

International University of Japan

SELF-EVALUATION REPORT 2006

"Taking the Lead in International Education"





PREFACE

Let me explain the subtitle of 'Taking the Lead in International Education'. IUJ is located in a scenic beauty at the foot of Hakkai-san. All students and faculty live on campus and spend two years of intensive graduate study, all in English. Late Mr. Sohei Nakayama founded IUJ in order to educate in this ideal study environment young employees of leading Japanese firms to be international business leaders with sufficient knowledge of international business and broad perspective of international relations. He took a bold initiative in the international education.

This mission has been pursued by current faculty of IUJ. However, for the past ten years student body has changed and the content of international education needs to be modified accordingly. Currently over 80 percent of the IUJ students and 60 percent of faculty are non-Japanese. Students come mainly from developing countries, but also from North America and Europe as well. IUJ constitutes a unique community of multi-national and multi-cultural groups. IUJ's graduates now work in governments, international organizations, NGOs, as well as business firms. Nowadays, higher education is international public goods and it is a supreme obligation of Japan, as a matured economic power in the world, to provide a high level international education.

In our globalized world, students move freely across border for better education. We can attract them only with what they cannot learn anywhere else. Internationalized student body is witnessed in Oceania and a part of Asia as well as in Europe and North America. International university today provides those international students with curriculum enabling them to work for peace and prosperity in the international community. It is only in this international education that we can really educate the Japanese youths to contribute to international community. IUJ is a small university but we will pursue the international education of global standards, taking advantage of its location in Japan and Japan's development experience.

This is an abridged English version of IUJ Self-Evaluation Report 2006 in Japanese published last March. The English version is essential to reach our multi-national stakeholders of IUJ. This report is also updated so that it contains new developments on Urasa campus since September. IUJ will celebrate its 25th anniversary next year. I appreciate collaboration by my colleagues and wish that this report will provide a base for IUJ's further development.

March 2007

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Table of Contents

Preface	i
1. Principles and Objectives of IUJ	1
1.1 History	1
1.2 Principles	1
1.3 Self Evaluation	3
1.4 Directions for Improvement	6
2. Graduate School of International Relations	9
2.1 Missions and Objectives of the School	9
2.2 Main Features of the GSIR Curriculum	10
2.3 Self Evaluation	11
2.4 Directions for Improvement	13
2.5 Launching a Doctoral Program	14
3. Graduate School of International Management	16
3.1 History, Vision and Objectives	16
3.2 Current State	16
3.3 Self Evaluation	18
3.4 Directions for Improvement	20
4. English Language Program	22
4.1 Mission, Roles, Goals, and Objectives	22
4.2 Current Situation	23
4.3 Self-assessment	26
4.4 Future Directions/Recommendations	30
5. Japanese Language Program	32
5.1 Present Situation	32
5.2 Self Evaluation	36
5.3 For Future Improvements	38
6. IUJ Research and Education PLATFORM (IUJ-REP)	40
6.1 Mission and Objectives	40
6.2 Current State of Implementation	40
6.3 Self-Evaluation and Future Directions for Improvement	42
7. Student Recruitment and Admissions	45
7.1 Student Recruitment	45
7.2 Admission Policy and Methods of Screening	47

7.3	Status in Fulfillment of Student Quota (Capacity)	55
8.	Academic Affairs and Procedures	59
8.1	Availability of Course Syllabus	59
8.2	Student Trading System (Adoption of GPA System)	60
8.3	Student Course Evaluation	61
8.4	Cross-Registration	63
8.5	Computerization/Informatization for Academic Affairs	64
8.6	Status of Degree Conferment	65
8.7	Affiliation with Universities Abroad/Student Exchange Program	66
9.	Research Institutes and Library and Information Center	71
9.1	IRI Research Institute	71
9.2	Global Communication Center (GLOCOM)	73
9.3	Matsushita Library and Information Center	74
10.	Student Dormitories and Campus Life Support	76
10.1	Maintenance, Utilization, and Management of Student Dormitories	76
10.2	Guide and Support System for Campus Life	77
10.3	Support to International Students –Reception and Procedures-	79
10.4	Scholarships	81
10.5	Career Support	84
10.6	Alumni Association	86
11.	IUJ Professional Ethics Committee	88
11.1	Mission and Activities of PEC	88
11.2	Definitions of Various Forms of Harassment	89
11.3	The Role of the Informal Complaints Advisors	94
11.4	Formal Investigation Committee (FIC) Organization, Roles and Process	96
11.5	Disciplinary Options, Enforcement	98
11.6	Disclosure and Record Filing	99
11.7	Cautionary Measures – Suggestions	99
11.8	Conclusion	101

1. Principles and Objectives of IUJ

1.1 History

IUJ was founded in 1982 with the strong support of the business and educational circles of Japan, as well as the local community, with the mission to provide graduate level education in English to develop future leaders in the global economy. It started with 56 students in the Graduate School of International relations (GSIR). In 1988 the Graduate School of International Management (GSIM) was separated from GSIR and started an MBA program. The International Development Program (IDP) was set up within GSIR in 1995, and the one year e-BIZ program was set up in GSIM in 2001. In the academic year 2006-2007, IUJ has two graduate schools and four programs, in which 257 students from 47 countries are enrolled. The number of all alumni exceeds 2166 coming from 98 countries.

IUJ also offers two supporting language programs, ELP and JLP. ELP provides middle and advanced level English language training to students who need to further develop English proficiency to pursue content programs in English. JLP provides non-Japanese students with elementary and middle level Japanese training and helps them to understand Japan, to communicate with the Japanese people, and to pursue careers in Japan. Both are supplementary but indispensable programs of IUJ.

IUJ has two research institutes, the IUJ Research Institute (on Urasa campus) and Global Communication Centre (GLOCOM, at Tokyo office). It is also equipped with Matsushita Library and Information System (MLIC, on Urasa campus)



1.2 Principles

The founding principles of IUJ are stated in the *IUJ Charters* as follows;

- (1) The International University of Japan is a private post-graduate institution founded with the extensive support of Japan's industrial, financial and educational circles and of the administration in the area where it was established. Its administrative policy, based on a spirit of progressive internationalism, is open and autonomous.
- (2) The graduate school of the International University of Japan is a new professional school whose primary purpose is to educate capable young men and women and

develop in them a high level of interdisciplinary and specialized knowledge which they can put to practical use in the international arena.

The following characteristics are suggested:

- (a) Reflecting the above aims, teaching and research in the graduate school focus on a matter of principle, interdisciplinary studies with the study of international relations and international management.
- (b) In order to develop in its students a high level of specialized knowledge, the graduate school aims to foster originality in both teaching methods and in the organization of its curriculum and also to respond to social needs through extensive research activities.
- (c) Instruction in the graduate school will as a general rule be conducted in English with a view to educating talented men and women whose skills will be applicable throughout international society.
- (d) One of the fundamental aims of the founding of the graduate school is to encourage the enrollment of college graduates who have had previous business experience. The school opens its doors widely and welcomes persons with a wide variety of backgrounds and specialties, both from Japan and abroad, in the hope that their practical knowledge will be further broadened and reinforced through friendship and interaction with other students.
- (e) To effectively implement the above stated aims, students will as a rule reside in dormitories so that by living together young people of different nationalities and with different backgrounds can be stimulated by each other's world views and awareness of critical issues and learn to work together. It is hoped that the graduates of the university will promote a high level of mutual understanding and international friendship on the basis of the personal relationships and trust developed during their student days.
- (f) The graduate school has searched widely for distinguished scholars from Japan and abroad, who are experts in their fields, to create a truly international faculty, which will have a strong formative influence on the students by maintaining close contact with them not only in the classroom but outside of it, through opportunities for interaction with the local community so that the students' learning experiences can be both varied and meaningful.

(The Charters of the Educational Foundations of the IUJ,
The Founding Principles of the Graduate School of the International University of Japan)



IUJ has developed along these lines for the past twenty years, thanks to continued efforts by faculty and staff in creating a curriculum and university management according to global standards. IUJ has been known as a unique university having accomplished a truly international environment in Japan. Nevertheless, world-wide globalization has urged other universities to pursue similar objectives of meeting global standards, resulting in intensified competition with them so that further differentiation of our curriculum is needed in order to meet the ever-changing need for professional education.

On the other hand, support by the Japanese business circle has decreased and budgetary constraints to educational and research activities of IUJ have been tightened. *IUJ's Mid-term Plan* of 1993 self-evaluated its achievement for its first ten years and indicated two major tasks for IUJ. First, IUJ should confirm its mission in the radically changing world and implement educational and research programs conducive to it. Second IUJ should strengthen its weak financial base. The report called for university-wide efforts for developing IUJ to be a first class institution of education and research in the 21st century world. Ten years later, we still face the same problems, even with more urgency. We will tackle these issues taking advantage of the current framework of self-evaluation.

1.3 Self Evaluation

IUJ started as a graduate school with only master courses. It developed along the expansion of graduate schools in Japan. MOESS encouraged the expansion of graduate education so as to nurture high level human resources in support of the knowledge-based society in the 21st century. The number of those registered in the Japanese graduate schools has tripled from 87,000 in 1988 to 254,000 in 2005. It has also de-regulated its graduate school system to introduce 'professional graduate school' since 2003. It also encourages the

grading-up of quality of graduate school education and its international competitiveness.

Having offered international education in accordance with global standards from its beginning, IUJ has already implemented the following measures.

- (1) GSIR and GSIM meet the increasing need of International human resource development. They are taught by multi-national faculty all in English. All faculty members are recruited through public advertisement and transparent screening from the world. Most faculty members have doctoral degrees.
- (2) The Administration system supporting the curriculum also meets the global standards. Such measures as course syllabus, grading by GPA, course evaluation by students have been implemented fully since the early 1990s. They are all conducted in English. All administrative procedures have been computerized so that all communications and information are made available through a portal site for faculty and students.
- (3) The internationally standardized system has enabled the successful implementation of student exchange programs with overseas universities. IUJ has concluded exchange programs usually covering one term exchange with 55 universities in North America, Europe and Asia. IUJ sent 24 students and received 42 students in 2005-2006 academic year. Participating students obtained credits for their studies at counterpart universities and graduated on schedule.
- (4) Two language programs of ELP and JLP serve a complementary but indispensable role for the contents programs. A few experienced teachers provide intensive and effective education. They are integrated into formal curriculum so that students obtain credits for ELP and JLP courses.
- (5) Matsushita Library and Information Center (MLIC) was opened in 1988 and has been providing integrated services in line with the contemporary trends. MLIC has close contact with curriculum and is utilized by many students and faculty. Information facilities are provided widely to faculty, staffs, and students so that all administrative procedures and campus wide communication are conducted efficiently.
- (6) The best advantage of IUJ is its ideal environment for intensive study on a campus in scenic surroundings and the international exchange enabled by its extra-ordinarily multi-cultural composition of students and faculty. It is IUJ's responsibility to both the Japanese and the international community to take full advantage of these ideal conditions and foster young professionals with leadership and responsibility. We have to acknowledge this mission and make it reflected in our curriculum and campus life.

However, the improvements in the following points are indispensable in order to taking advantage of its leadership in international education.

- (a) Strengthening and reorganizing GSIR and GSIM: IUJ started with three programs in politics, economics, and management and four area studies on Japan, the Middle East, Asia, and America in GSIR so that they could be integrated across seven programs. In reality, individual programs have tended to get separated, especially since GSIM got independent. The current structure of two graduate schools and five programs do not serve to nurture professional but inter-disciplinary graduates as is aimed in the Mission Statement. Inter-disciplinary orientation has weakened since the late 1990s, as area study courses decreased in number. There is an underlying general tendency in which each program has strengthened its own professional training and kept specialized study. On the other hand, students have preferred professional training to inter-disciplinary study for the sake of placement activities after graduation. It has resulted in the increase in the number of courses offered and greater reliance on part-time teachers.
- (b) Individual content programs have enhanced their own curricula to maintain the high standards of their professional programs. They meet the students' requirements for their career plans after graduation. However, with the small number of faculty members, new areas of the changing world cannot be easily covered. The number of required courses in each program has been increased so as to strengthen the individual curricula and supplement insufficient prior study. But this tends to discourage registration in courses of other programs, making interdisciplinary studies difficult. It also limits students' opportunity to learn about Japan while staying in Japan. Coursework is now complemented by occasional lectures by guest speakers but some mechanisms are needed to encourage cross-registration between curricula.
- (c) Student enrollment growth has stagnated and has not reached 300, the prescribed number of the two schools combined. This trend differs between programs and one program has experienced a steady decline in student enrollment. With substantially decreased student enrollment, a program cannot maintain effective class sizes and a drastic reform of the program may be needed. The decrease in the number of Japanese students is so evident that it may nullify a major characteristic of IUJ receiving both Japanese and non-Japanese students in good balance. It has resulted from a steady decrease in students sent by supporting firms, and there has been only a small increase in privately funded Japanese students. It is necessary to attract those students by strengthening IUJ's advantage.
- (d) Continued budget deficits have necessitated strong constraints on all kinds of expenditures, delaying improvement of curriculum and faculty recruitment, and depressing faculty and staff with unsatisfactory pay. IUJ, having only graduate

programs with a small number of students, have had to rely on donations by supporting firms. With firms' donation substantially decreased, IUJ's budget relies more on MOE subsidies and scholarships granted by international organization or Aid Agencies whose future prospects are not very bright. We have to examine our revenue sources and establish a solid fiscal base for longer term. On the other hand, overall spending cuts have reached practical limits so that we have to reform our expenditure structure and increase spending to strengthen IUJ.

We have to confirm IUJ's mission and responsibility, take full advantage of its assets, and continue our efforts to revitalize IUJ with self-confidence.

1.4 Directions for Improvement

IUJ's New Mission Statement

We would change the mission statement as follows. "To foster the talent of individuals who have technical knowledge and skills which help them make contributions to the practical resolution of important political, economic and social problems facing people living in various countries and regions in the world, as well as organizations operating there, and to help them achieve a deep understanding of and human sympathy with different cultures."

In this revised mission statement, the starting point for the IUJ is the various problems that the people and organizations of the world are confronted with. These problems include both macroscopic issues such as poverty, armed disputes, environmental destruction, and the expansion of international differences in income and technological levels; and microscopic problems that individual corporations and individuals are facing amid international interdependence, which is making the world more and more multilateral and diversified. The function to be performed by the IUJ is to offer a place for research and study to individuals who wish to make contributions to the resolution of the problems, with the aim of clarifying the natures of these problems and their inter-relations, finding policies for settling the problems, and acquiring practical knowledge and skills useful for the implementation of such policies. Also, a hypothesis is embedded in the mission statement: deep understanding of and human sympathy with different cultures are indispensable to the practical resolution of important problems facing the world. The number of problems which need to be resolved among nations, among corporations or within a company through the cooperation of individuals with different cultural and religious backgrounds is increasing. For such cooperation to bear fruit, deep understanding of and human sympathy with

different cultures are essential.

This mission statement is not the product of unrealistic fancy. The realization of the mission rests on the fact that the IUJ is a multicultural community. The mission statement not only sets out short-term objectives, but also could serve as a long-term guideline concerning how programs should evolve and the composition of curricula from the long-term perspective of 20, 30 or 50 years. This is because many of the ordinary problems people are confronted with in their daily lives are coming to have global meaning and this tendency is expected to grow more and more, not only in Japan but also every nation and region in the world.

The mission of the IUJ and the common objective of the faculty of the IUJ are to offer a place and programs to help individuals who wish to make contributions to the solution of problems facing the world, acquire the knowledge and abilities necessary for the resolution of the problems, deepen their understanding of and human sympathy with different cultures, and to indirectly contribute to the practical solution of the problems by offering such a place and programs.

In order to take full advantage of its unique asset, IUJ has implemented the following reforms in the new academic year starting in September 2005.

Start of the International Peace Study Program

We have started the International Peace Study Program (IPSP) in GSIR in order for the new principle to be directly reflected in educational curriculum. It focuses on global issues such as armed conflicts and peace building, poverty reduction and development, destruction of the environment and sustainable development, gender discrimination, and all other issues related to 'human security'. ISPS will meet the demand by students who had not been attracted by IDP and IRP. We encourage students in other programs including GSIM to take its courses and broaden their perspectives.

Implementation of PLATFORM Programs

We are introducing 'PLATFORM Program' across the two faculty and five programs so as to renew our orientation for 'practical study' set at its initial mission statement. IUJ's practical study does not mean the mastering of practical skills useful immediately on graduation but nurturing broad perspective and ability in analyzing and solving a variety of global issues our graduates meet in pursuance of global careers. We have established eleven platforms (areas) and seventeen PLATFORM programs (issues) related to public and private sectors. Each faculty is assigned one or two PLATFORM programs relevant to his major and conducts a joint seminar regularly to understand and seek for solution. PLATFORM Programs

will strengthen the existing curriculum and make a new IUJ education along its traditional goal of educating business leaders (Please refer to Chapter 2 for details). The Chairman and the President explained this to supporting firms, thereby conveying the new identity of IUJ and requesting the dispatch of staffs and students to platform programs they are interested in as well as financial support.

Other reforms

We have also introduced other reforms in parallel with the self study efforts. They include strengthening the recruitment of different groups of students according to faculty and programs, corporate/institution-financed or self-financed, Japanese or non-Japanese; streamlining the administrative procedures for recruitment and office admission to study in faculty and programs, career service, and closer linkage with alumni association; and improving the IUJ's web-site for effective internet communication, which will be detailed in the following chapters.

2. Graduate School of International Relations

2.1 Missions and Objectives of the School

The Graduate School of International Relations (GSIR) was established in 1982 as the first professional school in Japan. The GSIR is intended to equip students with political, economic, and management skills, as well as historical and cultural perspectives, so that they may become specialists who understand and analyze a wide range of international issues and problems and contribute proactively to a more equitable and peaceful world without poverty and conflict. The school, utilizing the experiences of Japan and the Asia-Pacific region, examines these issues and problems within a broad and coherent theoretical framework. The GSIR is designed to also help students acquire a long-term vision of the rapidly changing world, appreciate diverse perspectives in global and local contexts, and enhance their level of knowledge and problem-solving capabilities in contemporary international affairs.

IUJ started with only GSIR in 1982, which set up 7 course groups of international politics, international economics, international management, Japanese Studies, North American Studies, Asian Studies, and Middle Eastern Studies. However, international management got independent and constituted GSIM in 1989, and the International Development Program (IDP) was launched with economics discipline in 1995. International politics and four area studies have constituted the current International Relations Program (IRP), but in reality it provides courses in close cooperation with IDP. International Peace Study Program (IPSP) started in September 2005. The three programs address different students' interest as follows.

IRP is designed to provide a comprehensive and interdisciplinary understanding of major trends in contemporary international politics, economics, and society. The program has proved useful for those who either work or who intend to take up careers in the public sector, international organizations, or in the media. It also offers a valuable stepping-stone to those who wish to pursue further studies in a Ph.D. program and enter the academic profession.

IDP is designed for students who desire to contribute to improving the lives of the world's people, especially in developing countries, through the design and implementation of effective and sustainable development policies. The program fits not only students who wish to pursue careers in the public sector, international aid agencies, or international organizations, but also those who wish to work in consulting firms, research institutes, financial institutions, and other public sector companies.

IPSP originated from 'international peace study' actively pursued by Anglo-American and North European universities, but it has adopted an inter-disciplinary

approach including politics, economics, and sociology. It nurtures graduates who can promote cooperation among developed and developing country governments, international organizations, NGOs, and firms so as to realize peace and prosperity of the world and individual regions in the 21st century. Peace study is a typical design science which had started with a clear objective of realizing international peace and now pursues all global issues indispensable for human security, such as military conflicts, poverty reduction, environmental conservation and sustainable development, abolition of all kinds of discrimination based on race and gender, and building of global civil society. Although established within GSIR, IPSP not only addresses new students' interests which could not be covered by the other two programs but also provides an inter-disciplinary approach including the MBA program. It is available for all IUJ students, thus nurturing future global leaders equipped with broad and multilateral perspectives.

2.2 Main features of the GSIR Curriculum

IRP aims at acquiring ability of comprehensive and inter-disciplinary understanding of international political, economic, and social trends, focusing on development in Japan and the Asia Pacific region. Its curriculum consists of course work and MA thesis writing. The course work requires students to take all required courses in international political economy, international politics, international relations, international economic system and order, and choose elective courses in politics, international relations, economics, and area studies (Japan, China, the United States, Southeast Asia, and Middle East). A big emphasis is given to the MA thesis writing so that six course works are exempted in place of 'long thesis option.'

