Science and Technology (MEXT) SI project as a catalyst, with Beppu, Oita, and Kyushu serving as its operational fields. This initiative aims to expand the scope of joint learning and collaboration broadly beyond boundaries of region, field, and profession, thereby deploying APU's strengths and distinctive features to the regional society and maximizing its impact. In the realization of the APU Global Learning Nexus Initiative, as a university located in Beppu, Oita, and Kyushu, the adherence to the principle of cultivating human

resources through connection and collaboration with this region will enable the realization of the model "Cultivating students in Beppu, Oita, and Kyushu and implementing globally."

From a research perspective, the research capabilities and achievements of APU's diverse faculty, combined with their ability to connect these to practical applications and their global network of researchers, constitute the strengths of this initiative. The establishment of bases under this initiative is expected not only to serve as sites for educational practice but also to provide opportunities that contribute to the advancement of research.

The global network is also a crucial element for this initiative. Since its founding, APU has accepted students from 170 countries and regions, with the number of graduates exceeding 20,000 as of November 1, 2025. The strategic utilization of these networks is an extremely important factor in the realization of the APU Global Learning Nexus.

(2) Strategy 2: Expansion of the community through the inclusion and development of Lifelong Learners (LLL)

Connecting Lifelong Learners (LLL) to the multinational and multicultural community that APU has uniquely established and maintained since its inception, furthering its expansion. While Strategy 1 represents the "mechanism" for realizing the university's vision, Strategy 2 illustrates the components and community within that mechanism. In designating the inclusion and development of Lifelong Learners (LLL) as a strategic objective, the concept is organized as follows.

- Definition of LLL (reiterated):

LLL consists of the following elements and refers to individuals who continue to grow regardless of their life stage, field, or social role. LLL individuals who engage in continuous exchange with learning environments within each life stage and career stage, updating their knowledge and networks, are incorporated into the APU community.¹

- Life-Long Learning (diversity in age and attributes):

Learning and growth without regard to life stage or social attributes.

- Life-Wide Learning (diversity in fields and domains):

The acquisition of skills and knowledge in fields and areas beyond one's own major or professional domain, as well as the practice of collaboration with people across different fields and areas.

- Life-Deep Learning (Diversity of Values and Perspectives):

Learning that transforms perspectives and values which serve as the basis for actions and decisions.

¹Regarding these definitions, while referring to Banks et al. (2007), they have been organized as APU's original definitions.

Banks, J. A., Au, K. H., Ball, A. F., Bell, P., Gordon, E. W., Gutiérrez, K. D., Heath, S. B., Lee, C. D., Lee, Y., Mahiri, J., Nasir, N. S., Valdes, G., & Zhou, M. (2007). Learning in and out of school in diverse environments: Lifelong, life-wide, life-deep. Center for Multicultural Education, University of Washington.

- Role-Free Learning (Diversity of Roles):

Engagement in learning environments that transcend societal role boundaries (e.g., working adults conducting research, staff engaging in practical applications).

- The expansion and deepening of the global learning community through LLL (Lifelong Learning).

By assuming roles such as providing societal challenges through these LLLs and offering insights into collaborative study, cooperation, and practice among students and other LLLs, APU can realize initiatives aimed at solving social issues at an advanced level. Furthermore, APU will strengthen opportunities for education, research, and practice that transcend the fields of its faculties and graduate schools, endeavor to cultivate globally minded management professionals equipped with scientific knowledge and mindset, and expand its community. Leveraging the milestone achieved by accepting students from 170 countries and regions since its founding, it is essential to organize alumni, parents (including parents of alumni), and high school teachers who are active worldwide as key participants in lifelong learning (LLL), thereby enriching students' learning experiences.

- Fostering talent across disciplines that contribute to community expansion.

It is necessary to more firmly establish a system that promotes the creation of innovations for social transformation through collaborative learning and cooperation among individuals with diverse values from varied backgrounds, transcending roles and fields to address concrete issues. We aim to cultivate human resources who can mutually utilize knowledge from the humanities and social sciences as well as natural sciences and engineering to realize social implementation on a global scale.

We will advance collaboration with institutions such as Kyushu Institute of Technology and Yang Ming Chiao Tung University to concretize initiatives such as the establishment of minor programs in science and engineering fields, thereby promoting the enhancement of educational opportunities in these disciplines.