IDP sets a curriculum aimed at nurturing graduates equipped with the ability of development planning, administration, and research. All students are required to study basic economics and introductory mathematics and statistics in the first year, while they can choose from such applied areas of development finance, international finance and trade, and urban and rural development and work on MA thesis in the second year.

IPSP requires students to take such courses as peace study and human security, conflict resolution, peace and development, NGO and civil society, human rights and justice in the first year, take elective courses from other programs as well as GSIM, and work on MA thesis in the second year.

Three programs share the following four features.

- (1) The curriculum of the School is interdisciplinary by combining concepts and theories of politics, economics, and management. It is also policy oriented, trying to enhance

students' capability in formulating effective policies that are conducive to a more equitable and peaceful world.

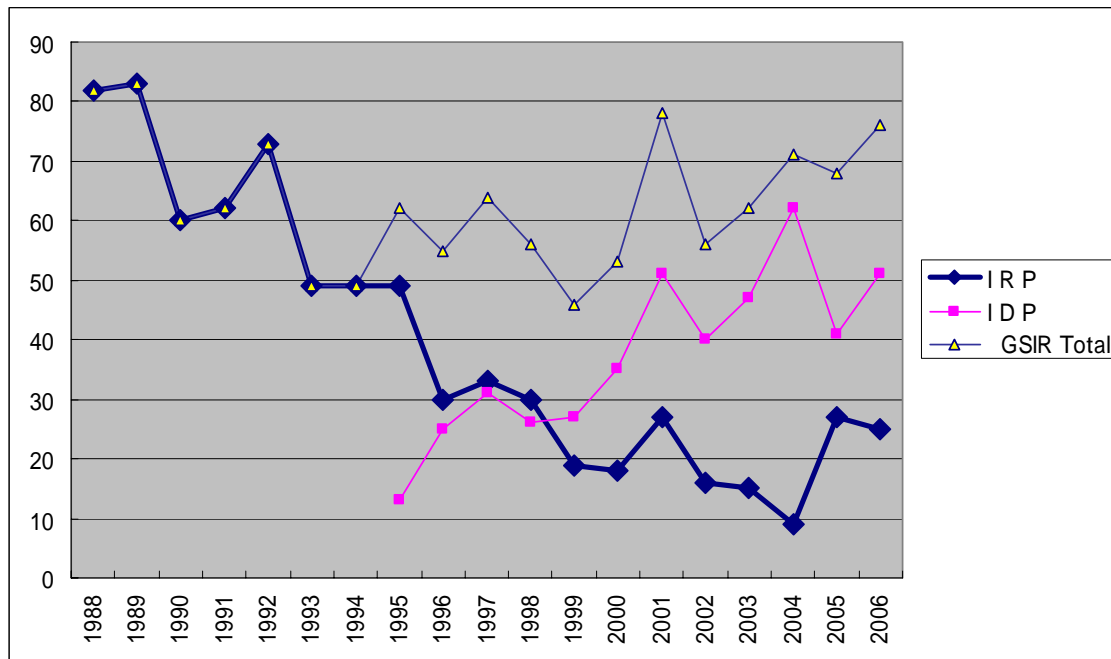
- (2) The School focuses on the experiences of Japan and other Asian economies. While concepts and theories discussed in the core curriculum reflect the experiences of various countries in the world, many applied courses are offered by the school that compare problems, issues, and opportunities across countries with a focus on the experiences of Japan and other Asian economies, including NIES, ASEAN countries and China. This is conveniently complemented by IUJ's location in the heartland of rural Japan and its proximity to some of Asia's most successful agriculture and technology centers.
- (3) Thesis writing is one of the most important components of the school. Students begin preparations for a Master's thesis toward the end of the first year. Thesis writing gives students an opportunity to analyze their research topic in depth by integrating tools, methods, concepts, and theories that they have acquired in the entire two-year program as well as the skills and knowledge base that each student had developed in his or her previous professional and academic careers.
- (4) The school has a highly qualified international faculty. Most faculty members have Ph.D. and more than half of the faculty members are non-Japanese. The core faculty members teach required courses in the first year curriculum, and serve as supervisors to help students in their studies and in conducting research for their Master's Thesis. The core faculty members are involved in a variety of research projects. Students have the opportunity to learn from and /or to be involved in these projects.

2.3 Self Evaluation

2.3.1 Changes Overt Time in Student Enrollment

IRP offers the IUJ's original core program but its student has been decreasing in the long-term. It declined from around 50 in 1994-95 to 10-20 after 2000. On the other hand, IDP has increased steadily its student intake since its start in 1995 to 60 in 2004, thereby increasing the total student number of GSIR up to 71. The development of IDP has been supported by the increase in overseas students under scholarships provided by JICA, ADB and IMF, and we have to continue our efforts to secure them. On the other hand, in IRP the number of corporate sponsored Japanese students has decreased substantially, while private-funded Japanese students remain few. We have to face this drastic change in student composition (Fig. 2.1).

Fig. 2.1 Student Numbers by programs (GSIR)



* IRP (15) and IPSP (10) are combined in 2006.

The trend was reversed, a decrease of IDP combined with an increase of IRP, in 2005, due to the adjusted strategy of sponsoring organizations. The trend improved with increased IDP in 2006. IRP's figure of 25 in Fig.2.1 includes 10 students of newly established IPSP. Furthermore, IUJ has agreed to receive 20 students to IDP under the Indonesian government's Link program per annum for several years from Fall 2007, so the total student intake of GSIR will far exceed its set number of 75.

2.3.2 Success of IDP

The increase in the number of students has resulted from the facts that its curriculum meets the need of students dispatched by governments of developing countries, that it offers a high quality education, and that various aid agencies trust it. IDP also achieved a slim cost structure and become financially sustainable through effective and intensive educational system.

Nowadays in international development, social development attracts attention while the World Bank's action program for poverty reduction is promoted. Human resource development program has been launched like the one by the Indonesian government mentioned above. These factors tend to increase the demand for IDP and its student number. However, as its total number exceeds the optimum class size of 50, it will be

difficult to maintain the current efficient education system by 5 to 6 full time faculty. It will be necessary to recruit new full time faculty in needed courses and to reshuffle the current curriculum.

2.3.3 Restructuring is needed for IRP

Students' interest in IRP still exists and justifies its continuance as a course area but the decreasing trend of student number makes it hard to maintain it as an independent program. In the past, several full time faculty members used to conduct area studies and they led the Japanese academia in Japan-US relations and Middle Eastern study. Nowadays four faculty (including one belonging to the Research Institute) together with part-time and visiting faculty teach courses in politics, economics, and culture and society as well as area studies on Asia, Japan, and Middle East,. IRP has tended to offer a full fledged menu covering all the areas of international relations. Its focus on a 'long thesis' fit for researchers is criticized occasionally to be too much for master students. A substantial restructuring of its curriculum will be needed with a new focus on new issues of global and local interest and needs.

2.3.4 Severe Challenge for IPSP

An increasing number of the GSIR students come from regional offices of international organizations and non-governmental organizations and Japanese students interested in NGO jobs. Some of them are weak in mathematics and statistics and thus do not fit IDP. IPSP aims to meet these new interests, especially among the Japanese students and meet this challenge in a few years to come. Any program at IUJ has failed to recruit self-funded Japanese students, and it will be a hard job for IPSP. However, IUJ will not achieve a stable financial base without recruiting self-funded Japanese students.

2.4 Directions for Improvement

- (1) **IDP** has to keep the current high level and intensive education as its student intake increases. It also has to strengthen cooperation with GSIM and meet the challenge to the emerging need in response to the increasing interest in development management.
- (2) **GSIR**, in terms of its three programs, is required to achieve efficient management, by limiting the number of its content faculty to 13 -14 under severe budget constraints. The following efforts are inevitable:
 - Coordinate and make consistent missions and objectives of individual programs,
 - Enhance complementarity between curriculum within each program

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- Implement flexible system in thesis supervision
 - Strengthen cooperation with GSIM
- (3) **IRP and IPSP**, with less than 30 students for the two programs combined, have to constrain severely its full time and part time faculty number. While their coverage areas are close and partly duplicate each other, they have to achieve a slim curriculum in order to continue each program. The newly established IPSP should not make haste to offer a full-fledged curriculum for its ten students but attempt a flexible and experimental curriculum utilizing REP programs.
- (4) **IPSP** will have to search for the direction of sustainable program. Peace study had originated from the interest in a macro phenomenon such as the prevention of nuclear war; it has shifted its stance from state to individual's situation and potentiality since the late 1960s and thus developed a conceptual framework in which international politics (war and peace) and development economics (poverty and development) are integrated. That is, while focusing on political, economic, and societal situation of individuals, it has incorporated such a variety of global issues as environmental problem, sustainable development, population problem, emigrants and refugees, gender, multicultural society, and civil society. The existing peace study rarely attempted to incorporate interest and stance of management study, but it has a common study object such as conflict settlement, inter-cultural communication, environment, and corporate societal responsibility. Furthermore, the task of switching to resources recycling society cannot be realized unless it is deeply rooted in management logic.

2.5 Launching a Doctoral Program

GSIR gives a greater credit to MA thesis, reflecting its common approach of international relations but the 6 course credit for long thesis in IRP is too much. It will be exceptional that MA students write thesis of original contribution to be published in academic journals. This is a common requirement for doctoral thesis and we cannot expect MA students in general to produce such a 'long thesis'.

However, it is also the fact that a few students write such good theses and wish to proceed to the doctoral courses. IUJ, without a doctoral course, cannot receive them and recommend them to other universities, which both faculty and students regret. Thus an increasing number of students wish to see, that IUJ has a doctoral course, which deserves positive consideration.

The additional merits of launching doctoral courses will include the following:

- (1) IUJ can employ doctoral students as teaching assistant for required courses.
- (2) IUJ can improve the quality of its research and education through joint study with doctoral students.
- (3) IUJ can facilitate applications by faculty for outside research grants by utilizing doctoral students as research assistants.
- (4) Doctoral courses can help IUJ to qualify for applying for Center of Excellence (COE) programs by MEXT.

GSIR could start with a few doctoral students admitted every year. Most of the GSIR faculty members have doctoral degrees and good record of research, which meets the requirement for launching a doctoral program. Such current aspects of IUJ as international orientation, e-learning capability of IT technology, and active exchange programs with overseas universities will help GSIR to launch a doctoral program.

3. Graduate School of International Management

3.1 History, Vision and Objectives

GSIM's history can be traced to the establishment of GSIR. Management skills courses were offered as a part of GSIR from the beginning, and there was a growing interest in augmenting the GSIR program by launching an MBA program. In 1988, IUJ then collaborated with the Amos Tuck School at Dartmouth College to design and start the GSIM, which was to become the first U.S. style MBA program offered in English in Japan. The collaboration with the Tuck School was terminated in 1994 but a student exchange program has continued between the two.

In addition to the standard U.S. MBA program, GSIM also aimed to offer a comparative analysis of business management of the U.S., Japan, and Asia as the specific characteristics of the MBA program in Japan. In the 1990s, it strengthened courses in internet and information technology and launched seminars in manager training as well as outreach activities in joint development of soft-wares to industry.

Furthermore, GSIM has launched the E-Business Management program which aims to nurture IT specialists who can combine hard/soft-ware technology with business and information analysis in response to increased demand by industry for such e-Business specialists. E-Business program expects that students have already acquired basic knowledge of management and IT through their on-the-job training and could start specific study projects from the beginning so that a master degree can be obtained in a full year including July and August.

3.2 Current State

3.2.1 MBA program

The MBA students are required to study 13 basic courses in the first year: Managerial Economics, Organizational Behavior, Applied Statistics, Marketing Management in the Fall term; Corporate Finance, Business Communication, Operations Management, Management Science and Computer Based Modeling, Financial Accounting in the Winter term; and Managerial Accounting, Macro-economics and Policy, International Business Law, Business Policy in Spring term of the year 2005-2006. In the second year they can select a concentration area from Finance, Marketing, Strategic Management, or IT, take courses equivalent to 12+5 unit credits, and complete an MBA research report in an Advanced Seminar. Ten elective courses are offered in each of the Fall, Winter and Spring terms by GSIM.

In the second year, a score of students go on exchange programs for one term at

overseas business schools. They study 4-5 courses there, all of which are given credit by IUJ.

IUJ has established close collaboration with firms both at home and abroad, through which several speakers are invited to give lectures followed by questions and answer sessions at the Urasa campus.

The MBA program has attempted various experiments in education and research, out of which the most innovative course was the Local Business Involvement Program (offered in 1995-2001) and Introduction to Management Practice (offered in Management Science and Operations Management by Professor Sumita in 2002-2003). 26 local firms collaborated in these programs, in which students identified problems faced by firms and sought solutions, thereby acquiring various knowledge and ideas concerning business management. This experimental approach has been succeeded by Research and Education PLATFORM Program (Chapter 6).

3.2.2 E-Business Program

E-Business management program started as a one-year program in response to strong request by Japanese firms in 2001. While the potential of E-Business is literally unlimited, the success of any E-Business initiative depends on strategies and its integration and alignment with overall business objectives. In our program, "E-Business" means all kinds of IT technologies, along with internet, mobile, and other ubiquitous connectivity innovations, that can be used to create business values.

This warrants the need for professionally trained managers in E-Business who understand traditional business processes, the convergence of technology and business, new innovations in technology, and who can help new and existing business seamlessly integrate E-Business and technology initiatives to create value. This ability to create values is what we teach in this program. With a uniquely designed one year program, we aim to offer a curriculum assuming students who are experienced in business practice and can start a specific research project from the beginning (such as those dispatched by firms or planning to change jobs). However, contrary to our expectation, students neither with business practice nor IT technology are also enrolled, so some confusion has resulted and we are currently engaged in a re-examination of the E-Business program in general.

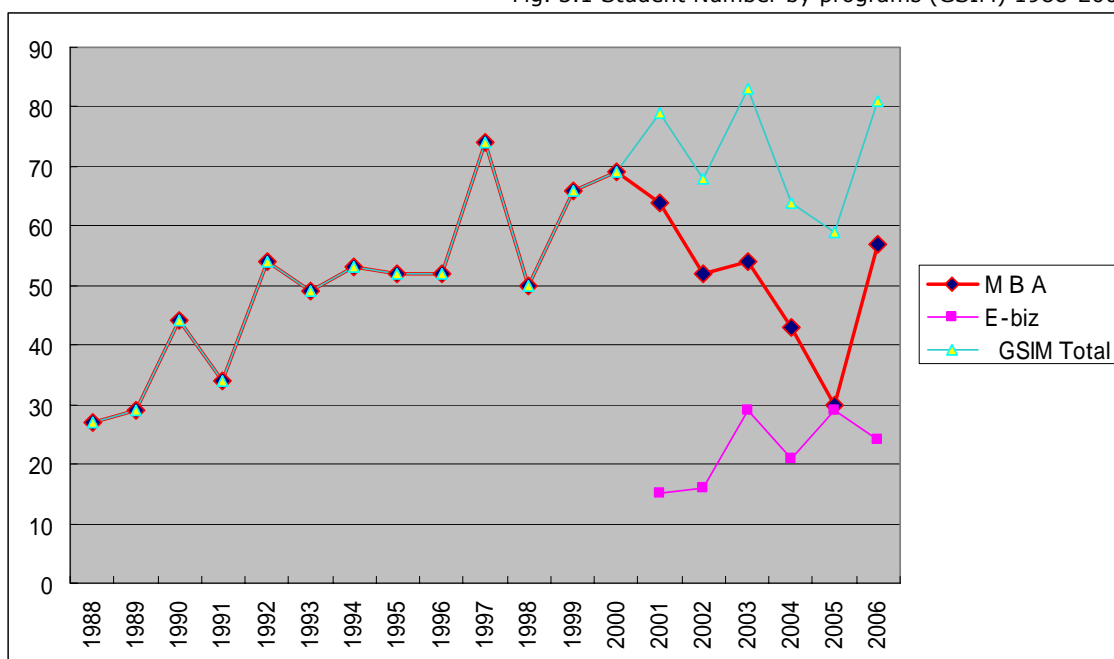
3.3 Self Evaluation

3.3.1 Changes over time in student enrollment

MBA program increased from 25 in 1988 when it got separated from IR to over 50 in the 1990s and to 73 in 1997, a peak but still below the set quota of GSIM, 75. It decreased to 50 in 1998 but recovered to 67 in 1999, and 70 in 2000. When e-BIZ program started in 2001, MBA's enrollment reached 64 and, adding 15 for e-BIZ, the student enrollment of GSIM totaled 79. However, MBA's student enrolment decreased afterward to 52 in 2002, 54 in 2003, 43 in 2004, and 30, only a half of the newly set quota of MBA 60 (and 30 for e-BIZ), in 2005. It is partly attributed to the fact that **e-BIZ** program has started and almost a half of the corporate sponsored Japanese students have applied for e-BIZ rather than MBA. However, we can not claim that they all might have remained in MBA if e-BIZ had not started. They could partly have applied for other one-year programs offered by other universities. On the other hand, the student enrollment of e-BIZ program increased to 29 in 2003, decreased to 22 in 2004, but increased again to 29 in 2005.

In 2006, due to intensified efforts in student recruitment, MBA's enrollment returned to 58, while that of e-BIZ was 23. The decline of the MBA enrollment has stopped in 2006 but it was partly helped by a temporary increase in the number of MOE scholarship students. It is still a hard task to continue to fill the quota of 60 given intensified competition among business schools. It is essential for IUJ/MBA to produce a curriculum securing its clear advantage over other MBA programs.

Fig. 3.1 Student Number by programs (GSIM) 1988-2006



3.3.2 MBA curriculum

How can we search for the unique identity of the IUJ/MBA? Its program is currently divided into five disciplines: Business Strategy & Organization, Accounting & Finance, Investment, Marketing, and IT. In each discipline, both faculty and students are oriented towards specialization in individual disciplines, which less integrated for nurturing global business leaders. Its curriculum is a mixture of curricula produced by individual disciplines, and courses offered are decided by disciplines. It has resulted in an incomplete curriculum reflecting faculty structure under severe budget constraint.

Furthermore, while the standard MBA program aims at nurturing managers for big companies in highly developed market economies, it does not meet the needs of the current students of the IUJ/MBA. The student structure has changed since around 2000. By the year 2000, the percentage share of American and European students of non-Japanese students fluctuated between 10-20 % but decreased to 11/6 % in 2003, 12.1% in 2004, and 4.0% in 2005. On the other hand, the share of students from developing and transition economies under scholarships by JICA, ADB, and IMF increased and they are much less experienced in market economies and required to return home after graduation. We have not made sufficient efforts to develop curriculum and teach materials to fit those students in order to provide unique advantages.

What kind of knowledge and skills shall we teach those students? How can we take advantage of the diversified student composition by resuming the role of entry-point to the Japanese labor market? How can we develop curriculum and teaching materials so as to satisfy our students from both developed and developing economies studying effectively together? Our MBA program needs a drastic re-examination.

3.3.3 e-BIZ curriculum

While almost a half of the Japanese corporate sponsored students apply for e-BIZ program, only one or two privately funded Japanese students apply for it. E-BIZ program has to offer a variety of courses for limited number of students, so it employs many part-time faculty which has resulted in a costly program of much less revenue than we had expected. Since it was originally established under the initiative by IUJ management, GSIM faculty members have not made sufficient efforts for its student recruitment and curriculum development. Students complain about insufficient thesis supervision due to the lack of faculty availability during summer after the spring classes have ended, while e-BIZ students are enrolled until the end of August and submit their theses by the end of July.

The different backgrounds of students have also caused a serious problem for the e-BIZ program. While it had expected students with much business practice, it has in fact

received students with weak English and PC capability. Since e-BIZ does not require a minimum GMAT score as a condition for admission, students with lower academic capability apply for it together with students with much business practice and high IT skills. Thus students of different backgrounds/capability and orientation study in the same curriculum, which has caused incessant complaints by students. We should stop ad hoc response and develop an effective curriculum.

3.4 Directions for Improvement

- (1) Currently, the GSIM faculty members are tackling the issue of the reform in the MBA curriculum, focusing on Key Management Challenge under the Research and Education PLATFORM (REP). It encourages each faculty to tackle problems of Japanese firms together with students and firm experts, which provides feedback for teaching. IUJ's MBA has had two special assets since its beginning; close collaboration with Japanese firms and rich multi-nationality of students and alumni. By taking advantage of these two special assets and the newly launched REP programs, IUJ/MBA should develop complementary relationship with global MBA programs.