③ Benchmark for the level and scale to be attained as a strategic objective

Below are benchmark cases from other universities on the strategic objectives envisioned by APU, examined from two perspectives.

Perspective 1) Practical solutions to social issues and commercialization of related initiatives

- Chulalongkorn University, CU (Thailand): Ranked 57th in the QS Asia Rankings (2025)

Established in 2020, the Social Innovation Hub CU SiHub serves as a platform that transforms research in social sciences, humanities, and the arts into social innovation aimed at achieving a sustainable society. It emphasizes not only science and technology-centered innovation but also policy innovation, social enterprise models, and regional community development. Contracts for policy consulting and training projects utilizing research outcomes are also considered streams of revenue, with the priority areas as follows.

Sustainable Communities and Creative Tourism: Revitalization of the Local Economy and Preservation of Cultural Resources

Design for Society: Resolving Social Challenges through Urban Planning and Architecture

Innovation in an Aging Society: Improving the Lives of the Elderly and Care Service Models

Social Transformation through Arts and Humanities: Promoting Well-being by Leveraging Culture and Education

- Hanyang University, HU (South Korea): Ranked 26th in the QS Asia Rankings (2026)

Initiated IC-PBL (Industry-Campus Problem-Based Learning) and work with industries, local government and NGOs. Established the Global Social Innovation Center. Provides Living Lab-style education including co-creation with local residents, fieldwork, and prototyping. Students actively propose solutions to regional issues and aim to commercialize projects in collaboration with enterprises.

Perspective 2) Establishment of overseas bases, international mobility of students and faculty, and practice of education and research in a multinational and multicultural environment

- New York University, NYU (USA): Ranked 33rd globally in THE University Rankings (2025)

Based on the philosophy of being a "university rooted in the city and connected to cities worldwide," it is establishing itself as a Global Network University. It has three degree-granting campuses (New York [Headquarters], Abu Dhabi [UAE], Shanghai [China]) and twelve global academic centers (London, Paris, Berlin, Madrid, Buenos Aires, Florence, Prague, Tel Aviv, Sydney, Washington DC, Accra, Los Angeles). Students are required to study abroad for one to two semesters at these overseas locations, particularly those at NYU Shanghai or NYU Abu Dhabi. Specialized courses and international internships are also available through short-term intensive programs (January Term, Summer Sessions).

A table comparing APU and universities with global campuses is presented. It is evident that not only NYU, but also leading universities worldwide are expanding their global campuses.

Table: Comparison with three universities having global campuses

APU Model	New York University Global Network U.	Duke University Duke Kunshan U.	Sorbonne University, Paris Institute of Political Studies Sorbonne University, Science Po	
Region / Number of Bases	Beppu and Various Asia Pacific Countries / Multiple Bases	United States, UAE, China / 12 Bases	United States and China	Europe, the Middle East, and Asia
Students Mobility	Beppu - Overseas Bases, Inter-Base Mobility	Inter-Campus Mobility Required	Round Trips between the United States and China	Between Europe, the Middle East, and Asia
Faculty and Staff Assignment	Faculty and staff also at the bases Education, Research, and Administration	Faculty conduct education and research at each base	Faculty dispatch available	Faculty active on multiple campuses
Article 1 (Purpose)	Resolving Social Issues Plus Advanced Global Specialist Human Resource Development	Global Human Resource Development	International Joint Education	Understanding International Politics and Culture

(4) KGI

Two strategic objectives have been established to define the university's direction and strategy for realizing the envisioned image by 2040: "APU and its LLL community that engage in addressing social issues primarily in the Asia-Pacific region, involve society, and drive transformation through co-creation and collaboration (building bridges)." While KPIs (explained later) establish the direct results (outputs) of implementing initiatives, KGIs set the outcomes (long-term achievements) realized through the fulfillment of initiatives and the attainment of KPIs. The following two KGIs are established as indicators to measure the achievement of these two strategic objectives. However, each KGI is not individually aligned with the respective strategic objectives but is positioned as a comprehensive indicator to evaluate the realization of the envisioned university model.