It will focus on the REP project on identifying problems which either Japanese firms of global deployment or non-Japanese multinational firms engaged in Japan will face in the near future. It will take full advantage of student diversity on multinational campus and also invite alumni working in various parts of the world.

- (2) In e-BIZ program, we will encourage students with rich experience in management and IT to participate in the REP programs from the beginning so as to complete the master degree within one year, while urging other students with less practice and background to start with basic MBA curriculum and complete a master degree in two years.
- (3) It will be ideal if we can build a stable management base through these improvements. However, it will be hardly achieved by excessively relying on donations and outside scholarship. We could have stopped the declining trend of the enrollment of the MBA program by means of intensified student recruitment and Management's efforts for increased scholarship. However, we have to tackle the weak point of IUJ, the fact that only a few privately funded students apply for IUJ/MBA. How can we attract them to the IUJ/MBA?

The biggest bottleneck for attracting more privately funded students to IUJ/MBA is that they have to give up employment for two years in order to study at Urasa

campus. Thus IUJ fails to respond to the need of a big number of prospective students who wish to study a MBA program while working at firms. It is essential for us to remove this constraint in order to attract more self-funded Japanese students. How can we remove this constraint? Apparently we cannot solve it only at Urasa campus. We have to take innovative approaches departing from conventional attempts, such as combining Urasa campus with Tokyo office, utilizing internet technology, have more active collaboration with firms and alumni, while keeping firmly IUJ's important assets as mentioned above.

4. English Language Program

4.1 Mission, Roles, Goals and Objectives

This section presents what language education at IUJ should be. Under the mission presented, the roles, the goals, and the objectives of the English language program have been listed. They show what the ELP should be able to achieve in an optimal educational scenario.

The mission of language education at IUJ

Language education at IUJ reflects two fundamental features of IUJ: it is an international university, and it is located in Japan. Language education at IUJ helps students achieve their academic and professional goals, helps develop communication skills that students need to function effectively within and outside the IUJ campus, and deepens students' conceptual understanding of linguistic and cultural similarities and differences. Language education strengthens the unique aspects of education at IUJ and contributes to its institutional attractiveness.

Under this mission, different language programs (e.g., the English Language Program and the Japanese Language Program) have distinct roles and objectives at IUJ. The English Language Program strives to provide adequate linguistic infrastructure to support the IUJ students to effectively meet their academic research and professional communication needs as graduate students in an English-medium university.

Roles of the ELP

- To provide effective English language support to the content programs in both schools in an integrated manner
- To meet the English language needs of those students who are non-native speakers of English and are below advanced proficiency levels
- To provide, if feasible, opportunities to those students who are non-native speakers of English and wish to voluntarily take English classes to further develop their English language skills
- To meet, if feasible, certain academic English language needs of students who are native speakers of English and have such needs
- To provide, if feasible, research supervision or advisory support to those IUJ students who may work on theses that relate to the English language in some way
- To operate interactively with content faculty on the English language needs of the students in their courses

- To provide, if feasible, research supervision to those students who enter IUJ as special students in a program of study related to English language studies and teaching
- To contribute to the community through voluntary work related to English language education

Goals and objectives for students

(1) Goals

- To develop language skills for academic and professional purposes
- To deepen knowledge of and facility with the formal aspects of the English language
- To develop awareness of English as an international language and its cross-cultural aspects

(2) Academic objectives

- To develop the ability to write accurate, clear, and well-organized academic papers
- To develop skills for paraphrasing, summarizing, and synthesizing information from sources for research-type papers, as well as, accurate documentation of sources
- To develop the ability to effectively make oral presentations and participate in group discussions
- To effectively comprehend academic lectures and take notes
- To develop listening comprehension ability for media English

(3) Professional objectives

- To make effective oral presentations in professional settings
- To write professional letters, memos, and reports
- To develop argumentation and negotiation skills in cross-cultural settings

4.2 Current Situation

4.2.1 The organization of the program

The current organization follows the reorganization of the language programs in April 2003. The management directed the English language program to reduce its full-time faculty positions from four to three. A more centralized program structure was established,

with the appointment of an ELP coordinator.

Following reorganization, the ELP redesigned its curriculum with three full-time faculty positions in mind. Beginning the fall 2004 term, there has been provision for a part-time instructor in the ELP budget. Integrated courses (in which students from both schools take common courses in combined classes) were introduced in fall 2004. In addition, the ELP increased its teaching load and teacher-student ratio for each faculty. (See table 1 in Appendix A for details.) The current situation reflects the maximum the ELP can effectively achieve in response to the management's reorganization.

4.2.2 The characteristics of the program:

The characteristics reflect the intensive group work the faculty members need to do given the nature of language education at IUJ.

Team work

The faculty members have to work as team members on a day-to-day basis. They teach different sections of the same course and meet regularly to make sure their assessments of students' assignments follow the same criteria and standards since scores from different teachers are used to determine final grades in the same course. Course design, assignments and activities, grades, and exemption decisions are made through discussions as a group. The faculty members hold program-level meetings at least once every two weeks. They maintain common online folders to share common course and other materials.

Sharing of management responsibilities

Given the need for group work necessitated by the nature of language education at IUJ, faculty members assume program management responsibilities at various levels and in various functional areas. At present, the following positions are distributed among the faculty members:

- Program coordinator
- Summer IEP director
- Course coordinator

4.2.3 Educational services:

The following are the ELP's main educational services:

- Summer IEP

- Regular term courses

These services are designed for those students who are non-native speakers of English and are in need of the classes.

While, in terms of curriculum, summer IEP and regular term courses are carefully linked, there are significant differences between the two in staffing and management. The summer program is also staffed by visiting faculty who are hired by IUJ every year. A full-time faculty member serves as the summer IEP director, assuming overall responsibilities for planning, managing, and wrapping up the summer program each year. The summer IEP has its own budget. (For more details, see table 2 in appendix A.)

In addition to its core educational services, the ELP faculty members:

- Conduct, on a voluntary basis, teacher training workshops once a year for high school English language teachers in Niigata;
- Have provided, in addition to their normal duties, research supervision support to two high school English teachers who enrolled at IUJ as special research students in recent years.

4.2.4 Curriculum

The ELP curriculum is not a general English language curriculum. It is carefully tailored to students' specific needs in their content courses. Its main focus is on academic writing skills. During the regular terms, 1st year courses are offered as required courses for those students who need them. In addition, 2nd year English for thesis writing courses are offered as optional courses.

4.2.5 Students

The needs basis of the English language courses

The English language courses are offered to those students who need them. Students go through a carefully designed screening and assessment procedure conducted by the ELP faculty. There is a clear set of exemption policies that lay out the criteria for determining which students need English language instruction at IUJ and which students do not.

For the summer Intensive English Program, those students whose TOEFL scores are below 600 are recommended to join the program. However, sometimes, students with TOEFL 600+ scores also join the program voluntarily. At the end of the program, those students who reach a certain level of performance in their IEP courses are exempted from taking any regular term courses.

Those students who do not join the summer intensive English program take a series of English language tests in September which help the ELP faculty determine if they need any English language courses.

Percentages of students taking the English language courses during the regular terms

The percentages of students taking the English language courses during the regular terms have been in the 38-40% range. However, given the maximum capacity limits of the English language classes, a number of students are not asked to take the courses although they fall short of exemption standards. If these students are included, then the percentages of students who need to take the English language courses during the regular terms will be in the 50-53% range.

General proficiency levels of students when entering IUJ

A TOEFL score of 550 (on the paper-based test) is considered the standard proficiency level for admission. It means a student with a score of 550 or above may be considered safe to be admitted to IUJ. It also means this student may or may not need English language classes once s/he joins IUJ. That need is determined by more specific tests, e.g., final course grades in the summer IEP or scores in essay writing and grammatical editing tests given in September. In general, a student with a TOEFL score of 600 or above is considered in advance to be fully functional in English when entering IUJ.

Students come to IUJ at various proficiency levels. Among those students who are not automatically exempted from English language classes, more than 50% have had levels below the standard admission requirement (i.e., a TOEFL score of 550 or above), and 15% or more have had TOEFL scores below 500 (an extremely low proficiency level).

4.2.6 Interaction with content faculty

At present, in the IDP, exemption decisions are made jointly by the program director and the ELP faculty. In addition, the IRP director and the GSIM dean are consulted when necessary.

4.3 Self-assessment

4.3.1 Strengths

There are several strengths in the current situation of the English language program. They can be outlined as follows:

The summer IEP

The summer program has evolved over many years and can be claimed to be quite successful. It receives positive feedback from its participants, has developed a good reputation outside IUJ, and performs a crucial role as a preparatory program for IUJ's students. In fact, it is in a unique position to be the top-ranking EAP (English for Academic Purposes) program in Japan for students planning to do graduate studies in social sciences in English-medium universities. Last year, in summer 2005 IEP, this unique position was confirmed when the International Monetary Fund accepted the bid from IUJ to host the Skills Refreshing Courses for IMF-sponsored participants from outside Japan. IUJ offered a successful program, in which the summer IEP was a major part.

Regular term courses

The courses are highly focused on academic writing skills and are carefully sequenced and integrated. The curriculum has gone through constant revision and development in response to students' feedback and input from content programs. The ELP faculty members have adopted a critical approach to their curriculum design and development.

Attention to the individual needs of students

Every attempt is made to take care of the individual needs of the students through constant feedback on assignments, opportunities for active participation in the classes, and individual tutorials.

Student response

The response to the English language classes during the regular terms has generally been positive although students' motivation levels for these classes are low compared to those of the IEP.

Coordination and team work

There is high level day-to-day coordination and team work among the faculty members given the nature of the language classes at IUJ.

Participation in policy decision-making

The ELP faculty members actively participate in meetings with the content programs and the management concerning the establishment of policies for English language

education.

4.3.2 Challenges

The ELP constantly faces challenges in providing its educational services. These challenges refer to difficulties that any educational program has to face for growth and development. Some of these challenges are:

Expansion of the summer IEP

In summer 2004 IEP, ten IMF-sponsored participants came to IUJ, seven of whom went on to do graduate studies at other universities in Japan after completing the program. Hence, the summer IEP was expanded slightly to include non-IUJ students who joined the program for academic or professional needs. Last year, the summer 2005 IEP was expanded significantly, when 33 IMF-sponsored participants from outside Japan joined the program. In addition, following the termination of the IIEP, six company-sponsored participants may want to join the summer IEP. Most probably, this trend will continue in the future. However, this expansion is a complicated issue given limited full-time faculty resources, and effectively dealing with it poses a challenge.

Redefinition of the role of the summer IEP

It is quite possible that participants in the summer IEP may be given some preparatory classes in areas other than the English language (e.g., Excel, math, etc.). This makes it necessary to decide what role the summer IEP will play in relation to these extra-English classes or courses. This is again a complex issue that requires unified decision-making across both schools.

Recruitment of qualified and experienced visiting faculty for the summer IEP

Every year, the ELP faculty need to find visiting faculty through a rigorous recruitment process. Given the demanding nature of the summer program, it is not easy to find qualified and experienced teachers. In addition, problems with program dates and salary complicate recruitment efforts.

Content course demands and effective management of English language curriculum

During the regular terms, content courses can be quite demanding. In particular, weak/very weak students feel overwhelmed. This makes it challenging for the ELP faculty to effectively manage their English language curriculum.

Clear policies for 2nd year English for thesis writing courses

The ELP faculty began to offer again these courses beginning the fall 2004 term. There is much demand for these courses among the students. However, not all of them are able to take these courses because of maximum capacity limits. Since these are optional courses, clear policies for which students should be allowed to take these courses need to be developed.

Students' perceptions (or misperceptions) of the varieties of English

Many students come with set notions regarding the varieties of English on the campus (e.g., native and non-native varieties). The ELP faculty constantly deals with their misperceptions inside and outside their classes.

4.3.3 Constraints

Constraints highlight the limitations and difficulties that the ELP faces. Because of these constraints, the ELP is not able to fully fulfill its roles and achieve its goals and objectives. The following outlines some of the constraints:

Shared understanding of the importance of English language education

In order for the ELP to effectively achieve its goals and objectives, a shared understanding of the importance of English language education is essential among all the faculty members and the management. English language education, given the institutional nature of IUJ, needs collaborative efforts by both the ELP faculty and the content faculty. Content faculty members need to provide more systematic support to the English faculty by constantly urging and motivating their students to focus on improvement and development of their English language skills. All the programs need to have clear and uniform policies in their brochures and curriculum handbooks emphasizing the importance of adequate English language skills. Inadequate understanding and support of this kind would make it difficult for the ELP faculty to fully help students to work on their English language needs.

Faculty resource limitations

As a result of faculty downsizing in April 2003, the ELP has had to narrow its curriculum focus to academic writing skills. It is not able to provide classes in other areas, such as oral presentation and discussion skills, which some students need to develop (as suggested in the findings of a recent survey in the GSIM). In addition, the program is not

able to offer more classes in English for thesis writing, or a course in written business communications, which it did in the past. The proposed expansion of the summer program would also be adversely affected.

Low proficiency levels of students

A number of students come to IUJ with proficiency levels that are well below the expected admissions standard. Consequently, the ELP is forced to focus on students with the greatest need, i.e., students at the lowest level. A number of students who should be taking English classes end up not taking them.

Content course load and English language classes

Some students, particularly weak/very weak students, feel overwhelmed with the demands of their content courses. They lose motivation and give very low priority to their English classes. The ELP faculty members have to constantly cope with their stress levels.

4.4 Future Directions/Recommendations

The ELP would like to recommend that:

The university explicitly incorporates the mission statement for language education at IUJ (as presented in this report). Under this statement, the ELP as an individual program has defined its roles and developed its goals and objectives;

Each school and program clearly incorporate the university's mission statement, and ELP's goals and objectives in their brochures;

The university makes explicit the constraints it faces and establishes realistic goals. However, it should also have a long-term roadmap that indicates how the constraints can be reduced and eventually eliminated in order to fully implement the mission. This will help the ELP to establish both short- and long-term educational goals:

The ELP would also like to make the following recommendations concerning English language education:

- The problem of low-proficiency levels when students enter IUJ should be progressively improved in each program every year, and the improvement should be carefully measured.
- Clear and simple mechanisms for effective interaction between content faculty and ELP faculty should be established.

- In content classes, students should be systematically urged and motivated to work hard on their English language needs.
- Faculty resource needs should be assessed for any expansion of the summer IEP to include non-IUJ participants with (a) academic and (b) professional needs. This assessment should be done before any expansion takes place.
- The need for (a) oral communication courses for some students (non-native speakers of English) and (b) academic writing skills for some other students (native speakers of English) should be further investigated.
- Realistic ways and means to more formally provide teacher education to high school English language teachers should be explored.

As a follow-up, the ELP faculty will be happy to provide more specific details for these recommendations.

** Appendixes A-E are deleted in order to keep the volume of this chapter an optimum.*

5. Japanese Language Program

Brief history

Japanese Language Program (JLP henceforth) began offering JL courses as non-crediting courses at the same time the study/content courses began in 1983. JLP added an Intermediate and an Advanced courses successively onto the Elementary course which had been existed from the beginning. The courses were promoted to credited ones in 1985. Pass/Fail grading option has been provided with existing letter grading option to the courses to present days.

5.1 Present Situation

5.1.1 Goals of the JLP

By providing students an opportunity to learn Japanese the Japanese Language Program enhances the value of studying at IUJ as well as in Japan; more specifically, (a) through their study of Japanese students touch some social and cultural aspects of Japan and can obtain a tool to deepen their interest in those areas, and (b) by acquiring language competency students can broaden their possibilities in their future career in such areas as business and research.

To attain these goals the JLP aims to (a) provide students with as high Japanese competency (namely, linguistic knowledge of Japanese and the abilities to fully utilize it) as possible in every course, (b) to give as many chances as possible to students who wish to study Japanese and (c) to supply students, (especially those who have completed only beginning level of courses) with a “foundation” on which they can go further when they continue to study after their graduation, since how much competency they can acquire within the maximum of two years is very limited due to the strict restriction in study environment.

5.1.2 Characteristics of the JLP

The JLP and its courses as well as Japanese language studies at the IUJ have the following characteristics:

- a. The Japanese language courses are offered as regular elective courses along with those content courses at graduate level, and can be taken by both students in IR and IM, though offered by IR.
- b. Credits awarded by passing JLP courses can be used toward the requirement for graduation.
- c. Students can choose either letter grade option or pass/non pass option for all courses offered by the JLP. A Qualifying test is given at the beginning of each term

for those who wish to enroll Japanese courses anew such as exchange students or with N/P result in the previous term for revival.

- d. Even if they are a complete beginner without any prior knowledge of Japanese, students can take a Japanese course and continue studying to reach the intermediate level. In other words, unlike many Japanese graduate schools there is no restriction on students' Japanese language ability when they apply for the IUJ.
- e. Researching Japanese materials for content course .is not a purpose of studying Japanese at the IUJ.
- f. Japanese is not used very frequently outside of Japanese classes, because all the other courses at the IUJ use English as the medium of communication, the students do not have many Japanese classmates and live in a dormitory located rather in a very isolated area from local people. Therefore, students have fewer opportunities to practice Japanese.
- g. Unlike those in other Japanese universities, full-time faculty members are actually in charge of the courses offered by the JLP. Their commitment is fully required, because each course is in principal team taught by them.
- h. Courses at beginning and intermediate levels, which need two sections to accommodate many students, start at 8 in the morning with each period 70 minutes. By so doing we avoid time conflict with content courses.
- i. The JLP allows foreign faculty members and their spouses to take a course, as long as the quota of the course is broken.
- j. The JLP offers summer intensive classes before a new academic year starts. Their purposes are (i) to give students minimum working knowledge in Japanese and to teach them hiragana and katakana and (ii) to provide linguistic competency for students who do not have any prior knowledge but wish to enroll in Elementary Japanese 1 (or Basic Japanese 1). The JLP have offered two intensive classes, namely 3-day intensive and 5-day intensive classes, since 200x, but is expected to offer only the latter class before the 2005/06 academic year begins. 5,000 yen will be charged for the class.

5.1.3 Curriculum

Two trucks of courses

- A Main truck (heavy loaded truck) to achieve as high proficiency as possible. Develop relatively comprehensive language skills including kanjis.
 - Elementary Japanese 1-3: 1 credit, 5 sessions/week, Kanji class for EJ1 and 2

-
- Intermediate Japanese 1-3: 1 credit, 5 sessions/week
 - Advanced Japanese 1-3: 1 credit, 3 sessions/week and 30min/week tutorial
- B Lightly loaded truck created by the request from IDP to provide more students with chances to study Japanese without threatening their content studies. Focused on limited skills (oral communication skills) without Kanji studies.
- Basic Japanese 1-3: 0.5 credit, 3 sessions/week
 - Basic Japanese 4-6: 0.5 credit, 2 sessions/week
 - Basic Japanese 7-9: 0.5 credit. 2 sessions/week

Syllabus

- 1) Unlike ELP, Japanese language teaching at IUJ is not for academic purposes. JLP has developed goal-oriented, tightly coordinated syllabus based on students' everyday needs as well as their future needs in their career. Goals of each level is set based on the criteria used in internationally recognized tests such as Japanese Language Proficiency Test, ACTFL OPI, JETRO Business Japanese Test as reference. Priority is placed on listening and speaking skills.
- 2) Everyday homework and quiz are closely integrated in classroom instructions and occupy important parts of the study of Japanese.

Grading

JLP uses continuous grading system which is composed of everyday quiz, mid-term test, final tests, participation and achievements. It covers skills of speaking, listening, reading and writing, and knowledge of the language.

Textbook and teaching materials

Commercially available textbooks have been used as main textbooks at all levels. At Intermediate and Advanced levels, newspaper articles and TV programs are frequently used. They are kept in shared folders on IUJ network so that students have access to them outside classroom sessions. Clearing copy rights has become a serious issues in using commercially available textbooks.

Maintaining the quality and standard of JLP courses

The important aspect of Japanese language courses is their continuation; therefore, maintaining the standard and the quality of each courses as well as the program as a whole is essential. In order to achieve this, team-teaching, group-work, tight coordination and commitment of each faculty member is imperative. This is considered to be a cost that any

effective language programs have to pay.