KGI ①: QS Asia Ranking - Overall Score of 50 points or higher

KGI ②: QS Asia Ranking - Employer Reputation Score of 70 or above

In realizing the vision of APU as a university it aims to be, it is essential that the impact produced by achieving the strategic objectives is created for and recognized by society, rather than merely by the members within the institution. From this perspective, numerical values based on the QS Asia Rankings are established as Key Goal Indicators (KGI) representing outcomes (long-term achievements). The trend data from the 2026 QS Asia Rankings indicates that, among universities categorized under the M (medium-sized) and S (small-sized) university scale categories, those ranked within the top 200 overall demonstrate an average overall score of 67.6 and an average employer reputation score of 72. In contrast, APU's most recent ranking scores are a total score of 31.4, an overall rank of 458th, and an Employer Reputation Score of 39.9 (RU scores a total of 61.7, an overall rank of 139th, and an Employer Reputation Score of 95.7). Taking into account APU's current ranking position, the defined period of the latter five years, and RU's achievements, the above KGI was established. Regarding the reputation score in particular, since all the benchmarked universities have scores close to full marks, it will be set as a target value in addition to the overall score.

(5) Major Policies

Five major policies will be established to achieve the strategic objectives.

Major Policy ① Expansion of multicultural collaborative learning beyond disciplines and regions
We will expand the fields of global learning that have been practiced so far to the world. Positioning "multicultural co-learning," an educational approach in which students from diverse backgrounds and cultures collaborate and learn together by engaging with social issues and society, as the core, efforts will be made not only to enhance the sophistication of this education but also to develop an educational model that integrates challenges derived from social practice with classroom learning. Furthermore, as a foundational element of education under the APU Global Learning Nexus initiative,

the development of microcredential systems and online content infrastructure will also be undertaken.

Major Policy② Strengthening the function of a business strategy transcending attributes, fields, and regions for social value creation and a Living-Learning-Leadership (LLL) practice hub.

Establish a system of education, co-creation, and collaboration for LLL. Expand the LLL community that learns, practices, and grows through APU, while simultaneously pursuing active commercialization of programs. Expand the university's functions and enhance its capabilities as a demonstration field and as a platform for practicing Diversity & Inclusion (D&I) management to contribute to solving social issues. Furthermore, the development of new domestic and international bases and campus facilities necessary for this purpose will be implemented. It will serve not merely as a place for practical experience but as a venue for the growth and transformative awareness of all involved individuals.

In addition, to establish its function as a hub (think tank) for addressing social issues in the Asia-Pacific region, the organization will strengthen its research capabilities while simultaneously advancing sophisticated research efforts that engage society in tackling regional social challenges. Based on the "Ritsumeikan Asia Pacific University Research Advancement Plan (Fiscal Years 2025–2030)" (university senate meeting, March 25, 2025), we will work on the systematic advancement of research areas distinctive to APU. Furthermore, from the perspective of researcher development, efforts will be made to expand graduate schools (including increasing enrollment capacity), while simultaneously promoting an increase in undergraduate students advancing to graduate programs.

Major Policy③ Strengthening the Alumni Network Infrastructure and Strategically Utilizing Policies

The establishment of networks is a critical element in achieving other strategic objectives. It is not an exaggeration to say that the university's vision for 2024 cannot be realized without establishing connections between alumni and the university or current students, as well as among alumni themselves and between alumni and stakeholders. Among the strategic objectives for the latter half of the year, particular emphasis will be placed on establishing an alumni network and connecting APU with the LLL community. Simultaneously, efforts to address social issues and foster co-creation involving alumni will be intensified. A graduate strategy will be formulated and executed that goes beyond merely building an alumni network, including collaboration with graduates as co-creation partners to solve global social issues.

Major Policy ④ Admissions Strategy Supporting APU Education with International Competitiveness

In addition to maintaining APU's proudly diverse multinational and multicultural student environment and securing high-quality students, we secure learners with diverse educational backgrounds and social attributes.

Major Policy ⑤ Reforming the Organization to Promote Challenge Design Tasks

To establish an organization with expertise and innovativeness, we promote the growth of faculty and staff themselves as lifelong learners (LLL). We provide work and research opportunities beyond the campus and carry out reforms in organizational culture. Furthermore, a comprehensive fiscal structural reform will be implemented to realize the envisioned university model. In addition to revising the scholarship policy, efforts will be made to diversify the funding sources for the scholarship budget.

3. Details of Major Policies and Major Measures

This section describes the major policies to achieve the two strategic objectives and KGI, as well as the major measures and KPIs to materialize them (* indicates SI project-related indicators).

(1) Major Policy ① Deployment across fields and regions in the area of multicultural collaborative learning

Major Measure 1-A) Construction of an Educational Model that Alternates Between Challenges Through Social Practice and Classroom Learning

- Competency-Based Curriculum Reform

Clarify the competencies that students should acquire by the time of graduation, and systematically restructure the educational content, methods, and evaluation criteria based on them. Visualize students' learning achievements to ensure and improve the quality of education, while also enhancing connectivity with society.

- Construction of an Educational Model that Alternates Between Challenges Through Social Practice and Classroom Learning

We aim to develop human resources capable of linking the practical application of social issues (output) with learning inside and outside the classroom and campus (input), thereby enabling the social implementation of ideas and the resolution of challenges. While strengthening opportunities for practice and learning through internships and PBL formats, we will also substantially expand the "APU Connection Hub. Knots" program, which began in the 2025 academic year, where companies bring in challenges and engage in initiatives to solve social issues.

- Establishment of the micro-credential management and the online on-demand education system.

By 2030, we will develop 10 micro-credential programs focused on multicultural collaborative learning and the integration of arts and sciences. Increase the ratio of formal curriculum classes utilizing online on-demand learning to 50%.

- Visualization of growth through data utilization and provision of student support based on data.

Strengthen the data infrastructure and data utilization that form the foundation of competency-based education, as well as comprehensive student support leveraging these data. At the same time, data pertaining to the practical application of multicultural collaborative learning implemented by APU is accumulated, aiming to establish evidence-based methodologies within the APU educational model for learning.

Major Measure 1-B) APU Global Learning Nexus

- Offshore Alliance Base (Universities / International Organizations / Local Enterprises / Economic Sectors / Innovator Communities)

A nomadic system is being established through which students engage in learning and practical activities at various overseas bases for a designated period during their enrollment. We will establish hubs with diverse social functions, including not only universities but also international organizations and corporations. Considering the status of the priority regional task force projects from the first half of the mid-term plan, Thailand and Indonesia will be designated as priority regions for exploration. At these hubs, Faculty and Staff will be encouraged to utilize them as bases for international mobility and educational research practice, with faculty members delivering educational programs and staff performing their duties on site. The initiatives of the Focus Area Task Force Project are positioned as preliminary efforts within the Nexus Concept in this offshore setting, and these initiatives will be further strengthened and advanced in the second half plan.

KPI

- Number of students participating in socially engaged programs (domestic and international) (internships, PBL, entrepreneurship support programs, etc.): 3,000 per year (50% of enrolled students)*
- Micro-Credential programs: 10 programs*
- Ratio of credit-bearing courses utilizing online and on-demand formats: 50%
- Number of Overseas Offices: 2 locations

(2) Major Policy② Strengthening Cross-Attribute, Cross-Field, and Cross-Regional Business Strategies and the Functions of the LLL Practice Hub for Creating Social Value

Major Measure 2-A) Various Programs Related to LLL

- Commercialization of International Education, D&I Education, and Multilingual Education (from children to working adults and senior human resources)

APU will commercialize programs for diverse LLL based on the international education, collaborative learning, D&I practices, and language education it has developed since its establishment. When considering the project section, evaluation will be conducted from both aspects: one that recruits a large number of participants and pursues the business impact based on the scale of participation, and the other that designs APU's distinctive content into a high-priced package with specialized expertise to be offered to practitioners and executives. (Benchmark examples include the one-week Cross Cultural Management program at the French INSEAD main campus, with a participation fee of 1.8 million JPY, and the comprehensive SPIKE program at Stanford University, costing approximately 12 million JPY.)

- The realization of the APU version of CCRC and communal residences (multigenerational and multicultural cohabitation dormitories) embodying a multi-attribute, multinational, and multigenerational symbiotic society.

As a practical site for LLL and a place where diverse attributes and age groups coexist to create innovation, concrete steps will be taken to establish social residences. While building communities comprising diverse age groups, consideration will be given particularly to targeting executive-level

practitioners engaged in social issues. This is expected to facilitate the incorporation of knowledge and expertise gained through practical experience in society into APU's educational and research environment. In concretizing this, the approach will involve reviewing the current state of existing international education dormitories alongside refurbishing them and installing new facilities, with the goal of finalizing and commencing the plan by 2030.