- a. Setting the goals of all levels of the JLP on top of his/her own courses is members' joint effort. This is done at the beginning of each year and is reviewed at an year end.
- b. Students are tested their oral performances by instructors other than their own at the end of each term.
- c. Grading and information on students' performance are shared by all JLP faculty members.
- d. Conducting OPI tests on sampled students at the end of each year.
- e. Obtaining more detailed feedback from students at the end of each term, on top of the IR course evaluation.
- f. Changing courses to teach in every three years.
- g. Frequent JLP meetings to share information and problems.

5.1.4 Students

Student enrolment

The total number of students who enrolled in JLP courses reached the highest at 2001/02 when JLP started offering courses at 5 different levels. But the number has declined since then. The reasons for this decline may be due to:

The decline of the number of MBA students. (shift from MBA to E-biz). As E-biz students have only one year to study, it is generally the case that when compared with MBA students, E-biz students have more difficulty in taking Japanese courses.

The rate of enrolment of exchange students has declined. Many exchange students have problems of matching their proficiency level with that of JLP courses offered at the time of their stay at IUJ. The introduction of light loaded Basic Japanese truck was considered to solve this problem as it is more flexible than main truck courses. But last two years, it did not seem to work as we had expected.

Japanese courses or sessions organized by local volunteers groups seem to attract more exchange students than JLP courses. Major attractions, according to some students, are "easy course"(no homework, quiz, test), and "chance of socialization".

Distribution of students

Up to 2001/02, the biggest population was in Elementary level group. Since

2002/03, the enrolments in a group of Intermediate and the above have gradually increased. This shift can be explained by the increase in number of students with prior study experiences. The increase of JICA students may be one of the reasons, but the wide spread of Japanese language education throughout the world could be a major reason.

Material 2-2 shows that stress is upon lower level among exchange students and E-biz students, and more than half of the MBA students study at the level of Intermediate and the above.

Dropout

Material 4 shows up to which level students of 2003 continued taking Japanese.

There are three major points of time for students to give up taking Japanese. Those are;

At the end of first year. Either they are contented with what they have achieved, or getting pessimistic about their achievement and put more efforts in their content studies. Also many students go for exchange and when they get back to IUJ they are left far behind of other students.

Winter term of the second year. Pressure from thesis and job hunting.

Spring term of the second year. Pressure from thesis and job hunting.

Possible reasons for students not to take Japanese courses at IUJ

- a. Low English proficiency and poor content ability, particularly quantitative subjects.
- b. JLP courses do not meet students' needs and wish.
 - JLP courses offered do not meet students' proficiency level.
 - JLP work load is too much
 - The contents of JLP courses do not meet what students wish to learn.
- c. No interests in studying Japanese
- d. Difficult to get up early to attend 8:00 o'clock class.
- e. Job hunting has priority.
- f. Local volunteer groups began to offer courses. Less frequent sessions and no homework and tests are great attraction to those who are here for short period of time.

5.2 Self Evaluation

Evaluation has to be made taking the following points into considerations.

- a. JLP courses are not independent from each other. An important aspect of language courses is their continuation.

- b. It is unavoidable for any effective foreign language learning/teaching to be “labor intensive” both for learners as well as teachers.
- c. Japanese language courses are offered under extremely severe time constraint as well as financial constraint, therefore, one must keep asking whether they are worth offering. The quality of the program is essential.

5.2.1 Strong points

- a. About 40% of international students take JLP courses.
Despite the severe time constraint, most of the students have successfully reached the level of proficiency where they can built a good base for future development after leaving IUJ. Many successful alumni have pointed out that the success is due to the rigorous and demanding course requirements of JLP. The fact that JLP courses are formally recognized with credits makes it possible to make the course demanding. (Failures of many Japanese language courses in other institutions have shown the importance of courses being credited.)
- b. JLP has introduced a system to make it less difficult for students to study Japanese to encourage them to enroll. Students can choose between letter grade option and pass/non pass option. Students can have a revival chance to continue taking a course by passing a Qualifying Test.
- c. Faculty members’ commitment and dedication to teach have been highly appreciated by students. This has been pointed out repeatedly in On-line survey by graduating students.

5.2.2 Problems and challenges

Most fundamental questions JLP faces

- a. How realistic is it for students to acquire Japanese language up to substantial proficiency level within two years on top of the demanding study of content courses?
- b. Should JLP split the limited teaching resources into two contradictory directions; “pushing up the students’ proficiency level as high as possible” and “providing as many students as possible with a chance of studying Japanese without heavy work load”? Is it possible for JLP to concentrate its resources on one of the two directions? Which direction has priority?
- c. How much financial resource can JLP expect to have?
- d. Is JLP faculty’s work load reasonable?

Most of these fundamental questions cannot be answered solely by JLP’s capacity. University wide discussion is needed.

Possible measurement for increasing the number of enrollment

- a. Increase the variety and number of courses to meet students' proficiency level. But this requires more teaching resources; therefore, it is not realistic.
- b. Lower the goal. But this could create a serious disadvantage for students studying Japanese for future career in highly competitive businesses such as finance, IT and consulting.
- c. Make prior study experience as a requirement for studying Japanese at IUJ, just like some Business schools in USA. But this could discourage students from coming to IUJ.
- d. Raise the academic standard of incoming international students so that they can afford to spend more time for studying Japanese.

5.3 For Future Improvements

5.3.1 Enhance student's motivation and determination for study

Under the severe financial constraint, only possible way to improve the situation seems to be by enhancing students' motivation and determination to study.

Discussion at university wide

- a. The message should be clearly made in IUJ's mission.
- b. Japan factors should be implemented in IR and IM curriculum. This will be the best way to inspire students.
- c. Strengthen university level career services including internship
- d. Strengthen the connection with Japanese business
- e. Increase the number of Japanese students

Discussion at JLP level

- a. Improve the contents and methods of teaching so that students will be convinced and more interested in studying.
- b. Work closely with career service.
- c. Strengthen an alumni network so that they can share their experiences with students

5.3.2 Innovation of learning/ teaching environments and methods

- a. Develop CAI/CALL to encourage students to work on individual basis and

asynchronous environment. But it needs man power and technical support to develop a new program and maintain the system.

- b. Widening a learning environment by creating closer connections with local people, Japanese businesses and organizations, and alumni.

6. IUJ Research and Education PLATFORM (IUJ-REP)

6.1 Mission and Objectives

IUJ has redirected its educational program to develop and fuse the characteristics of its two graduate schools and five programs, focusing on practical solutions to global issues of the 21st century. IUJ-REP (IUJ Research & Education PLATFORM),



associated with this effort, focuses on common issues in areas in which global cooperation between world governments, firms, NGOs and Japan is expected to contribute.

To enhance and exploit the synergy between research and education on global issues, IUJ-REP takes a comprehensive, multidisciplinary approach that weaves PLATFORM activities into the masters' programs, creating new value for all our stakeholders.

Each [PLATFORM](#) focuses on current problems facing global society and aims to find practical resolutions based on research and analysis with IUJ stakeholders (IUJ Alumni, Sponsor Companies, International Organizations, Governments, Local Community, and NGOs). Through joint research and education activities in PLATFORMs with students and faculty members whose majors and backgrounds are different, students obtain not only skills and knowledge which are useful soon after graduation, but also a wider vision and the ability to analyze and make good judgments which will be required for their entire global careers.

6.2 Current State of Implementation

At present, IUJ-REP consists of 15 PLATFORMs. (See Appendix 1.)

From Fall term 2005 to Winter term 2006, some trial PLATFORM seminars and workshops were held. After the warm-up period, IUJ-REP was officially launched in the curriculum in Spring term 2006. In a GSIM faculty meeting held in March 2006, introduction of the PLATFORM Seminar system into the GSIM curriculum was approved as a graduation research report writing mechanism for credit starting in Spring Term 2006. In GSIR, in a faculty meeting held in September, introduction of PLATFORM courses was approved for Fall Term 2006.

The methods of implementation of PLATFORMs are varied (e.g. academic seminars for students, joint research with companies, governments and alumni, short training programs on global issues etc.). Their main activities and effects are as follows:

(1) Incorporation of the mechanism in graduation thesis/research report writing

In GSIM, as PLATFORM Seminars are launched, a group research project is

encouraged and a team graduation research report written with other students is admitted. This supports the writing of high quality graduation research reports in an academic environment that better replicates real life conditions.

In GSIR, in order to promote individual research activities, PLATFORM courses are introduced in the curriculum as issue-oriented courses. They are independent from Advanced Seminars and do not replace Advanced Seminars. Students will write their Master's theses within advanced seminars under the guidance of their supervisors.

Differences of implementation between GSIR and GSIM stem from differences in research and education style. For example, graduation research report/thesis writing and supervision in students' study in the MBA curriculum have been less satisfactory than in the IR curriculum. Oral examinations are conducted in the GSIR but not in the GSIM. The mechanism of PLATFORM Seminars in GSIM makes it easier to replace Advanced Seminars in the GSIM and enhances supervision and examination of graduation research reports/theses. In the GSIR, the fact that graduation theses make up a large portion of the education and disciplinary requirements are strict makes it difficult to substitute PLATFORM seminars for Advanced Seminars.

(2) REP Open Lecture

In order to enhance PLATFORM activities and create collaboration opportunities with IUJ stakeholders, an REP Open Lecture series was launched. 10 Open Lectures were held in 7 PLATFORMs from Jan. 2005 to Dec. 2006.

(3) GReEN (Global Research & Education Network)



IUJ GReEN (Global Research & Education Network) is a common mechanism to collaborate between IUJ-REP and stakeholders. An online discussion board about the GReEN was started in September 2006 to provide an open

worldwide research and education environment online and transmit developments around the world.

Currently, 5 PLATFORMs have launched online discussion boards and 117 people have registered. Since January 2007, the registration system for alumni has been simplified so that they can register by themselves through the Alumni Homepage. GReEN raises the visibility of the various research and education activities conducted by faculty members, students and alumni.

(4) Education and Research Activities outside campus

IUJ-REP expands educational and research opportunities outside campus especially

for students. (See Appendix 2.)

(5) Outside Evaluation

The concept of IUJ-REP was endorsed by MEXT (the Ministry of Education, Culture, Sports, Science and Technology) for promoting international education in Japan in 2006. Five companies have agreed to support IUJ-REP activities and 9 companies have pledged support in the form of scholarships. Some PLATFORMs receive grants for their research projects: Grants-in-Aid Scientific Research (Kakenhi) (2), Private Foundations (2), Niitaga-ken (1).

6.3 Self-Evaluation: Future Directions for Improvement

- (1) GSIM should offer more active PLATFORM Seminars with attractive research themes to increase the number of participants.
- (2) GSIR should increase the number of PLATFORM Courses offered.
- (3) Both PLATFORM Seminars and Courses should be reviewed constantly to determine whether their themes or subjects meet the needs of society and students.
- (4) Based on the review, the integration and/or mutual cooperation among PLATFORMs should be considered.
- (5) Mechanisms to present outcomes of IUJ-REP, such as annual conferences and/or a website should be considered.
- (6) Online discussions on GReEN should be more active. GReEN should increase the number of discussion boards and the number of registrations especially among alumni.
- (7) Opportunities to collaborate with stakeholders, especially with companies and alumni should be increased. At the same time, the types of stakeholders who collaborate with GReEN should be diversified.

Appendix 1

IUJ Research and Education PLATFORM (IUJ-REP) List

No.	PLATFORM Title
01	Global Governance and Development
02	Studies in East Asia Community
03	International Cooperation, Development and Human Security
04	Evolution of Financial Systems under Globalization
05	Community Involvement, Disaster Recovery and CSR
06	The innovations of ICT and their strategic use in Governance, Society, and Globalization
07	The impact of Mobile Technologies on Markets and Societies
08	Migration and the transformation of Japan into a Multicultural Society
09	New Leadership in Japan and Asia under Globalization
10	Corporate Restructuring and Mergers and Acquisitions
11	Performance Evaluation and Incentive System
12	Developing Sustainable Customers
13	Toward Value Co-Creation through New Forms of Customer Relationships
14	Dynamics of Innovation and Strategy Formation
15	Supply Chain Management and Environmental Sustainability

Appendix 2

IUJ-REP Education and Research Activities outside campus

Activities	Contents	No. of events	No. of students supported
Presentation at Academic Conferences	Students present research outcomes in international academic conferences. (The 7 th International Conference on EcoBalance, EcoDesign 2006 Asia Pacific Symposium, Marketing Science Conference 2006)	3	3
Participation to Symposia/Seminars	Students participate in international conferences, symposiums, workshops, seminars, etc. and report the content at IUJ through HP and/or workshops. (Internet Governance Forum, Being Globally Responsible Conference, Research for improving ICT Governance in the Asia-Pacific, Mobilizing your enterprise)	4	6
Organizing Symposia/Seminars	Each PLATFORM organizes symposia and/or seminars. Students participate in conducting poster sessions and/or making presentations. Students report the contents on-campus and off-campus. (Studies in Building East Asia Community Tokyo Workshop, Wireless Conference Japan 2007, Symposium on Value Co-Creation, 1 st IUJ-Waseda Workshop Mobile Business and Communications, Mobile Monday)	5	25
Research activities at companies	Students and faculty members conduct joint research and/or surveys with the cooperation of companies. (Fuji Xerox Co., Ltd., AEON Co., LTD., NTT Corporation, Matsushita Electric Industrial Co., Ltd., Ford Japan Ltd.)	5	15
Cooperation with other educational institutions	Each PLATFORM builds a network with domestic and overseas educational institutions and/or researchers. (Business School Wisconsin University,. Graduate School of Global Information and Telecommunication Studies Waseda University, United Nations University)	3	--

7. Student Recruitment and Admissions

7.1 Student Recruitment

7.1.1 Purpose of Student Recruitment

Student recruitment activities are crucial for university development and existence. Increase of students not only motivates faculty members but also strengthen financial basis of the university. The following three targets have been set:

Reaching at the quota of 300

Accepting good students from all over the world

Reinforcing IUJ's value of existence by increasing Japanese students

7.1.2 Current Status of Student Recruitment

Different student recruitment activities are planned and implemented to match with the following 3 categories of students.

Japanese Company Sponsored Students

In the last 20 years, IUJ accepted students from 146 Japanese companies in total. Finance sector, manufacturing sector, and other sectors occupied one-third each among these companies. Post-bubble slump of Japanese economy changed the situation. Many companies from finance sector stopped sending students. IUJ now focuses its activities on several companies that have been sending students to IUJ constantly. IUJ still has a dozen of companies that sent more than 3 students in the recent 5 years.

Japanese Private Students

Recruitment activities for private students have different nature. They are in general public, not in the specific pool of applicants. Before 2004, the main activities were advertisements via print medium and recruitment fairs with other universities. From 2004, activities for this category were emphasized to promote IUJ's characteristics and strengths in IUJ's own promotion meetings held every month and in IUJ open campus events held several times a year. The number of participants for these events has been increasing during the past three years. In addition to faculty and staff, current students and alumni members also cooperate in participating in these events. Admission ratio is around 15% of these participants. From this year, it is eminent that the number of participants is increasing to these events by foreigners living in Japan. This is due to promotion via English website. This gives us hint for future student recruitment activities.

International students overseas

In this category there are two groups of students. One is sponsored students and the other one is private. Sponsored students are selected via special screening by the sponsoring institutions and, selected students are sent to IUJ. This group includes JICA sponsored students, foreign government sponsored students, Japanese government scholarship students etc. Private students are selected via IUJ regular screening process. There are many scholarships available for this group of students including IUJ scholarship, ADB scholarship, Matsushita International Foundation scholarship etc. IUJ recommends applicants for these scholarships in the screening process.

- Sponsored students account for 45 % among international students and have been increased by 136% during the 5 years since 2000. GSIR in particular receives a lot of sponsored students with high recognition by international organizations and development related institutions.
- Private students: The number of private students does not have big change in recent years. Among them, 90% receive some scholarships and it is eminent that this category highly depends on scholarships.

7.1.3 Strengthening Student Recruitment Activities

Since August 2004, IUJ has analyzed student recruitment related activities and concluded that it is necessary to strengthen the following areas of activities.

- External relationships with major stake holders including sponsoring companies
- Establishing solid process from materials request to admission, include Students recruitments

Current issues and challenges in student recruitment are as follows.

(1) Activities toward sponsoring companies: Re-building relationships

- Varied approaches based on purposes (from "Human resource development" type to "Problem-solving oriented" type)
- Strategy formation and implementation that synthesize multiple purposes including recruitment, job placement, scholarship and donation
- Visibility increase of sponsoring companies

(2) Strengthening continued approaches to private students both domestic and overseas

- Development of menus for private students (scholarships and placement opportunities)
- Differentiation of IUJ activities that emphasize IUJ characteristics and

uniqueness

(3) Building organizational framework

- Capability building for private students with solid process of recruitment and admissions
- Strategy that synthesizes multiple activities (recruitment and placement)
- Development of new channels to have sponsored students continuously

7.1.4 Directions for solving issues/problems

(1) Thorough differentiations

- Problem-solving-based curriculum, language programs, alumni network, multicultural and diversified campus environment, synergy between GSIR and GSIM

(2) Re-building relationships with sponsoring companies

- Communications for increase value
- New collaboration such as joint research projects

(3) Building organizational framework

- Well-made activities that match job process

7.2 Admission Policy and Methods of Screening

7.2.1 Purpose of Admission Screening

IUJ is a new professional school whose primary purpose is to educate capable young men and women, developing a high level of interdisciplinary and professional knowledge which they can put to practice in the international arena.

IUJ has the following educational features: "All courses are conducted in English with a view to educating talents whose skills will be applicable throughout international society," "The school opens its door widely and welcomes persons with a wide variety of backgrounds and specialties, both from Japan and abroad, in the hope that their practical knowledge will be further broadened and reinforced through friendship and interactions with other students."

Admission screening has been implemented in view of accepting capable students who can contribute to the mission and the educational purpose of IUJ.

7.2.2 Qualification for Admission Application

Both graduate schools designate minimum qualifications for admission in common as follows.

Applicants for IUJ must satisfy one of the following requirements prior to application.

- 1) Those who hold, or are about to receive, their bachelor's degree from an accredited four-year college or university
- 2) Those who hold a bachelor's degree at an academic institution.
- 3) Those who have completed a minimum of sixteen years of formal schooling in abroad.
- 4) Those who are designated by the Minister of Education, Culture, Sports, Science and Technology.
- 5) Demonstrated scholastic achievement at the collegiate level, with emphasis on performance in the third and fourth years or those who hold a bachelor's degree from an educational institution in a country where 15 years of formal schooling is required for completion of that degree program may be regarded as eligible applicants based on their undergraduate performance.
- 6) Through the individual screening, minimum age of 22 who demonstrated academic ability is recognized as equivalent to that of a bachelor's degree holder by IUJ.
- 7) Those who demonstrated academic ability is recognized as equivalent to that of a bachelor's degree holder by IUJ prior to application.

In many cases, applicants to IUJ fall into 3) or 5), i.e., "completed the formal schooling in abroad" as IUJ receives a lot of applications from abroad. In order to judge minimum qualifications by checking the academic background of the applicants, it is necessary to understand the educational system of each country (e.g., minimum years to obtain the bachelor degree etc.). In order to check the minimum qualification appropriately, IUJ has its original manual compiled based on our long diverse experiences. There are references books; however, IUJ sometimes receives applicants from countries without any published reference.. This is one of the very hard and time consuming part in receiving and checking the application forms from the applicants.

7.2.3 Types of Admission screening/ method/ examination subject

Admission screening is, in practice, divided into 2 types. One is regular admission screening (including domestic intake and overseas intake) and the other is special admission screening for international applicants.

For the regular admission screening, as a graduate institution which opens admissions widely toward the society, IUJ divides domestic and overseas screening regardless of their nationality. The regular admission screening is implemented on the date and the examination subjects designated by each school. Regarding domestic screening in

the regular admission screening, interviews are implemented (interview and essay writing for GSIM applicants). Overseas screening in the regular admission screening is based on documentary screening submitted in applications. Special admission screening for international applicants, are conducted for such special programs as JDS, LTT (called JICA-related program), and IMF program and so on. IUJ implements the special screening procedures in cooperation and coordination with these programs and participating universities. The special admission screening for international applicants includes the acceptance of Japanese Government scholarship international students via the embassy recommendation. For scholarship programs offered by the Asian Development Bank (ADB), Inter-American Development Bank (IDB), applicants are selected in the regular admission screening and recommended for these programs.