- Research and practice by Faculty and Staff as part of Lifelong Learning (LLL)

Establish a system whereby faculty and staff, as members of the university promoting LLL, continue to grow themselves, and also develop structures for growth that differ from their original attributes and roles (for example, staff engaging in education or research, or faculty learning and practicing).

- Implementation of FD/SD certification programs related to global education, administration, student support, and other areas.

APU will serve as a hub for human resource development concerning the management of international universities and multicultural cooperative learning. In addition to special programs, a certificate program will be introduced, offering completion of APU's regular curricula and a certain period of training and practical work experience at APU workplaces.

Major Measure 2-B) Strengthening university functions aimed at the practical implementation and resolution of social issues.

- Strengthening the Fukuoka Base and Expansion to the Tokyo Base

Regarding the Fukuoka-Tenjin base, since 2025, it has been established as a hub for business expansion and collaboration in the Kyushu region. While enhancing the functions of this Tenjin base, the next step involves expansion of bases in Tokyo, or alternatively, expansion into strategic regions within the Asia-Pacific area.

- Support for overseas business expansion of domestic regional companies and support for Japanese business expansion of overseas companies.

As a form of collaboration and co-creation between the APU Community (Students, Faculty and Staff, and Alumni) and the economic sector and corporations, we will strengthen initiatives to support the business expansion of domestic and international companies.

- Strengthening the campus functions as a demonstration field aimed at solving social issues

We will enhance university functions by utilizing AP House (Dormitory) and the entire campus as implementation fields for initiatives related to social issues.

- Formulation of the 2030 Campus Development Plan

Formulate a campus development plan to expand university functions and implement LLL initiatives, including the enlargement and enhancement of the current Self-Access Learning Center and the expansion of the graduate lounge.

- Establish a space for co-creation and collaborative learning that transcends disciplinary fields and affiliations.

By establishing a collaborative learning environment that transcends (or intersects) the existing domains of faculties and graduate schools, we aim to cultivate advanced human resources capable

of addressing complex social issues with a global mindset—such as semiconductor specialists, space industry professionals, and advanced digital personnel—who will contribute to the creation of cutting-edge industries.

Major Measure 2-C) Graduate School Reforms and Expansion to Foster Advanced Human Resources

- Graduate school reforms targeted by the year 2027

Consider new initiatives such as the construction of integrated bachelor's and master's programs to significantly increase the rate of undergraduate students advancing to graduate school (to 15%).

- Development of new educational and research programs at the graduate level.

Examine collaborative graduate school concepts with domestic and international universities, including the Dual Degree Program (DUDP) with Yang Ming Chiao Tung University, by 2030. Furthermore, explore collaborations at the graduate level beyond existing fields with other universities and organizations in areas such as medicine, engineering, and agriculture.

Major Measure 2-D) Establishment of Distinctive Research Centers Addressing Social and Regional Issues

We will advance the concretization of the advanced research policy formulated and the systematic establishment of research centers with distinctive features. Research centers will be established not only to promote research activities in priority fields but also as organizations responsible for the social implementation of research outcomes.

Major Measure 2-E) Establishment of a Mechanism for Lifelong Career Support

- Utilization of digital platforms

Utilize digital platforms to continuously collect, manage, and analyze alumni information, thereby establishing a career support network that connects current students, alumni, corporations, local governments, and alumni associations.

- Development of a framework for career support through collaboration with domestic and international industries.

Collaborate with local governments, companies, and industries, as recruiters, to build an educational and career support framework. We will proactively promote the participation of corporations and local governments in educational programs and the utilization of competency-based micro-credentials and digital badges.

- Creation of opportunities for interaction and collaborative learning with adult learners through career support

We will strengthen support for lifelong career development through various lifelong learning (LLL) opportunities, extending beyond employment support as the first career during enrollment. In addition to providing opportunities for "learning" and "growth" after graduation, we will actively promote initiatives such as new business creation and job matching by leveraging the APU

community, a global career network comprising students, alumni, faculty, and staff, thereby offering opportunities to connect.