7.2.4 Current Status of Regular Admission Screening (Domestic/Overseas) Graduate School of International Relations

Domestic Screening: Entrance examinations were conducted twice a year, (or 3times). Subjects included writing test (Essay), English test (Institutional TOEFL) and interview, and the venue was mainly IUJ Tokyo office. GSIR has changed the method since 2002, to implement only interviews on campus once a month during October - May (except March). GSIR has introduced this on-campus interview so as to let applicants experience the international campus environment and to increase the number of chances for the applicants. The meaning of this screening is different from "entrance examination." An interview serves to judge whether an applicant has something leading to a good research project undertaken with IUJ faculty. If the applicants could not reach a certain level of agreement on their research plan at an interview test, they are allowed to take an interview again in the same admission year. The interview will be the first consultation process so that they can start their learning process soon after enrollment in order to successfully complete their research within a limited time of 2 years.

Overseas screening: Documentary screening is made with one deadline a year (end of February). GSIR developed a system that can convert applicants' undergraduate grades to IUJ scale, after analyzing the huge data stored from past experience of accepting overseas applicants. This system has been adopted since 1993 with the supposition that there must be deep interrelation between the undergraduate grades and academic performance in IUJ, although there are differences in the level of undergraduate institutions. This system has been utilized to date with improvements.

Graduate School of International Management

Since its establishment in the year of 1988, GSIM MBA program requires all the domestic and international applicants to submit GMAT (Graduate Management Admission Test) score. Some MBA programs in Japan also require submission of GMAT. While GMAT plays an important role in the screening, admissions decision is based on the result of evaluating every component of application including essays, interviews, undergraduate grades and recommendation letters.

Domestic: Entrance examinations, including the following subjects- English Essay, International TOEFL and Interview- are held at the Tokyo Office three or four times a year. Essays and interviews serve for applicants to express more about their interests, motivations and capabilities in addition to what they describe in their application forms. Therefore, the faculty members in charge of interviews try to ask various kinds of questions through which they can evaluate potential and trainability of the applicants.

Majority of domestic applicants are sent and sponsored by the Japanese companies. Recent years in Japan, professional graduate schools targeted for business persons are increased very much. Prior to this trend, since the very beginning of its establishment, IUJ has accepted a lot of business persons sent by leading companies in Japan. MBA program accepted more than 20 students from the companies every year before 2000. But the number of company-sponsored students has been decreasing since 2000. One of the reasons for the decrease may be that companies are not affordable to send students for 2 years. Companies prefer short-term practical training programs. This may be exemplified with the fact that the number of students to e-Business program (1 year program) stays about the same.

Overseas: Documentary screening is, with 2 deadlines a year, implemented based on the application documents submitted by the applicants. In the screening, all the applications documents are evaluated in total, including application form, transcripts, essays, recommendation letters, GMAT and TOEFL, and such kind of information is emphasizes as work experiences. MBA program utilizes the scores of GMAT as the objective criteria. GMAT consists of analytical, quantitative and verbal section. As MBA program needs quantitative analysis skill, quantitative section is deemed important.

7.2.5 Self Evaluation and Issues on Regular Admission Screening

IUJ started accepting overseas applicants by documentary screening from 1983 at the beginning of its establishment. While some other universities whose education is given in English also adopt the same system recent years as IUJ to accept overseas applications, IUJ was among a few universities to do so in 1980's. In pre-internet period, IUJ received huge amount of air mails from overseas. Admission staff members, while struggling with

very practical challenges such as a lot of difficult to read hand-written letters, accumulated their experiences to appropriately process overseas screening. IUJ's system has been benchmarked by some other universities and related institutions. Although there were some cases where students have to withdraw because of poor performances after enrolment, we can say that overseas screening has so far been appropriately conducted.

Also, IUJ's system enables applicants to receive an official offer (letter) of admission prior to coming to Japan. This differentiated IUJ's system from many other universities which offers applicants an official admission after their coming to Japan. Many other universities require Japanese proficiency and have to test their ability somehow, most cases in Japan. This kind of process in admissions taken in other universities is regarded as one the factors that prohibit increase of international students in Japan. In this context, IUJ's experience in 20 years can be highly evaluated in Japan.

In GSIR, the big change in the nature of domestic admission screening (i.e., from "test of ability" to "consulting process for study at IUJ") also prompted school to review its fundamental policy of admissions. As a result, structural changes have been made in a way that educational programs (IRP/IDP) are held more responsible in determining the students "they teach." However, it would be difficult for to have different screening processes for different programs as GSIR just started 3-program structure. Some adjustment may be needed in a way that the Dean or school-wide admissions committee will play a central role. In the view of securing sufficient number of students, some efforts must be made for the current situation where dependency is extremely high on the special screening with such organizations as JICA and IMF. In order to increase applicants, evaluation on English proficiency may be more flexible. Recent efforts include acceptance of TOEIC scores as a proof for English proficiency in addition to TOEFL and IELTS scores, and additions to the list of countries from which applicants are exempted from submission of such English test scores. Additions to the English test exemption countries are based on IUJ's long term experiences of accepting students from many countries, using substantial data of students' academic performances after enrollment.

In GSIM, competitiveness in the domestic market has been keen because of recent increase of domestic MBA or Business schools, schools categorized as "professional graduate school," and programs conducted in English. It is the big challenge for IUJ to increase the number of applicants while maintaining quality of students in a competitive environment.

In the admissions screening process, scholarship allocation screening is also made. This report does not provide detailed assessment to the scholarship screening process. This must be further examined carefully along with IUJ students' dependency on scholarships.

7.2.6 Current Status, Self Evaluation and Issues on Special Admission Screening for International Applicants

The special admission screening for international applicants aims at accepting students from such special scholarship programs as JICA-related programs, IMF scholarship program and the Japanese Government scholarship (embassy recommendation) program. JICA-related programs have been started in 2000; the programs include Japanese Grant Aid for Human Resource Development Scholarship(JDS), Long Term Training program (LTT) . LTT let enroll it students in IDP only. IMF scholarship program has started in 2001, and enrolls the students in IDP.

JDS is aimed at providing grant aid for human resource development in Asian countries in transition to market economies. Target countries are the following 10 countries as of 2005: Bangladesh, Cambodia, China, Indonesia, Lao, Mongolia, Myanmar, Philippines, Uzbekistan and Vietnam. Students from these countries are sent to Japanese universities in Master's degree programs.

Process of accepting these students including admission screening is conducted in coordination with participating universities (including IUJ), JICA and JICE (Japan International Cooperation Center) , which offers consulting services to liaison between foreign governments and participating universities.

- 1) Recruiting the applicants via offices of JICA/JICE in each country
- 2) Screening based on the application documents by participating universities
- 3) Writing test in each country (English and Mathematics)
- 4) Academic interviews in each country by the faculty members from the participating universities
- 5) Overall interviews in each country by the governments
- 6) Decision of final successful candidates by the steering committee of each country
- 7) Official request sent by JICA/JICE to each university to judge whether it accepts the final candidates
- 8) Acceptance with approval of the faculty meeting

IUJ accepted 10 students from 2 countries in its establishment year. The number of students has increased to 36 from 9 countries (except Mongolia) in both schools this year.

LTT aims at educating students who will contribute to development planning and policy formation in governments, research institutes, universities in developing countries.

The following processes will be taken in admissions in coordination with JICA.

- 1) The office of JICA in each country send information to government

- offices/ministries and organizations to recruit applicants.
- 2) Screening through the application documents by the faculty of IUJ
 - 3) Writing examination in each country (basic mathematics examination)
 - 4) Final decision to accept made at the faculty meeting

IMF International Monetary Fund (IMF) with the support of Japanese government offers the Japan-IMF Scholarship Program for Asia for supporting studies in the field of macroeconomics at the graduate school level in universities in Japan.

Special admission screening for the IMF program is implemented in coordination with the IMF regional office of Asia-Pacific and 4 partner universities including IUJ. IMF designates special eligibility of applicants including their nationality and belonging organizations, in addition to minimum qualification common to Japanese universities. Successful candidates and universities to enroll are decided through the processes implemented in coordination with IMF and partner universities including documentary screening, interviews in their countries by faculty members from partner universities at IMF offices and mathematic examination.

Admission screening for **Japanese government scholarship students (embassy recommendation)** usually begins with inquiries from applicants whether they can receive "letter of provisional acceptance" from IUJ. At the time of inquiries, they have already passed the screening at a Japanese embassy in their country. However, we have some problems in their inquiries in terms of information they have about TOEFL and GMAT scores and deadlines for application etc. After the issuance of the letter of provisional acceptance to the applicants, Japanese government (Mombukagakusho or MEXT) then request for acceptance of the applicants on a formal basis. However, it is occurred that the request for acceptance include some cases for which IUJ does not issue a provisional acceptance letter and some cases that MEXT does not include those who IUJ issues a provisional letter in their formal request of acceptance. There are some differences in embassies of different countries in recommendation criteria. Because of the inconsistency and differences above, the admission process for this program is troublesome. It is needed that MEXT improves the system for this scholarship program in terms of disseminating information to applicants on admission requirements and schedules for Japanese universities etc. IUJ must also carefully implement the screening process for this program in view of consistency with regular admission screening and other special screening programs, as IUJ receives not a small number of international students via this program.

These programs for special admission screening system have just been started since the year of 2000 except for the Japanese government scholarship students by

embassy recommendation. In managing these programs, the role of the faculty members in the accepting programs is very significant. Administration staff members in charge of admissions also play an important role in accepting students from these programs. For example, at the start of JDS program, the JICE had only five staff members in charge of JDS program, but now has more than 20 people for the JDS program administration. On the other hand, however, IUJ staff members, with the same number of people or less than 5 years, have to deal with these daily contacts with their counterparts of more than 20 people as well as their routine work for regular admissions. To deal with the customized special admissions in addition the regular admissions, efficiency of their services needs to be increased. It is also needed to develop admission regulations that designate the special admission screening which is implemented in collaboration with other sponsoring organizations (JICA/IMF) and participating universities. To deal with these scholarship programs, IUJ currently does not prepare specific regulations but applies existing regulations for Japanese government scholarship students that allows acceptance with approval from faculty meeting, exempting from specific processes of admission screening.

7.2.7 Self Evaluation, Advantages and Issues on Admission Screening Administration

Staff members in admissions and curriculum office handle administration-matters of admissions that include various services such as revising application information and application form, receiving and checking application forms and contact with applicants, preparation and implementing of entrance examination, communications with applicants, preparation for notifications of screening results, and issuance of letters of admission and filing records, statistics, and information related to the examination.

Admissions staff members are allocated for each school to deal with variety of admission services that last on a full-year year long. Staff members have some meetings for improvements and preparations for next year admissions including screening schedules, before they become get into very busy period in implementing admissions screening in winter for overseas admission screening and others. While they work in the office where students come and visit frequently, the information they handle is secured because of location of their desks.

In 1999 admissions IUJ started the Web application system which was developed as a part of IUJ's campus-wide efforts to improve its services utilizing the latest information technology and environments including IUJ's network infrastructure, internet and intranet.

The system aims at utilizing various ranges of information effectively in combination of web and database technologies and at communicating with applicants promptly.

Every year, staff members review the system and makes improvements to the next year admissions. For example, in 2005, a new service was introduced for applicants to find out individual screening results via the IUJ admissions web site promptly and safely.

Besides, in April 2005, the law protecting private information was enacted. Application documents include a lot of private information which has to be dealt with confidentiality. We need to pay more attention and consideration on this point since the enactment of the law.

7.3 Status in Fulfillment of Student Quota (Capacity)

7.3.1 Status in fulfillment of student quota (capacity)

IUJ started accepting students in GSIR with the admission quota of 50 in 1983. Later, IUJ changed the quota to 100 in 1986. In 1988, GSIM was launched with the quota of 50. In 1996, each school, GSIR and GSIM fixed their admission quota to 75 (150 for IUJ total).

As IUJ launched one year program in GSIM in 2001, it is needed to consider "admission quota" and "student quota (capacity)" separately. The student capacity of each school is 150 and 300 in total, but the total number of students (enrollment) would 270 if they admit 150 applicants in accordance with admission quota with 30 in one year program.

The following tables indicate the status in fulfillment of each school as chart 1 and chart 2.

Table 7.1 Status in fulfillment of admission quota

Fulfillment ratio = No. of admitted/Quota (75 for each school)

School	Program	2001	2002	2003	2004	2005	2006
GSIR	IRP (and IPSP in 2006)	27	16	15	9	27	25
	IDP	51	40	47	62	41	51
	Total of admitted	78	56	62	71	68	76
	Fulfillment ratio	104%	75%	83%	95%	91%	101%
GSIM	MBA	64	52	54	43	30	57
	e-Biz	15	16	29	21	29	24
	Total of admitted	79	68	83	64	59	81
	Fulfillment ratio	105%	91%	111%	85%	79%	108%
Total	Total of admitted	157	134	145	135	127	157
	Fulfillment ratio	105%	89%	97%	90%	85%	105%

Table 7.2 Status in fulfillment of student quota

Fulfillment ratio = students/quota (150 for each school)

School	Program	2001	2002	2003	2004	2005	2006
GSIR	IRP (and IPSP in 2006)	45	43	31	24	36	52
	IDP	86	91	87	109	103	90
	Total of students	131	134	118	133	139	142
	Fulfillment ratio	87%	89%	79%	89%	93%	95%
GSIM	MBA	133	116	106	97	70	87
	e-Biz (1 year program)	15	16	29	21	29	24
	Total of students	148	132	135	118	99	111
	Fulfillment ratio	99%	88%	90%	79%	66%	74%
Total	Total of students	279	266	253	251	238	253
	Fulfillment ratio	93%	89%	84%	84%	79%	84%

Fulfillment of admission quota

Each school fulfilled the admission quota in 2001 and 2006. After 1988, it was the first time for IUJ to have fulfillment ratio of greater than 100% in 2001. The ratio was deteriorated in 2005 particularly for GSIM, but it was increased to go beyond 100% in 2006. The status of fulfillment ratio during the period since 2001 has been higher than the period before 2000 where the ratio was around 70%, with around 110 students admitted every year. Major differences between now and then are such programs as JDS, LTT and IMF, all of which started during 2000-2001 to sponsor international students. From 2007, IUJ is supposed to accept a significant number of students from the government of Indonesia. In order to maintain high percentage of the current admission quota, it is crucial for IUJ to keep receiving a certain number of international students from these programs in addition to strengthen current efforts to increase Japanese students and international students.

Fulfillment ratio of student quota

The current status is almost the same as admission quota. But analysis on student quota requires considerations of factors of 1 year program launched in GSIM. To reach the 150 student quota, GSIM needs to admit, for example, in combination of 60 students in 2-year program and 30 for one-year program. However, the numbers in 2005 are 30 for both the 2-year and 1-year programs, far behind the requirements necessary for reaching 100% ratio of student quota. Proper measures and considerations into the combination of 1-year and 2-year programs for example must be taken as soon as possible.

7.3.2 Internationalization of the student body

According to the survey of Japan Association of Private Universities, the number of international students is 24,040 in 2004. This accounts for 2.4% of total number of students in the member universities in the association. Regarding their nationalities, China ranked at the top (15,879 students) and Korea (3,761 students), two countries accounts for 81.7% in total of international students studying in Japan.

IUJ accepted 15 (26.8%) international students at the beginning of accepting students in 1983. The number of international students exceeded 50%(66 students, 58.9%) of its total number of students for the first time in 1989. It increased to 60 ~ 70% in 1990's and has come to more than 80% (100 ~ 120 students a year) since 2000.

Universities in Japan have been making efforts to increase the number of international students with the trend of globalization, keen competition because of decrease in the university age population. But the international student ratio is not so big that accounts only 2.4% of total number of students in the member universities of the association.

IUJ accepted international students 10 times greater than other Japanese universities in terms of the ratio among all students at the time of its establishment, and the current ratio accounts nearly 40 times greater. In comparing the ratio from China and Korea, they occupy 80% of total in other universities but the students from these 2 countries have never been the majority in IUJ. For example, nationalities of registered students in IUJ consist of more than 46 countries as follows: Vietnam (25), India and China (21), Indonesia (16), Uzbekistan and the Philippines (11) out of 216 in total in October 2004. IUJ has been accepting a lot of students from areas other than Asian countries, for example, 7 from United States (3.2% of international students) and 35 students from European countries, North and South American and Oceania countries. There are some factors that have enabled IUJ to accept the students from diverse countries. One of the reasons is that, by offering education in English in Master's program, IUJ does not distinguish international students in the classes, but mix Japanese students and international students in the same classes to study together from the very beginning. Secondly, IUJ developed its administrative process to assist students live in campus very smoothly. Thirdly, IUJ developed positive collaborations with the external scholarship programs and human development programs to support students studying in Japan, in addition to the IUJ's own scholarships.

- Accepted Japanese government scholarship students from the beginning year.
- Having designated as one of the eligible universities for private scholarship foundation such as Matsushita International Foundation Scholarship (MIF) and

Mitsubishi Trust Yamamuro Memorial Foundation Scholarship (MTYM), IUJ has been accepting international students from developing countries in Asia.

- IUJ has been one of the designated universities of scholarship program by Asian Development Bank (ADB) since 1988, and accepting around 20 international students from the developing countries which are the members of ADB every year.
- Accepting the students from the Government of Indonesia since 1991 with the loan aid to the government through JBIC (Japan Bank for International Cooperation, former OECF).
- Accepting the students from the Government of Malaysia since 1997 with the loan aid to the government through JBIC.
- Accepting the students from South and Central America through the scholarship program of Inter-American Development Bank (IDB) since 1998.
- Accepting the international students through Japanese Grant Aid for Human Resource Development Scholarship (JDS program)since 2000. JDS places IUJ as one of the important partner universities for their program in the areas of management, economics, international relations, and ICT. It started with 6 countries and expanded to 10 in 2003.
- Accepting long term trainees through JICA as well as JDS program in line with JICA's reform on Long Term Training Program from maximum of 1 year duration to 2 years and this reform enabled the trainees to study at the masters program in graduated schools since 2000. Accepting about 5 students mainly from Middle Eastern and African countries every year.
- 2 international students were accepted through Joint Japan/World Bank Graduate Scholarship Program (JJ/WBGSP) for the first time in 2000.
- Designated as one of the 4 partner universities for IMF Scholarship Program (Japan-IMF Scholarship Program for Asia) since 2001. IUJ is the only private universities. Accepting 5 international students from Asian developing countries every year.

8. Academic Affairs and Procedures

8.1 Availability of Course Syllabus

8.1.1 Current status

“Course syllabus” means that teaching schedule of each class containing the detailed necessary requirements such as object, general descriptions, content of each session, grading, text and reference books and so on. Initially at IUJ, limited faculty made it independently and distributed it to the students who would take the course at the beginning of the course. After that, it has been carried forward the release of course syllabus of all courses to the all students since 1988 and it has been disclosed at the IUJ website since 1997. At present, it can be browsed of the course syllabus for almost all courses offered. We think that our undertaking for the maintenance for course syllabus started very precociously, while Japanese universities started the approach to develop course syllabus around the end of 1990’s and nowadays almost all the Japanese universities have come to prepare them.

Course syllabus is released before the class starts and the student can choose the registering courses using the syllabus as a guide. In GSIR, the student evaluate whether the actual class is based on the syllabus or not as one of the items listed on the course evaluation conducted at the end of the course.

One of other practical utilizations of course syllabus, the library provides the system as “course reserve” which enable student to check out the course materials (i.e. books, documents, articles and so on) listed on the syllabus (refer to the section of “Library and Information” for the details).

The course syllabus is also essential document for the exchange students accepted more than 30 every year from affiliated overseas universities to transfer the credits taken at IUJ to their home institution.

8.1.2 Issues and challenges

The standardization of the course syllabus has been discussed several times at the faculty meetings, however, particularly in the GSIR, the contents of syllabus vary widely. It is necessary to deliberate about the checking system whether the necessary items (i.e. the object and contents of the course, schedule, references, assignments, grading and so on) is covered or not, and adoption of a template.

It is considered necessity that the systems which enable to faculty themselves can upload their syllabus directly to the homepage should be developed, as currently it must be go through the administrative office to upload to the homepage.