KPI

- A Lifelong Learning (LLL) population of 6,000 individuals per year committed to learning and practice beyond social attributes and occupations*
- Number of social issues and projects validated and implemented: 50 cases per year
- Number of collaborating companies, local governments, international organizations, etc.: 100*
- Number of enrolled master's and first-phase course students: 300
- Amount of external research funds acquired (including Grant-in-Aid for Scientific Research, etc.): 300 million yen per year
- Number of international joint research projects created: 30
- FWCI (Field Weighted Citation Impact): 1.35
- Domestic employment rate of students wishing to work in Japan: 85%*
- Graduate school advancement rate of undergraduate students: 15%

(3) Major Policy ③ Strengthening and Strategic Utilization of the Alumni Network Foundation Policy

Major Measure 3-A) Strengthening the Alumni Network and Its Integration with Donation Policies

- Establishment of an information aggregation platform regarding the capabilities, experiences, and networks held by alumni

The accumulation of information on alumni occupations, skills, and networks constitutes an extremely critical element that influences the realization of other strategic objectives. Given that it forms the foundation for the realization of other initiatives and policies, early establishment is imperative.

- Designation of priority chapters and focus groups (by nationality and industry)

We will further develop the initiatives of the "task force," which has already commenced efforts, by designating priority regions and positioning this as a preliminary phase of the APU Global Learning Nexus Project (provisional name) to strengthen it.

- Strengthening the alumni network and linking it to donation policies.

While aiming to secure donations amounting to 100 million yen annually from alumni by 2030, we will consider specific strategies for fundamental reform, such as covering a certain percentage of the scholarship budget for international students through donations from alumni.

KPI

- Capture rate of alumni information: 70% or higher
- Balance of the APU Alumni Association Mirai Creation Donation Fund: 200 million yen or more
- LLL population committed to learning and practice beyond social attributes and occupations: 6,000 people per year *(relisted)

(4) Major Policy ④ Admissions Strategy Supporting APU Education with International Competitiveness

Major Measure 4-A) Admissions strategy pursuing further diversity with a view to the social dynamics of world population, economy, and education

- Admissions strategy pursuing further diversity

We are committed to recruiting enrollees from diverse age groups and educational backgrounds.

Regional strategies that anticipate global demographic trends from 2030 to 2050.

We will further advance the IMA (India, Middle East, Africa) strategy established in the first half plan by incorporating global developments. For example, we will steadily implement regional strategies responsive to world circumstances, such as formulating and executing proactive recruitment strategies targeting the Global South and African regions. Within that framework, specific goals are set, such as establishing target figures for admissions from strategic regions (for example, setting a specific number of enrolled students from African regions), taking trends into consideration.

Key Performance Indicators (KPI)

Ratio of international students from countries and regions outside East and Southeast Asia: 35% or more

(5) Major Policy ⑤ Reforming the Organization to Promote Challenge Design Issues

Major Measure 5-A) Establishment of a Staff Organization Demonstrating Expertise and Innovation

- Strengthening the expertise of staff individuals or teams as well as their capacity for planning and improvement

The goal is to enhance the expertise and planning and improvement capabilities of individual staff members or teams by concretizing various training programs and initiatives. In addition to strengthening opportunities to deepen knowledge about domestic and international educational trends (such as business trips and training), we aim to enrich SD/FD opportunities that contribute to a deeper understanding of the status of the domestic and international economic sectors and local communities outside the education industry.

- Establishment of a system that enables staff to utilize a staff version of ADL and to work at overseas offices or outside higher education institutions.

Not only due to the increased demand for diverse working styles arising from the decline in the domestic labor force but also from the perspectives of fostering world-class competencies among staff, nurturing employees with innovative mindsets, and securing highly skilled talent regardless of their residential locations, we promote employment of staff at overseas bases and similar establishments.

Major Measure 5-B) Financial management based on the mid-to-long-term financial plan, comprehensive reform of the scholarship system, and the establishment of a robust donation foundation.

- Examination and formulation of a new mid-to-long-term financial plan.