8.2 Student Grading System (Adoption of GPA System)

8.2.1 Current status

IUJ has employed the GPA system for the student grading system for their academic work since the establishment, 1983 up to present. The student grade at IUJ is determined taking into consideration not only the mid-term and final examinations but also attendance and collaboration to the class, presentation and report and evaluate following 7 level passing mark is 60 out of 100:

GSIR: A, A-, B+, B, B-, C, F

GSIM: H, H-, S+, S, S-, LP, F

After conversion the above marks as A or H is 4 point, A- or H- is 3.75 point, B+ or S+ is 3.5 point, B or S is 3 point, B- or S- is 2.5 point, C or LP is 2 point and F is 0 point respectively, the GPA (Grade Point Average) is computed by dividing the sum of the products of the credits and grade points of each course earned by the total credit of course registered.

$$\text{GPA} = \frac{\sum\{(\text{Credits earned}) \times (\text{Grade points})\}}{\sum(\text{Credits for registered courses})}$$

Student can browse their grades through the online portal site about 2 weeks after the end of the term. It includes the course registered, corresponding course titles, grade and GPA appeared by term and cumulative GPA as of enrollment.

The lists include all students' grades, GPA by the courses and grading index are disclosed to all full-time faculty members in GSIR every term and they formulate a common understanding on grade distribution of whole School. In addition, GSIR has decided the rules for grading to facilitate appropriate grading by the faculty. In GSIM, it is established the minimum GPA as one of the graduation requirements and rules for grade distribution for the required courses.

At present, IUJ uses the GPA for the selection process of exchange students, guidance to the students whose academic performance are not good enough, review for scholarship extension and so on, and the students whose GPAs were below the basis points by each Program and/or School and their supervisor receive a warning letter. The supervisor is required to give appropriate guidance in selecting courses for each term and in a wide range, referring to the GPA and consulting with the student. The GPA as an objective indicator is useful for the student guidance specifically whose academic performance is not good continuously.

8.2.2 Issues and challenges

The GPA system works out only when the grading is reliable. The GPA is appeared in clear figures; therefore, if the review of scholarship extension is simply processed according to a pre-determined GPA point, it might seem to be rational and impartial. However, it is treated GPA as absolute and make the number itself independent, and it is difficult to say that the GPA is used as an important measure for the academic guidance which is the original purpose of GPA system.

Students is required to select the registering courses, reviewing and consulting with their supervisor about the contents of courses registered and these GPAs each term, and according to their developed scheme as more practical steps for their career plan, definitely not select the "easy" course in order to maintain their GPA.

It is necessary for each faculty member to give appropriate guidance to the student, not being fixed on the idea of GPA number itself only, and to make an effort not to offer the "easy" course without careful consideration, examining themselves continually in order to develop the reliability of the course GPA of their in charge.

It is also necessary for the university as a whole to facilitate some support systems as GPA monitoring not in order to avoid a huge gap between the courses, programs, and schools.

Table 8.1 Average GPA of graduates

Year	2001	2002	2003	2004	2005
Program					
IRP	3.58*	3.60*	3.61	3.64	3.60
IDP	3.61	3.48	3.44	3.45	3.44
MBA	3.56	3.53	3.54	3.60	3.54
E-biz		3.62	3.60	3.68	3.58**

* including the APP students

** not including the grades of thesis and advanced seminars (thesis supervision)

8.3 Student Course Evaluation

8.3.1 Current status

The course evaluation is the assessment made by the students registered for each course and IUJ has employed since the Spring term of 1990. This aims to develop the course contents further, and is conducted during class hours, once at the end of each term in GSIR and twice; mid-term and end of each term in GSIM.

In GSIR, it is conducted using online system, collecting responses to 12 of multiple-choice questions and any comments on the course. In GSIM, the sheet is distributed in order to raise response rate and collecting responses to 15 of multiple-choice questions and any comments on the course.

The response rates are about 80% at the end of term in both GSIR and GSIM and more than 90% at the mid-term in GSIM, demonstrating its firm establishment.

Regarding to the results, the overview including average points and so on is posted with each school and details on the course are informed to the faculty member concerned. In addition, each faculty member can access the details on the results of all courses and the students can also access the details on the GSIR course results.

This course evaluation is valuable feedback from the students at the receiving end of the service of education, and the faculty is required to reflect the results following their educational activity. It is also given weight at the faculty assessment based on the activity report. In addition, it is used at the appointment of part-time lecturer as benefit materials.

8.3.2 Issues and challenges

Likewise improvement of course syllabus, at present, almost all the Japanese universities conduct the course evaluation (91% of universities, 2003 MEXT data), however, our undertaking has started very precociously.

The results of the course evaluation are also use as a part of faculty assessment on educational activity by the University and are referred by the students when they make a plan for course registration. It is appeared the number as the evaluation of each course, therefore, in order not to make the number itself independent, as well as the GPA, it is important the consciousness of the student as a marker and policy of the University for its use for the assessment.

The operation of course evaluation costs not so little, sharing the class hours, putting in some effort on administrative staff. However, it is conducted with some costs for the reason that it function effectively as one of the methods to improve each class even IUJ itself, jointly working faculty and students.

It is necessary the earnest response from the student to improve the credibility of the course evaluation. It is important to examine how the faculty responsible reflect the results in improvement their classes, and work on showing to the student that input from them are turned to practical use in the following classes, not picking validity of the questionnaire and/or methods of the evaluation.

8.4 Cross-Registration

Using the cross-registration system, which enable GSIR students take GSIM courses and GSIM students take GSIR courses, IDP students take the MBA course, the largest number, and second, MBA students take the elective courses in GSIR. The following are the summary of the past 4 years records on the chart next page:

01/02	68 cases that GSIR students took GSIM courses
	34 cases that GSIM students took GSIR courses
02/03	83 cases that GSIR students took GSIM courses
	10 cases that GSIM students took GSIR courses
03/04	53 cases that GSIR students took GSIM courses
	24 cases that GSIM students took GSIR courses
04/05	48 cases that GSIR students took GSIM courses
	15 cases that GSIM students took GSIR courses

The range in the number of students participated differs from year to year, however, the cases that GSIR students took GSIM courses outnumber another case. The main reasons are the difference of registration requirements, especially, MBA sets much required courses and fewer options and the motivation of GSIR students to take the GSIM courses. It is necessary to broaden the opportunity for mutual activation, according to the proceeding University reform and, it has been come out with the new policy for coordination of timetable necessarily for that purpose.

Table 8.2 Past records on cross-registration

2001-2002 Academic Year		Programs students are affiliated with			
	Course category	IRP	IDP	MBA	E-biz
IR	IRP required courses	-	-	0	0
	IDP required courses	-	-	10	0
IM	MBA required courses	1	15	-	-
	E-biz required courses	0	0	-	-
IR	IR elective courses	-	-	24	0
IM	IM elective courses	6	46	-	-
	E-biz elective courses	0	0	-	-
2002-2003 Academic Year		Programs students are affiliated with			
	Course category	IRP	IDP	MBA	E-biz
IR	IRP required courses	-	-	0	0
	IDP required courses	-	-	10	0
IM	MBA required courses	2	26	-	-
	E-biz required courses	0	0	-	-
IR	IR elective courses	-	-	10	0
IM	IM elective courses	1	54	-	-
	E-biz elective courses	0	0	-	-

2003-2004 Academic Year		Programs students are affiliated with			
	Course category	IRP	IDP	MBA	E-biz
IR	IRP required courses	-	-	1	0
	IDP required courses	-	-	0	0
IM	MBA required courses	0	12	-	-
	E-biz required courses	0	0	-	-
IR	IR elective courses	-	-	23	0
IM	IM elective courses	5	36	-	-
	E-biz elective courses	0	0	-	-
2004-2005 Academic Year		Programs students are affiliated with			
	Course category	IRP	IDP	MBA	E-biz
IR	IRP required courses	-	-	2	0
	IDP required courses	-	-	1	0
IM	MBA required courses	2	16	-	-
	E-biz required courses	0	0	-	-
IR	IR elective courses	-	-	11	0
IM	IM elective courses	5	25	-	-
	E-biz elective courses	0	2	-	-

8.5 Computerization/Informatization for Academic Affairs

8.5.1 Current Status

After equipped the campus LAN in 1996, IUJ has established a campus-wide project called "system 21" which is for effective utilization of network infrastructure for the core business processing, information management, and job-related communication. The details of the project is mentioned at the information section, however, here the current status of informatization of academic affairs implemented by the project is outlined below.

Current status

Based on the integration of Internet (Web) and technology of the database, it was established a system which linked the portal site for students and faculty, and the databases for processing basic administrative operations of academic affairs, in 2002. At the portal side for students and faculty, they can process the academic matters as below:

- Functions for students: course registration, browsing the course grades, placing textbook order, obtaining the course materials, printing out several forms to be submitted.
- Materials for faculty: access to the rosters, grading, mailing list of courses in charge

This portal site is related to the databases for processing basic administrative operation and the data though the "MyIUJ", such as registration data by operated by students, grades by the faculty in charge and so on, are stored directly to the databases and are used the following process. The traditional system is closed and limited the academic information only to the administration processing by the office staff, however, the existing system is opened and the academic information used at the basic operations can be shared by the students, faculty and staff through the web portal site. In addition, one

of the features of this academic system is proprietary programs developed by the staff working at IUJ. For IUJ, it is difficult to use the ready-made packages for university administration as the user interface at IUJ must be in English. The program development within the University has the merit of flexibly responds to changes when necessary.

8.5.2 Issues and challenges

It has almost already developed the systems for administrative operations. It is contemplated that the future developments are necessary for the systems for education support (i.e. distance learning, supporting system using multimedia, and so on) and facilitation of the education and research outputs.

8.6 Status of Degree Conferment

8.6.1 Status of degree conferment

Our University has conferred the Master's degree to 2,166 students who completed the programs as of June 2005. The breakdowns by the graduate schools are as follows:

Graduate School of International Relations: 1,323

MA in International Relations: 1,039

MA in International Development: 284

Graduate School of International Management: 843

MBA: 784

Master in E-Business Management: 59

1,323 students (96.0%) obtained the degree out of 1378 students entered in GSIR and 833 (95.5%) out of 843 students entered in GSIM, and these are very high rates both for GSIR and GSIM. This shows that there are only few students whose academic performances are poor as results that the screening process of applicants and educational supervision and research guidance are conducted appropriately, and, enriching of learning and living support minimize the students' withdrawal. It can be highly-regarded on the one hand. On the other hand, it is necessary to examine the quality of the students to be conferred the degree consistently.

8.6.2 Requirements for degree conferment

It is prescribed that the Master's degree is conferred to the students who enrolled for more than 2 years (more than 1 year for the student enrolled in 1-year program), earned the predetermined credits, submitted the thesis (or result of certain research work)

and successfully passed the review and final examination.

The numbers of the credits to be required for graduation vary according to the graduate schools and programs as follows:

Table 8.3 Numbers of credits required for graduation

Graduate school	Program	credits number for graduation
International Relations	International Relations	36 or 48
	International Development	48
International Management	MBA	48
	E-Business Management (1-yr program)	30

The graduate school establishment standards lay down that the credit requirement for the Master’s program is more than 30 credits but we required much more credit number in the 2-year program. Especially, the 48 credits are required in International Development Program and MBA program, and this number is very rare in the Mater’s programs in Japan. Taking advantage of IUJ's characteristics of residential program, it is reflected that individual reach and writing thesis, and/or network after the graduation through courses in which students from various countries learn each other in classes.

8.7 Affiliation with Universities Abroad/Student Exchange Program

8.7.1 Agreement for Affiliation with Universities Abroad

Since its establishment, IUJ offers exchange programs as a part of its curriculum to enable students to study in different educational environments and cultures. The following table lists affiliated universities.

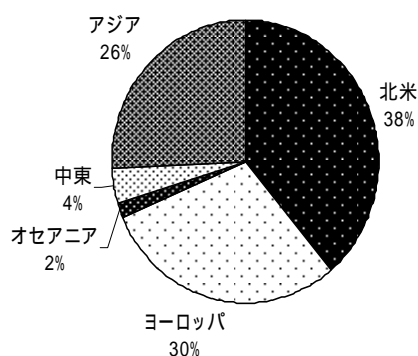
Table8.4 List of Affiliated Universities

	Name of School/University	Country	Year Affiliated	IUJ Dept Affiliated
1	The School of Advanced International Studies (SAIS), The Johns Hopkins University	USA Italy	1984	GSIR
2	The Norman Paterson School of International Affairs, Carleton University	Canada		
3	Institute for Middle Eastern and Islamic Studies, Durham University	UK	1987	IMES
4	Dartmouth College	USA		GSIM
5	Thammasat University	Thailand	1988	GSIR
6	Aleppo University	Syria		IMES

7	Rensselaer Polytechnic Institute	USA	1989	GSIM
8	York University	Canada	1990	GSIM
9	University of Manchester	UK	1991	GSIM
10	University of Washington	USA		
11	New York University	USA		
12	Bocconi University	Italy		
13	University of Rochester	USA	1993	GSIR
14	Babson College	USA		
15	Helsinki School of Economics and Business Administration	Finland		
16	University of Sheffield	UK		
17	Graduate School of International Economics and Finance, Brandeis University	USA	1994	GSIM
18	The Ohio State University	USA		
19	Southern Methodist University	USA		
20	Erasmus University	Netherlands		
21	University of Antwerpen	Belgium	1994	GSIM
22	Adelaide University	Australia	1994	GSIR
23	Southern Methodist University	USA		GSIM
24	Singapore National University	Singapore	1995	GSIM
25	The Chinese University of Hong Kong	Hong Kong		
26	Chulalongkorn University	Thailand		
27	Hong Kong University of Science and Technology	Hong Kong		
28	University of Virginia	USA	1996	GSIM
29	Escuera Superior de Administracion y Direccion de Empresas (ESADE)	Spain	1997	GSIM
30	The Maxwell School of Citizenship and Public Affairs, Syracuse University	USA	1998	GSIR
31	Michigan State University	USA		GSIM
32	Groupe Ecole Superieure de Commerce de Reims	France		
33	University of Florida	USA		
34	China Europe International Business School (CEIBS)	China	1999	GSIM
35	Vanderbilt University	USA		
36	Yonsei University	Korea		
37	Graduate School of International Studies, Seoul National University	Korea	2000	GSIR
38	International University in Germany	Germany		GSIM
39	University of Akron	USA		
40	Fudan University	China		

41	Gadjah Mada University	Indonesia		
42	Indian Institute of Management, Ahmedabad	India		
43	The University of the Philippines Diliman	Philippines	2001	GSIR GSIM
44	Concordia University	Canada		
45	WHU Koblenz	Germany		
46	The University of St. Gallen	Switzerland		
47	The KOC University	Turkey		
48	University of Warwick	UK	2002	GSIM
49	The Ecole de Management Lyon	France		
50	University of North Carolina at Chapel Hill	USA		
51	National Chengchi University	Taiwan		
52	Aarhus School of Business	Denmark	2003	GSIM
53	Indian Institute of Management, Calcutta	India		
54	The Norwegian School of Economics and Business Administration	Norway	2004	GSIM
55	The University of International Business and Economics	China	2005	GSIR

Area distributions



GSIR has 14 affiliated universities from 9 countries, and GSIM has 42 universities from 22 countries and regions/

Table 8.5 Country distribution

USA	18	Netherlands	1
UK	4	Syria	1
Canada	3	Singapore	1
China	3	Switzerland	1
India	2	Spain	1
Korea	2	Taiwan	1
Thailand	2	Denmark	1
Germany	2	Turkey	1
France	2	Norway	1
Hong Kong	2	Philippines	1
Italy	1	Finland	1
Indonesia	1	Belgium	1
Australia	1	25 countries/regions	55 universities

8.7.2 Administration of Exchange Program

Exchange program consists of incoming students from partner schools and outgoing students from IUJ to partner schools. Parent universities provide students with information on exchange programs, invite application, conduct internal screening and submit applications to a host university. After receipt of applications, a host university goes through necessary procedures, issues a letter of admissions, gathers documents for visa applications, takes care of accommodations, provides incoming students with services equivalent to regular students, and after completion of their studies sends transcripts to

parent institutions. Parent institutions file transcripts and process credit transfer.

Outgoing students

In IUJ, many students participate in exchange programs. 539 students from its establishment have participated in exchange programs. This number accounts for 25% among students completed IUJ programs, and more than 50% of GSIM students participated in exchange programs. In many cases, Japanese students, in particular, deem it standard to participate in exchange programs.

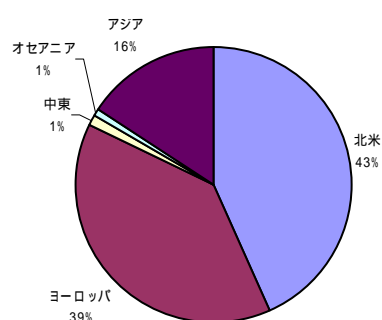
USA accounts for around 50% of outgoing students. Canada accounts for 10% and UK for 9%. They are all English speaking countries.

Incoming students

IUJ has accepted 458 incoming exchange students in total from its beginning. GSIR accounts for 20% and GSIM for 80%

Table 8.6 Country distribution

Rank	Country	Students
1	USA	160
2	France	66
3	Canada	38
4	UK	30
5	Thailand	27
6	Finland	24
7	Italy	19
8	Hong Kong	15
9	Netherlands	14
10	Others	65
Total		458



The figure indicates that more than 80% of students come from American and European countries. IUJ does not have many regular students from these countries. The exchange students contribute to greater diversification of student body and multi-cultural environments.

8.7.3 Issues and challenges in Exchange program

Selection of exchange partners

Among 55 affiliated universities, we do not have any students exchanges with 15 universities in the last 3 years and the program is not functioning. IUJ needs to examine whether continuation of agreement should be regarded valuable with these universities and

terminate if not. At the same time, development of new partners and is necessary to make the attractive exchange programs. In doing so, guidelines as to partner selection need to be established for termination of non-function partners and for avoiding such cases. Fielding surveys for students may also be helpful to see their needs. Exchange program may also function as a student recruitment tool.

Activation of exchange program

Among the reasons for non-functioning exchange schools, we have an imbalance problem between incoming and outgoing students. It is necessary to balance because the exchange program is implemented on the basis of mutual exemption of tuition fees. In order to activate exchange program, the imbalance problem must be solved especially with the schools in the United States, to which many of IUJ students are interested in participate. One possibility is to accept students from these institutions in a specially designed short program. But this requires a lot of costs for faculty and staff as well as financial arrangements. What we can do right now is down-to-earth promotion activities including: asking faculty to visit partner schools if they can take advantage of business trip or international conferences, exchange fairs to be conducted in the partner schools by the outgoing IUJ students. Above all, customer satisfaction of incoming students is very much important, and their satisfaction leads to next incoming students and this cycle may in the future be able to solve the imbalance to activate the programs.

9. Research Institutes and Library and Information Center

9.1 IRI Research Institute

IUJ promoted research activities since its earlier years. It originally had four research institutes.

9.1.1 Center for Japan-U.S. Relations

The Center for Japan-U.S. Relations was established in May 1985 with financial contributions from eight of Japan's major automobile and electronics companies – Nissan, Toyota, Sony, Toshiba, NEC, Hitachi, Fujitsu and Matsushita.

The center hosted international conferences, seminars in Tokyo. On the 10 year



anniversary in 1995, the Center initiated an open seminar for the people in the region, titled "50th Anniversary of World War II." With strong request from the local community, the Center continued an annual open seminar, which later offered three times a year. By inviting experts on international relations, the Center hopes to provide intellectual stimulation to the people in the region.

The Center sponsored the joint research on current Japan-U.S. relations with the Johns Hopkins University's School of Advanced International Studies (SAIS). After the joint conference in Urasa and Washington, students from IUJ and SAIS produced a joint annual report on the bilateral relations, covering areas of politics, economy, national security and perception. The annual report has been published by Japan Times, under the title of "The



United States and Japan in 19—" since 1988 in both English and Japanese languages.

During the twelve years between 1985 and 1997, the Center hosted 18 joint research projects with fund coming from external organizations. The research outputs from those projects include *The History of Japan-U.S. Relations* (Tokyo University Press, 1995) and *Redefining the Partnership* (University of America Press, 1998). Among other major publications, are book series on Japan-U.S. relations in cooperation with Japan Times, which produced ten commercially published books on the bilateral relations.

9.1.2 Institute for Middle Eastern Studies

The Institute for Middle Eastern Studies was established in May 1985. The Institute focused on study on Arabian language books and intellectual exchanges with Middle Eastern countries. The Institute produced quarterly newsletters, *Maydan*, and annual reports. Among major publications was "IUJ Contemporary Middle Eastern Studies Series" which produced three books in cooperation with Sanshusha.

9.1.3 The Research Institute for Asian Development

IUJ originally established Nakayama Sohei Memorial IUJ Program for Asian Development in 1988 with a generous gift from Mr. George Ishiyama. The program later developed as the Research Institute for Asian Development (1991-97). As Mr. Ishiyama emphasized, the Institute aimed to develop interdisciplinary studies to contribute the economic and social development of Asian countries. As for research areas, the Institute focused on 1) policy study on international relations of Asian development, 2) the role of Overseas Chinese in regional development, 3) North East Asian Region, and 4) Asian corporate management.

9.1.4 International Management Research Institute

The International Management Research Institute was established in 1988 in order to research on management and market transformed with the globalization of Japanese companies and economy as a whole. The institute's activities included 1) researching fundamental and applied studies, 2) hosting seminars and conferences, 3) publication of research outputs.

9.1.5 IUJ Research Institute (IRI)

These four research institutes merged in 1998 to form the IRI, because their proper staffs decreased substantially so that they could not continue their activities. Only the Center for Japan-U.S. Relations with a remaining researcher could continue its activities, including the joint research program with Johns Hopkins University. In other research areas, IRI publishes their research results of faculty in *IRI Working Papers*.

The joint research activities at IRI institutionalized in the form of IRI Research Centers in 2004, in order to provide financial supports to the research activities. Individual research groups submit research plans as well as budget in the beginning of every year, while the IRI Policy Committee (consisting of President, Deans of GSIR and GSIM, and IRI Director) selected the three best plans. The selected groups are encouraged to report inter-mediate and final results to all IUJ faculty at open seminars so that the research

results are shared university-wide. This financial support will serve as seed money for greater support from outside IUJ. Other IRI activities include holding open seminars in Japanese for local community and hosting visiting researchers from abroad.

9.1.6 Self Evaluation and Directions for Improvement

IRI is equipped with books and documents which it has inherited from Center for Japan-US Relations and Institute for Middle Eastern Studies as well as such facilities as offices, seminar rooms, and accommodation. However, they are not currently utilized to full extent. It will be hard to activate IRI with proper faculty as in the past years but there will be a room for utilizing it as the site for joint research by GSIR and GSIM faculty, together with researchers outside IUJ. Students can also be incorporated into research activities so that research results are feedback to educational curriculum. IRI research centers were initiated for this purpose but it duplicates the Research and Educational Platform program with similar objective in both personnel and budget so that some coordination is needed between the two.

9.2 Global Communication Center (GLOCOM)

GLOCOM was established as a research institute located next to the IUJ's Tokyo office for studying the Japanese society and dispatching its results to the world in 1991. It was first directed by Professor Yasusuke Murakami and then by Professor Shunpei Kumon. For the following ten years GLOCOM succeeded in predicting correctly social impacts of internet and other information technology. It also extended its activity to projects and policy recommendations so that it was recognized world-wide as a center of Infor-Sociology study in Japan. Its main activities included the publication of Murakami's *Politico Economics of Anti-Classics* and Kumon's *Case for Information Civilization*.(1994), Information Technology Policy Research Society (1995), CAN Forum (1997), The Year 2000 Problem Study Society (1998), i-civil Study Society (2000), and GHLOCOM Forum (2003).

In 2005 GLOCOM was restructured in two respects, one for generational change of researchers and the other for two tier system of *Basic Research*, for nurturing new researchers, and *Applied Research* for project planning. GLOCOM is now focused on Infor-Sociology, the inter-disciplinary and overall study of various aspects of information society.

In 2000, GLOCOM Platform has launched as a project of GLOCOM for dispatching world-wide through the Internet www.glocom.org the messages of opinion-leaders on major current issues in Japan.

Lectures by GLOCOM faculty were offered at Urasa campus in the 1980s and 1990s so that research achievements of GLOCOM were feedback to curriculum of GSIR and GSIM. The efforts for strengthening link between the two have been resumed recently and a course on communication policy will be offered in GSIM by GLOCOM faculty in Spring term of 2007. It will provide an experiment of extending it to a distant education utilizing on-line system developed by GLOCOM.

9.3 Matsushita Library and Information Center

9.3.1 History and Objectives

Matsushita Library and Information Center (hereafter MLIC) was constructed on the basis of a grant from the Matsushita Electric Industrial Co., Ltd, in 1988. It fulfills a dual function of library and computer center and provides the most important facilities for academic activities at IUJ. This advanced, user-oriented information center has been maintained, developed and continually upgraded by full-time experienced library and computing staff.



9.3.2 Current Services

Library

MLIC offers free and easy access to thousands of current journals and newspapers as well as books, and also subscribes to leading financial data and market research services, which enable students to access real time information on business and market movements.



In addition, library orientation and database workshops based on the academic purposes are provided for students and faculties. As the characteristic service, MLIC has Course Reserve system, even if the course materials are limited, students can borrow them by the hour.

Computing facilities

High-speed backbone network connects all classrooms, faculty offices, and administrative offices. This network has a sufficient capacity for campus activities of all users and defensive functions for cyber threat. In addition, Computer orientation and security workshops based on the usage are provided for students and faculty as in the

library. According to our curriculum, English operating system has been installed in the public PCs, but students can handle multi-languages for example Chinese, Arabic, etc, as well as Japanese.

9.3.3 Self evaluation

In order to pursue the IUJ's mission and responsibility, we have to estimate the necessary investment to improve its asset and continue our active efforts to increase this unique asset of IUJ.

10. Student Dormitories and Campus Life Support

10.1 Maintenance, Utilization, and Management of Student Dormitories

10.1.1 Objectives and current situation



IUJ students are much diversified with various professional and cultural backgrounds. With the aim of providing these capable students with a common ground to interact and stimulate each other intellectually outside classrooms, all students live in the on-campus dormitories in principle. A borderless and independent environment is created in the dorms as a

result of allocating rooms regardless of students' nationalities and gender.

There are 3 dormitories for single use (SD1, SD2, and SD3) and 1 dormitory for married students (MSA). Single dormitories accommodate 296 residents in total and MSA 18 households. All rooms in single dormitories are totally private and are equipped with a bathroom, toilet, telephone, desk, bed, and central heating system. MSA offers 2-room units with a dining kitchen.

These dormitories are currently accommodating more than 90% of the entire student body, and the rest of the students, mainly those who are married and sponsored by companies and foreign governments, are living off campus.

Dormitories are managed mainly by an administrative department and dorm housekeepers. Since June 2005, 2 housekeepers have been taking shifts providing services 365 days a year and, as a result, dormitory services have improved (Previously there was only one housekeeper, who worked on Monday through Friday and the morning of Saturday). The housekeepers work closely with the Graduate Students Organization (GSO), especially with the GSO-Executive Committee (GSO-EC) members who are responsible for dormitory matters, in establishing and enforcing dorm regulations.



10.1.2 Current Self-evaluations and Direction for Improvements

- (1) Objectives and missions based on the campus residency requirement have been almost completely achieved. However, better fulfillment of dorm life needs further efforts due to decrepit buildings.
- (2) A campus LAN has been laid down and the kitchens have been refurbished in single dormitories (SD1, SD2, and SD3) and the environment both for studies and living has improved.
- (3) MSA also has campus LAN installed, but it needs improvements in other areas; unsatisfactory living conditions due to structural problems are observed, and it has become impossible to accommodate all families wishing to reside in MSA because of an insufficient number of rooms.
- (4) Due to the expansion and improvement of housekeepers' operations, including services offered 7 days a week throughout the year, students now can check in or check out of the dorm during weekends as well and overall services for dorm life support have improved.
- (5) With help from the GSO-EC, IUJ is trying to maintain discipline in dormitories. Especially, observance of the "quiet policy" and the disorder in use of common lounges are recognized as problems.

10.2 Guidance and Support System for Campus Life

10.2.1 Current Situation

Welfare and assistance in case of illness and accidents

For students' welfare, IUJ provides Accident Insurance and Individual Compensation Insurance by Japan Educational Exchanges and Services (JEES), and is using a supplemental service to the National Health Care Plan administrated by the Japan Student Services Organization (JASSO). Facilities such as student lounges in each dormitory, the gymnasium, cafeteria, and Research Institute Lounge are also provided for students' use.

With support from the Minami Uonuma Municipal Yukiguni Yamato Hospital (hereinafter referred to as "Yamato Hospital"), IUJ compiled a "Hospital Guide" providing especially international students with full information on the Yamato Hospital, which has become a document most students refer to repeatedly. A tour of the Yamato Hospital is also offered when new students arrive and they can get a grasp of the facility in advance.

More and more international students bring their family members to IUJ and births to students themselves or their spouses have dramatically increased. Yamato Hospital closed its obstetrics department, and it refers IUJ staff's attendants to expected mothers to

Muikamachi Hospital that does not provide the same quality support in assisting non-Japanese patients as Yamato Hospital does. The burdens on such staff members are now much greater.

IUJ has also established a collaborative relationship with Minami Uonuma Police Department for handling problems that occur externally, including traffic accidents involving students.

Counseling and information services

There is no professional counselor at IUJ, but the administration provides counseling services as part of its routine work. Among many services, IUJ provides international students with little or no Japanese language skills assistance in speaking with real estate agents for those wishing to live off-campus, mediating negotiations to buy cars, etc.

The Road Traffic Law was amended in 2003 and conditions for international driver's licenses have become more severe. IUJ gives special guidance on this law to prevent students from violating this law.

Located in an area of heavy snow, IUJ gives a workshop for driving safely in the snow in cooperation with the Minami Uonuma Police Department. This workshop can be improved by encouraging a bigger turnout.

Students-run events and extracurricular activities

1) GSO is an organization that all students are members of and operates as an official contact to the IUJ administration. GSO has a representative group, GSO-EC, consisting of 10 to 12 members. The term of duty for GSO-EC members is 6 months and the members are selected by election. GSO is the main body for organizing most annual events with support from the administration, and these two parties have built a solid cooperative relationship. However, many of the events tend to be parties and it is recommended to reconsider the contents of events.

2) Student-run events are categorized into the following 3 groups:

Events fully supported by the administration

- IUJ Open Day
- ASEAN Night
- Japan Night

Events partially supported by the administration

- IUJ Ski Day
- Graduation Party
- Moslem Night

Events organized solely by students using IUJ facilities

- IUJ Olympics
- SAARC Night
- Chinese New Year's Party
- Christmas Party

Note: Students and the GSO have jurisdiction over these extra-curricular activities.

10.2.2 Current Self-Evaluation and Directions for Improvement

- (1) In terms of students' welfare, various measures are taken, including insurance policies by outside organizations and National Health Insurance. As for internal facilities, it has to be discussed whether or not to establish a place where students can get together possibly involving alcohol drinking.
- (2) A cooperative framework with Yamato Hospital, Muikamachi Hospital, and Uonuma Police Department has been established to deal with illness and accidents. This needs to be maintained and further reinforced.
- (3) Further deliberation is needed to decide whether it is necessary to assign a specialist in counseling and guidance to students.
- (4) It is necessary to keep accurate track of car owners and to give clear instructions to prevent driving without a proper driver's license. (There are cases where students who own a car do not report the ownership to school, and there are students from Geneva Convention non-member countries.)
- (5) Support to student-run events will be maintained as is in principle. The administration, however, will collaborate with GSO in looking into dispositions of subsidies and contents of events.

10.3 Support to International Students --Reception and procedures--

10.3.1 Current Situation

Since its foundation, IUJ has been accepting international students without interruption, and currently more than 80% of students are international. Therefore, most of the jobs in support of students' life are for international students.

The main duties supporting international students include: assistance in applying for the Certificate of Eligibility, assistance in immigration matters such as renewal and change of resident's status, and application for work permit and re-entry permit, assistance with procedures with the City Office such as alien registration, obtaining membership in the

National Health Insurance, and collection of insurance premiums, and assistance with procedures with Japan Students Services Organization (JASSO) in applying for Honors Scholarship for Privately Financed International Students, Medical Fee Reimbursement for International Students, Short-term Student Exchange Promotion Programs (Inbound) Scholarship, and other programs.

IUJ is equipped with substantial know-how in procedures for accepting international students accumulated from daily operations since the University's foundation, and that puts IUJ in a good cooperative relationship with the organizations mentioned above.

As a result of an increase in the number of JICA-sponsored students, the number of students bringing family members is also rising. Therefore, assistance for those family members has become a recurring task, in obtaining proper visas for them and solving problems rising from their language barriers especially when they do not have either Japanese or English language skills.

A carefully compiled "Prearrival/Arrival Guide" that is given to students prior to their arrival in Japan provides important information necessary to enter Japan smoothly, and no serious confusion has been observed.

10.3.2 Current Self-Evaluation and Directions for Improvement

- (1) IUJ is regarded as a university of good standing in terms of immigration-related tasks, and IUJ is communicating smoothly with Tokyo and Niigata branches of the Immigration Bureau of Japan for proxy applications.
- (2) IUJ has a very close contact with the Minami Uonuma City Office, and procedures for alien registration and for accepting new international students are carried out quite routinely.
- (3) Because of the IUJ's irregular academic calendar of enrolment in September and graduation in June (partially in August), JASSO-related work has to be carried out accordingly. At the time of graduation IUJ pays special attention so students do not incur any loss of benefits in receiving Honors Scholarships for Privately Financed International Students, Medical Fee Reimbursements for International Students, and other assistance.
- (4) As mentioned above, the "Prearrival/Arrival Guide" provides important information prior to students' enrolment and is serving its purpose fully. It is IUJ's intention to continue to provide that service and improve even further.
- (5) IUJ has accumulated know-how for supporting international students in general based on experiences for many years, and the work is satisfactory on the whole.

10.4 Scholarships

10.4.1 Current Situation

Scholarships for International Students

IUJ offers the following scholarships to international students:

- 1) IUJ Scholarships – IUJ’s scholarship program is supported by donations. There are 4 different types of scholarships.

* Type A: Partial exemption of admission fee (¥250,000 out of a total fee of ¥300,000)

Exemption of tuition (¥1,900,000)

Stipend (¥100,000 / month)

* Type B: Partial exemption of admission fee (¥250,000 out of a total fee of ¥300,000)

Exemption of tuition (¥1,900,000)

* Type C: Partial exemption of tuition (¥570,000 – 35% of the full tuition of ¥1,900,000)

* Type S: Exemption of half of tuition (¥950,000)

- 2) Scholarships from Official Organizations – IUJ students receive scholarships from organizations including the Japanese Government (Monbukagakusho), Asian Development Bank (ADB), Inter-American Development Bank (IDB), International Monetary Fund (IMF), and World Bank. About 30% of IUJ students receive these scholarships every year. Also, another source of scholarship many students benefit from is Honors Scholarships for Privately Financed International Students mainly controlled by the Ministry of Education, Culture, Sports, and Science.

* Monbukagakusho Scholarship

<With Embassy Recommendation>

Admission fee, tuition, and stipend to be borne by Monbukagakusho

<Domestically Selected>

Tuition and stipend to be borne by Monbukagakusho

<With University Recommendation>

Stipend to be borne by Monbukagakusho (Partial admission fee of ¥250,000 and tuition to be covered by IUJ)

* Asian Development Bank (ADB)

ADB provides 36 slots for 2 years with scholarships of ¥250,000 out of ¥350,000 for admission fee, tuition and stipend.

* Inter-American Development Bank (IDB)

IDB offers scholarships covering admission fee, tuition and stipend. There is no specific number of slots determined and the number of recipients varies year to year.

* International Monetary Fund (IMF)

IMF offers scholarships covering admission fee, tuition and stipend. Five slots a year are secured for IUJ.

* World Bank (WB)

WB offers scholarships covering admission fee, tuition and stipend. One to two slots a year are secured for IUJ.

3) Scholarships from Private Organizations – There are two kinds of private organizations; those who offer scholarships to IUJ students continuously every year such as Matsushita International Foundation, Mitsubishi Trust Yamamuro Memorial Foundation, Mizuho Foundation for the Promotion of Sciences, and Iwatani Naoya Memorial Foundation; and those which publicly invite applications such as Rotary Yoneyama Memorial Foundation and Shundoh International Foundation. Beneficiaries of the second group above are as little as 0 to 2 every year.

* Matsushita International Foundation

The Foundation covers ¥250,000 out of ¥350,000 for admission fee, 70% of tuition and stipend. Six slots a year are secured for IUJ.

* Mitsubishi Trust Yamamuro Memorial Foundation

The Foundation covers ¥250,000 out of ¥350,000 for admission fee, tuition and stipend. One slot a year is secured for IUJ.

* Mizuho Foundation for the Promotion of Sciences

Stipend is covered by the Foundation. In principle, one slot a year is secured for IUJ.

* Iwatani Naoya Memorial Foundation

Stipend is covered by the Foundation. In principle, one slot a year is

secured for IUJ.

Scholarships for Japanese Students

Currently the only scholarships available for Japanese students at IUJ are 50% tuition waiver (IUJ Scholarship Type S), student loans, and JASSO's Scholarship Loan Programs for Japanese Students.

10.4.2 Current Self-Evaluations and Directions for Improvement

- (1) More than 90% of IUJ students excluding those sponsored by JICA and governments receive a scholarships in some form. (Currently, the ratio becomes 100% if you include recipients of Honors Scholarship for Privately Financed International Students.) The recipient rate is very high. It is IUJ's future task, however, to have access to more scholarship foundations and to secure more scholarship slots, in order to receive more students with excellent academic standing.
- (2) IUJ's Scholarship Program has financial limits and is run within the budget. It is possible that the budget will shrink in the future. Considering this and aiming to increase enrollment, IUJ must try to formulate a policy where successful applicants can be granted a scholarship at the time of admission results, by reviewing what kind of scholarships to offer as well as seeking the possibility of tying in with external organizations in providing scholarships.
- (3) As for scholarships from official organizations, IUJ will make efforts to expand scholarship slots while maintaining the current slots. ADB has added a few universities in Japan as its participating academic institutions, and it is feared that the current scholarship slots of 36 given to IUJ might decrease. IUJ must devise a countermeasure to maintain the current slots.
- (4) To reserve current scholarship slots, IUJ needs to be in closer contact with private scholarship foundations awarding scholarships to IUJ students continuously. At the same time, it is necessary to more actively coordinate with other private foundations that have accepted applications from IUJ students (in some cases, the lack of students' Japanese language skills could be a drawback), while making efforts to develop contacts with new foundations.
- (5) Scholarship resources for Japanese students are somewhat limited. With the high tuition considered, more efforts have to be made in expanding opportunities for those students, in order to increase the enrolment of Japanese students.

10.5 Career Support

10.5.1 Current Situation

Job-Search Support

Job search support is in principle extended to every job hunter at IUJ such as Japanese and non-Japanese private students, and Monbukagakusho scholars. Japanese and non-Japanese sponsored students cannot receive any job search assistance as they are expected to go back to the companies/organizations they came from. Students sponsored by JICA and ADB and IDB scholars also cannot receive any job-search assistance since they are required to return to their countries after graduation.

The number of students entitled to receiving job-search support, therefore, falls around 35-40% of all students every year. The following table shows the placement rate within 3 months after graduation for the past 3 years (The figures are for students who registered with Career Counseling and actively searched for a job.):

Table 10.1

Class of	IR	IM (MBA)	IM (E-biz)	Total
2003	90%	80%	80%	83%
2004	64%	82%	70%	74%
2005	46%	79%	66%	68%

The next 3 tables show placement results by academic programs and by industry:

Table 10.2 IRP placement results by industry

Industry	Ratio
PhD pursuits	24%
Government related	20%
Education/Research	20%
International organizations	16%
General business (auto, power, chemical, etc.)	12%
Journalism	2%

Table 10.3 IDP placement results by industry

Industry	Ratio
Development consulting	22%
Government related	22%
Banking/Finance	18%
General business (auto, power, chemical, etc.)	16%
International organizations	14%
PhD pursuits	8%

Table 10.4 MBA and E-biz placement results by industry

Industry	Ratio
Banking/finance	44%
Consulting/Marketing	18%
Consumer products/services	9%
IT/Electronics	9%
Energy/Manufacturing	7%
Food/Chemical	7%
Education/Research	5%
Government related	4%

Internship Support

Although internships are not part of curriculum at IUJ, students are strongly encouraged to participate in an internship as a good opportunity to build up experience and to learn corporate cultures and practices in international businesses.