Regarding the existing medium- to long-term financial plan, no revisions have been made since the establishment of the Faculty of Sustainability Tourism in Fiscal Year 2023, and the Financial Policy Review Committee, established in the first half of the year, is currently conducting discussions on future tuition revisions and other matters. Furthermore, considering the elaboration of the latter half of the 2030 plan and the university vision for 2040, a stronger and more stable financial foundation is indispensable. The Financial Policy Review Committee will deliberate on and formulate a new medium- to long-term financial plan to ensure appropriate financial management.

- Establishment of a Robust Donation Base
Centering on the Donation Policy Review Committee established in the first half Plan we will work to strengthen donation policies targeting the industry sector and alumni. In particular, since donations from overseas alumni had not been addressed until now, the Overseas Alumni Donation Task Force established under the Donation Policy Review Committee will advance efforts to strengthen donations by priority countries and regions.
- Fundamental Revision of Scholarship Policies Considering the Current International Situation
Recruiting international students is a lifeline for APU; however, the economic circumstances of the countries and regions from which our international students originate have changed significantly since the university's establishment. It has thus become necessary to undertake a fundamental review of the scholarship policy. Based on the total amount of scholarships projected in the mid-to-long-term financial plan through 2040, a Scholarship Policy Review Committee will be newly established to advance a comprehensive overhaul of the scholarship policy.

KPI

- Number of Faculty and Staff participating in LLL (learning and practice beyond their primary roles): 50 persons per year

Ratio of expenses for unique tuition fee reductions to total revenue: less than 20%.

Tuition fee income ratio: less than 75% (an additional 280 million yen in non-tuition fee income is required from the current level. If 70%, then 831 million yen).

Income from donations/revenue-generating projects/school bonds, etc.: 300 million yen or more per year*

4. Relationship between strategies, major policies, and major measures as well as KGI and KPI

The relationship among strategies, major policies, major measures, and KGI/KPIs is presented in the table below, and the accountability structure and the responsible divisions for the major initiatives are shown in the subsequent table.

APU and its LLL community will engage in resolving social issues primarily in the Asia-Pacific region, involving society at large and driving transformation through	Strategy	KGI	Major Policies, Major Measures, KPI (* indicates indicators related to SI projects)
	Strategy 1 Establishment of the APU Global Learning Nexus	KGI ① QS Asia Ranking / Overall Score 50 points or higher	<p>Major Policies ①: Development beyond fields and regions through multicultural co-learning</p> <p>Major Measure 1-A) Establishment of an educational model that alternates between challenges through social practice and learning in the classroom</p> <p>Major Measure 1-B) APU Global Learning Nexus</p> <p>KPI</p> <ul style="list-style-type: none"> - Number of students participating in socially engaged programs (domestic and international, including internships, PBL, entrepreneurship support programs, etc.): 3,000 per year (50% of enrolled students)* - Micro-credentials: 10 programs* - Proportion of curriculum courses utilizing online and on-demand methods: 50% - Number of overseas bases: 2 locations
	Strategy 2 Expansion of the community through the inclusion and development of Lifelong Learning (LLL)	KGI ② QS Asia Ranking / Employer Reputation Score 70 points or higher	<p>Major Policies ②: Strengthening the Functional Hub for Lifelong Learning (LLL) and Cross-Category, Cross-Field, and Cross-Regional Business Strategies for Creating Social Value</p> <p>Major Measure 2-A: Various Programs for Lifelong Learning (LLL)</p> <p>Major Measure 2-B: Strengthening University Functions Aimed at the Practice and Implementation of Solving Social Issues</p> <p>Major Measure 2-C: Graduate School Reform and Expansion of Graduate School Scale Contributing to the Development of Highly Skilled Human Resources</p> <p>Major Measure 2-D: Formation of Distinctive Research Centers Corresponding to Social and Regional Issues</p> <p>Major Measure 2-E: Establishment of Mechanisms for Lifelong Career Support</p> <p>[KPI]</p> <ul style="list-style-type: none"> - Commitment to learning and practice across social attributes and professions with an annual LLL population of 6,000* (reiteration) - Number of social issues and projects validated and implemented: 50 per year - Number of partner companies, local governments, international organizations, etc.*: 100 - Number of enrolled master's and first-stage graduate students: 300 - Amount of external research funding (including Grants-in-Aid for Scientific Research): 300 million yen per year - Number of international collaborative research initiatives created: 30 - FWCI (Field Weighted Citation Impact): 1.35 - Employment rate in Japan for students seeking domestic employment: 85%* - Undergraduate Graduate School Advancement Rate: 15%
			<p>Major Policies ③: Strengthening the Alumni Network Infrastructure and Its Strategic Utilization Policy</p> <p>Major Measure 3-A) Strengthening the Alumni Network and Linking It with Donation Policies</p> <p>[KPI]</p> <p>Alumni Information Capture Rate: Over 70%</p> <p>Balance of the APU Alumni Association Mirai Creation Donation Fund: Over 200 million yen</p> <p>LLL Population Committed to Learning and Practice Across Social Attributes and Occupations: 6,000 People per Year* (Reiterated)</p>
			<p>Major Policies ④: Admissions Strategy Supporting APU Education with International Competitiveness</p> <p>Major Measure 4-A) Admission Strategy Pursuing Further Diversity with a View to Global Demographic, Economic, and Educational Societal Dynamics</p> <p>KPI</p> <p>Ratio of international students from countries and regions outside East and Southeast Asia to amount to over 35%</p>
			<p>Major Policies 5: Organizational Reform to Promote Challenge Design Issues</p> <p>Major Measure 5-A) Establishment of a Staff Organization That Demonstrates Expertise and Innovation</p>

		<p>Major Measure 5-B) Fundamental Revision of the Scholarship System and Establishment of a Robust Donation Base</p> <p>KPI</p> <ul style="list-style-type: none"> - Number of faculty and staff engaged in LLL (learning and practice participation beyond their roles): 50 persons/year - Proportion of unique tuition fee exemptions against total revenue: less than 20% - Tuition fee ratio: less than 75% <p>(Necessity to secure 280 million yen of non-tuition revenue compared to the current. If 70% ratio, then 831 million yen)</p> <ul style="list-style-type: none"> - Income from donations, profit-making ventures, school bonds, etc. (300 million yen/year)*
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Major Policies	Major Measure	Accountability System (The division in charge is indicated in bold)
Major Policy 1 Expansion Across Fields and Regions in Multicultural Co- learning	Major Measure 1-A) Development of an Educational Model that Integrates Challenges through Social Practice and Classroom Learning	1-A) division of academic affairs, division of student affairs
	Major Measure 1-B) APU Global Learning Nexus	1-B) Office of Institutional Planning, division of academic affairs, Research Department
Major Policy 2 Strengthening Functions as a Hub for Business Strategies and Lifelong Learning Practices that Transcend Attributes, Fields, and Regions to Create Social Value	Major Measure 2-A) Various Programs for Lifelong Learning	2-A) APU Connection Hub, division of academic affairs, division of student affairs, University Office of Institutional Planning
	Major Measure 2-B) Strengthening University Functions Aimed at Practicing and Implementing Solutions to Social Issues	2-B) Office of Institutional Planning, division of academic affairs, Research Department, division of student affairs
	Major Measure 2-C) Graduate School Reform Contributing to the Development of Advanced Human Resources and Expansion of Graduate School Scale	2-C) division of academic affairs
	Major Measure 2-D) Formation of Distinctive Research Centers Addressing Social and Regional Issues	2-D) Research Division, APU Connection Hub
	Major Measure 2-E) Establishment of a Lifelong Career Support System	2-E) division of careers, APU Connection Hub
Major Policy 3 Policy for Strengthening and Strategically Utilizing the Graduate Alumni Network Infrastructure	Major Measure 3-A) Strengthening the Alumni Network and Linking with Donation Policy	3-A) APU Connection Hub, Office of Institutional Planning
Major Policy ④ Admissions Strategy	Major Measure 4-A) Admissions Strategy to Further Enhance Diversity, Taking into Account Global Social Dynamics such as Population, Economy, and Education from 2030 to 2050	4-A) division of admissions

Supporting APU Education with International Competitiveness		
Major Policy ⑤ Reform of Organizational Structure to Promote Challenge Design Issues	<p>Major Measure 5-A) Establishment of a Personnel Organization Demonstrating Expertise and Innovation</p> <p>Major Measure 5-B) Fundamental Review of the Scholarship System and Establishment of a Strong Donation Base</p>	<p>5-A) Office of Institutional Planning</p> <p>5-B) Office of Institutional Planning, division of admissions, division of research, division of student affairs, APU Connection Hub</p>