In principle, internship support as in job-search support is extended to all students who desire the support. Japanese and non-Japanese sponsored students, however, can receive this support only upon approval from their sponsors since internships could lead to permanent jobs. JICA changed its policies and now allows the students they sponsor to have an internship with conditions that students fulfill certain requirements. Hence IUJ supports JICA-sponsored students with internship search.

The following table shows internship placement results for the past 3 years:

Table 10.5

Year	IR	IM
2003	77%	90%
2004	80%	100%
2005	90%	100%

Main Activities in Job-Search and Internship Support

1) Career Workshops

More than 15 workshops are offered for new enrollees in the fall term every year. During workshops, students' resumes are corrected, students are given career counseling and practice interviews, and the resume book is compiled to distribute to companies, organizations, and headhunters.

Exchange students and auditors can also participate in these workshops, obtain job information through the career counseling office, and receive services in writing cover letters. Job-search support, however, is not provided for these students.

2) On-campus Recruiting

During the "On Campus Recruiting Season" from mid-January to end of February and from mid-April to the end of May companies, organizations, and headhunters who are interested in employing IUJ students are invited to campus to give presentations and interview students.

10.5.2 Current Self-Evaluation and Directions for Improvement

- (1) University-wide coordination needs to be introduced for job-search and internship support. It is impossible to improve in this area especially without cooperation and understanding from faculty members.
- (2) Host companies and organizations need to be expanded, especially in Japan. A comprehensive scheme must be planned to have unified contacts for various activities such as student recruitment, donations, scholarships, and job and internship search.
- (3) Although the on-campus recruiting season has been relatively successful, it is necessary to plan better to have more companies participating.
- (4) Problems occur from the time difference between the Japanese employment season in April and IUJ's graduations in June and August. These must be carefully dealt with.
- (5) There are some cases observed where students who received an offer or are nominated for a position turn down the offer or nomination. IUJ needs to determine a policy for these students.
- (6) There are students who apply for many internships and choose one with better conditions in terms of remuneration, housing, etc. These students seem to regard internships as part-time jobs and very often they are the source of problems mentioned in (5) above.

10.6 Alumni Association

10.6.1 Current Situation

Information on IUJ Alumni Association members is maintained and updated daily on the alumni database, which is the basis of various services provided to the members. Membership can be obtained by paying an entry fee of ¥3,000. Currently, the Association holds 2,166 members from 91 countries, residing in 75 countries. Not only IUJ alumni members but also exchange students can join the Association if they so wish.

Services provided to members include information services through the Alumni

Homepage, an Alumni newsletter twice a year, assistance in information exchange with other members via email, accommodations in SD1 when they visit IUJ, etc.

The Alumni Association requests that its members participate in various volunteer programs such as IUJ Ambassadors to help recruit students and the A-CAN Program to give advice to current students on career development. A mutually beneficial relationship is built between IUJ and alumni members.

Such events as IUJ First Fridays for alumni members to get together in Tokyo once a month and Alumni Association Annual Meetings are held for better Alumni networking. The Annual Meeting is based in Tokyo, but once a year the Association holds a worldwide event involving 30 chapters all over the world where alumni get together in those cities concurrently, and this helps strengthen and expand the Alumni network.

10.6.2 Current Self-Evaluations and Directions for Improvement

- (1) IUJ Alumni Association is managed through its database, to which other universities refer as a role model. One problem is that the maintenance and update of the database and contacts with alumni require much time, and it is chronically understaffed.
- (2) Services provided to alumni members are fulfilling.
- (3) There is a need for improving the collaborative relationship between the Association and its members.
- (4) It is also needed to consider providing academic support as part of efforts to maintain long-standing relationships with alumni members.

11. IUJ Professional Ethics Committee

The International University of Japan (hereinafter referred to as "IUJ") adopts the International University of Japan Professional Ethics Committee Guidelines (hereinafter, referred to as, "Guidelines") based on Article 6 of the International University of Japan Ethics Committee Regulations.

Because IUJ is composed of people with different religions, cultures, and lifestyles gathered from all parts of the world, certain minimum necessary ethical rules are established: essentially, speech and behavior which cause discomfort and interfere with study, research, enjoyment of campus life, a smooth workplace environment, etc. are prohibited. This includes any form of discrimination or harassment based on sex, race, religion, age, sexual orientation, or disability.

If and when a case of any form of harassment arises on the IUJ campus, the Professional Ethics Committee (hereinafter, referred to as "PEC") stands ready to handle the matter quickly, fairly and confidentially. These Guidelines describe the PEC: how the PEC intends to help prevent, but if necessary, handle cases of harassment at IUJ.

11.1 Mission and Activities of PEC

Mission

The PEC aims to provide education and awareness of issues and circumstances involving Respect, Cross-cultural Understanding, Global Professionalism, Good Citizenship, and various forms of Harassment. By providing information on what constitutes a high standard of professional ethics – acceptable behavior in the workplace and with colleagues – and the difficult theme of harassment, including sexual harassment, PEC hopes to deter and prevent any form of harassment on the IUJ campus while raising the standards of professionalism and mutual respect in our global community.

Activities

The PEC's primary activities focus on education and awareness to foster cross-cultural understanding and deter interpersonal conflict. While always adhering to the principals of fairness and neutrality and aiming to increase the community's understanding and practice of sound ethical standards, the PEC will offer:

- Workshops presented by PEC members on topics related to respect, professionalism and Harassment & Sexual Harassment on campus and in the workplace
- Guest speakers on relevant topics from "What makes a professional" to "Cultural Communication skills" to "Work Ethic Pointers" to "Sexual Harassment – Definitions and Awareness" etc.

- Training programs for those preparing to handle cases involving harassment – both at IUJ and in future management related work capacities world wide.
- Reading materials to a general public in the form of campus posters or informative emails on issues of professionalism, work-place conduct and problem solving.
- Quick and appropriate assistance and response (through the ICAs and FIC as described below) to resolve cases involving any form of harassment.

PEC Membership and Appointments

The PEC is composed of General Members and Informal Complaints Advisors (hereinafter, referred to as “ICA”). The IUJ President selects both members and the IUJ Chairman appoints them.

General Members

The IUJ Chairman and the IUJ President entrust several people drawn from the faculty, staff and students to be General Members of PEC. The term of office for faculty and staff committee members is two years (in principle), and for student committee members one year. General members focus on education and awareness of issues described in the mission statement.

If a harassment case occurs faculty and staff members of PEC might be requested to participate in a Formal Investigations Committee (FIC).

Informal Complaints Advisors

The IUJ Chairman and the IUJ President entrust 4-5 members of the faculty and staffs to be ICAs. An ICA serves a two year (in principle) renewable appointment.

ICAs are full members of the PEC but also serve campus as the first point of contact for individuals in the IUJ Community (campus, GLOCOM, contracted campus servicing staff*) regarding any concerns of harassment. The ICAs work individually with those in the IUJ Community for any special and private assistance needed. They also support each other when a harassment case comes to their attention to ensure proper handling of any such case. See Section 3.

11.2 Definitions of Various Forms of Harassment

The PEC presents the following definitions and examples as a part of its mission to promote education and awareness.

“Harassment” - Definition and Examples

Definition: Unsolicited words or conduct which tend to annoy, alarm or abuse another person, and which causes distress.

Example: Offensive name calling. Spreading rumors that serve to degrade a person’s character. Making public statements or acting in ways that put down or discriminate against nationalities, ethnic groups, religions, etc. or that are intended to show superiority over others.

“Power Harassment” - Definition and Examples

Definition: The use of the power differential between teachers and students in an educational setting to receive favors not voluntarily offered. Leveraging power inherent in manager-subordinate working relations to require services or favors not consistent with the normal work environment.

Example: Faculty (or Manager) insisting (not allowing for the right of refusal) that their supervisees (or staff subordinates) provide transportation to stations or restaurants explicitly or implicitly implying that thesis or course grading (or work reviews) could be jeopardized.

“Sexual Harassment” - Definition, Key Factors and Examples

Definition 1: Seeking unreciprocated and unwanted sexual favors explicitly or implicitly in exchange for a reward or to avoid explicitly or implicitly threatened punishment.

Example: Sexual contact required to win a promotion, good grade, etc. Suggesting a date might lead to a good performance review or cancellation of a planned demotion. Suggesting the offer of a sexual act with another student in exchange for study help.

Definition 2: Abusing a position of power to force sexual advanced not encouraged by the other

Example: A teacher (manager) forces a student (subordinate) to kiss him/her.

Definition 3: Creating a hostile or offensive atmosphere by remarks or behavior of a sexual nature which inhibits a person from performing well professionally, or in pursuing their academic goals.

Example: Stalking, prank phone calls, displaying pornography that is publicly viewable, persistent propositioning, unsolicited touching, etc. that causes distress.

Further examples of Sexual Harassment can include:

- A professor contacting a student of the opposite sex late at night.
- A student insisting on giving a massage to another student in his/her dorm room.
- A manager visiting a staff member's home for no clear purpose.

Several factors must be in play for a situation to be labeled a pure case of Sexual Harassment:

- 1 . The behavior is unwelcome and unwanted. It does not stop when challenged.
- 2 . The behavior is sexual in nature or is gender directed.
- 3 . The behavior interferes with the ability of someone to pursue their education, perform their professional duties, or feel safe or comfortable on campus.
- 4 . There must be an alleged victim: * An alleged victim, or complainant, is someone who comes forward either informally or formally with complaints or concerns about another's behavior directed at him/her.
 - a. Third parties may seek assistance and advice from the ICAs, but cannot file an informal or formal complaint on behalf of another.
 - i. Third parties are encouraged to direct the alleged victim to an ICA without delay to ensure quality assistance and accurate following of procedures.**
 - b. If the ICA feels that the situation warrants, an ICA may approach the alleged victim to follow up on the third parties concerns, or rumors on campus of a potentially serious nature.

*The "alleged victim" or "complainant" becomes a "victim" once the case is decided in his/her favor.

Special Note to the Campus Community:

You should consult or report to an ICA without reservation when you suffer the above-mentioned behavior or feel anxiety regarding such an incident. The ICA can provide advice, guidance, assistance at the *level you choose* – informally and

confidentially, helping through mediation between parties, or by helping with the filing of a formal complaint, and launching formal procedures of investigation. See below.

The Grey Zone – Unprofessional and Inappropriate Behavior, and Misunderstandings

It is often easy to claim “sexual harassment” if an inappropriate situation develops between a man and woman. But we must be careful in labeling incidents as Sexual Harassment. The handling and interpreting of every incident is done on a case-by-case basis. Some behavior, while not falling into a “Harassment” definition, does constitute unprofessional or inappropriate behavior. If such acts are conducted knowingly, or go against a shared set of ethical standards, the perpetrator must be held accountable and should receive a sharp reprimand or punishment at levels appropriate to the circumstances.

“Inappropriate behavior” and “Unprofessional behavior” cover very broad areas, and can be generally defined as acts unbecoming to the position held by the perpetrator.

1. A faculty member drinking too much and touching a student inappropriately, once.
2. A faculty member insisting his/her student comes to his/her office without a specified purpose.
3. A Manager insisting his staff member sings a karaoke duet with him when the staff member is not interested.
4. Student A holding Student B’s hand in a suggestive way that makes Student B uncomfortable.
5. Students talking in sexually explicit ways in mixed company
6. A man complimenting the appealing dress of a woman with language inappropriate to their relationship.

The behaviors above may be one-time incidents that may deserve a reprimand but probably do not warrant the Sexual Harassment label. Though all could escalate into a true harassment case.

Examples of cases that are not Sexual Harassment but Misunderstandings:

Example 1: At an IUJ dance party, a young man insists that a female student sit on his lap while partying. The woman is very uncomfortable but feels she cannot say NO in front of the group without making things tense between everyone. She goes along with it that evening, but is afraid wrong messages were sent and the behavior may repeat or may escalate. She seeks out the help of an ICA for what to do next. The

ICA recommends her to talk with the young man to explain her feelings at the party and to ask him not to repeat the behavior. Surprised that he caused any problems or acted in a way to offend the young lady, the young man apologizes and their friendship continues without further advances.

Example 2: One male student "A" observes another male student "B" "inappropriately" touching a female student in public on several occasions. "A" confronts the "B" telling "B" to stop the behavior. A encourages the female students to seek out the help of the ICA to have the alleged perpetrator disciplined. She refuses to come forward saying there is nothing wrong happening. "A" while continuing to put pressure on the female student to seek help, contacts ICA on his own to bring the attention to the appropriate channel. The ICA reaches out to the female student who continues to deny any problem existing. "A" explains that is only because she is an Asian woman and does not know how to protect herself and does not want to make the "B" angry. After discussions with "B" and the female student, the relationship is indeed confirmed solid, friendly and wanted by both parties, and "A" is notified that his observations were unfounded and he had nothing to worry about. He admitted to the misunderstanding.

Saying No . . . A Right and A Responsibility

Every member of the IUJ campus share the right and responsibility of clearly saying NO or STOP when a behavior is not welcomed, either at the time of the occurrence or in the days following, either alone or with help from a 3rd party. It may not be possible or comfortable to say NO when the behavior first occurs. Those uncomfortable or who are concerned should seek the guidance of an ICA, and should not feel he/she has to act alone. The ICA can provide ideas and methods of communicating to the offensive person to stop the behavior. And we all share the responsibility of indeed stopping and not repeating said behavior. If the act is repeated, and does not stop when a clear statement of NO is expressed, then such forms of behavior may indeed constitute a form of Harassment.

11.3 The Role of the Informal Complaints Advisors

NOTE: *Those aware of any cases of harassment or who are approached by someone being harassed are instructed to bring the circumstances to the attention of an ICA, and to encourage the possible victim to seek consultation from an ICA without delay. If the involvement of an ICA is not needed to bring the situation to an appropriate close because the case overlaps with other IUJ rules and procedures (GSIR/GSIM student handbook, MLIC rules, etc.), the authority handling the issue should inform the ICAs about the nature of the case, procedure and outcome for institutional memory and information sharing reasons. Confidentiality should be protected regarding the victim and perpetrator in most cases.*

For those who have individual questions, concerns, suspicious, or feel they are experiencing any form of Harassment at IUJ, the ICA provides confidential support. ICA members first listen to any complaints or concerns. Then they offer support to the complainant at the level requested. Examples for the supports are as follows.

Advice: Often the complainant simply wants to handle a situation on his/her own. They are welcome to approach an ICA via email, telephone or in person. Confidentiality is maintained and advice offered by the ICA.

Mediation (basic): If a meeting with the accused is desired by the complainant as the first step of intervention, the ICA can either facilitate the meeting between the two parties, or meet the accused in private on behalf of the complainant. Then, the ICA can try to solve the case between the persons concerned. When the meeting is requested, it should be arranged by the ICA as soon as possible. The ICA may ask for confidential help from other ICAs before this initial mediation meeting to be sure the situation is handled in the best way possible, but without directly involving other ICAs. The ICA contacts the accused to arrange a confidential meeting and listens to the accused side of the story, explaining what has caused the complainant concern, and guiding things to a resolution. Often, situations can be cleared up at this stage. However, if the case is not resolved satisfactorily and/or the unwanted behavior continues, the ICA will recommend that the complainant seek the next level of intervention, involving the other ICAs but remaining informal – described below.

Mediation - ICA Group level: If the case is not resolved satisfactorily and/or the unwanted

behavior continues after the above measures have been taken, or if the approached ICA does not feel he/she can help resolve the situation independently, the ICA will recommend that the complainant seek the next level of intervention involving more ICAs. If the complainant agrees, both the accused and the complainant are brought in and given the chance to tell his/her story to the group of ICAs. The approached ICA will work closely with the group of ICAs to ensure proper handling of the case and receive their support and guidance. The ICAs listen with the policy of "innocent until proven guilty." It is hoped that the situation can be resolved at this group stage either by recognizing a misunderstanding, or by the accused admitting responsibility and accepting blame.

Informal Resolution: During any of the stages noted above, if the accused admits responsibility and the case is a minor one, the process can come to a mutually agreeable close. If, however, the ICA feels disciplinary measures are warranted, the ICA informs the President of the situation and requests disciplinary action to be taken in accordance with the relevant rules (Working Regulation and School Regulations, etc. See Section 5)

Formal process launching: If, however, the accused admits no responsibility, or if the accused refuses to talk with an ICA or the ICA Group in the informal stages outlined above, at the complainant's request, the case becomes a "formal complaint" and the ICA Group representative takes the case to the President and request the President to call into action the Formal Investigations Committee. (See Section 4 below.)

An ICA Group Representative provides to the President:

1. A written and neutral statement of the nature of the complaint being filed
2. The names, titles/roles at IUJ, and contact information of the complaint and accused
3. The name and contact information of the approached ICA
4. A summary of contact between the approached ICA and the complainant
5. A summary of actions taken to resolve the case informally by the ICA.
6. A statement of the reasons the issue could not be resolved at the informal level, and why the FIC should be called to handle the case

No judgment of the case will be given. Neutrality is to be maintained and the accused is considered innocent until proven guilty.

Statute of Limitations:

A complainant should come forward within 6 months of the end of experiencing Harassment at IUJ for an informal or formal process to be launched. Cases or situations older than 6 calendar months (have not occurred within that 6 month period) can be very difficult to investigate and appropriate disciplinary actions are difficult to determine as the recollections of the persons concerned become dim.

11.4 Formal Investigation Committee (FIC) Organization, Roles and Process

When a formal complaint of harassment is filed at IUJ it should come through the ICA channel to the IUJ President who consults with the IUJ Chairman and decides on launching a formal investigation.

When the (IUJ or PEC??) Chairman and President accept a request to convene the Formal Investigations Committee (FIC) through the procedures of Section 3, they select three PEC members to form an FIC, and appoint one person to serve as the FIC leader. The FIC is entrusted to thoroughly look into the formal complaint.

Those serving in an FIC are granted the authority by both the IUJ Chairman and IUJ President to make all necessary inquiries, uncover needed information, and make judgments and recommendations for handling a formal complaint as quickly as possible while maintaining a stance of "Innocent until Proven Guilty" and maintaining confidentiality.

Legal support is guaranteed by IUJ to any FIC member who experiences any form of discrimination, threat or legal battles related to serving on an FIC.

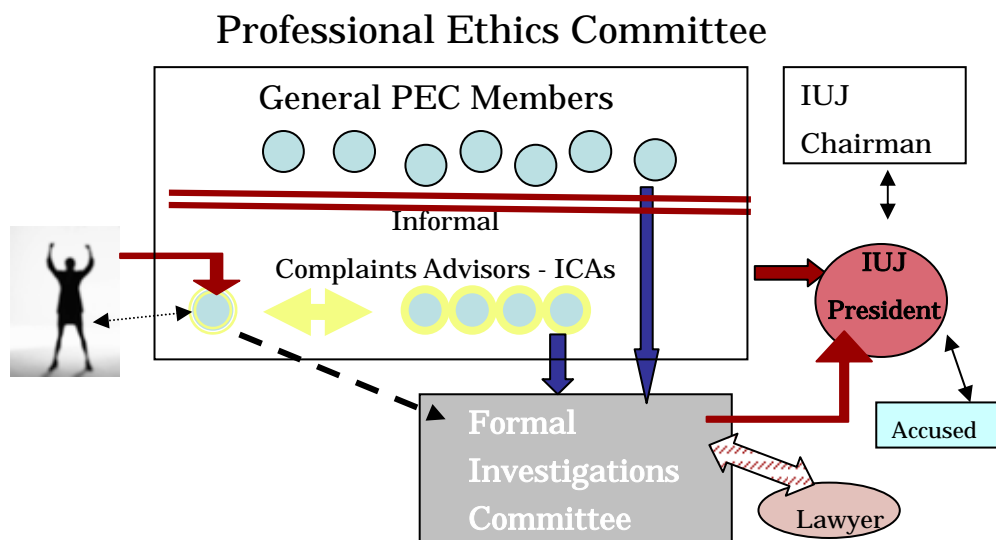
How Cases Proceed

Informing the Accused: The President contacts the accused to let him/her know that a case involving him/her will go to an FIC, and that the accused must make him or herself readily available until the end of the proceedings. This may mean the cancellation of business trips or off-campus excursions/vacation plans to ensure full and timely participation. Refusing to cooperate in this way alone can result in disciplinary measures outside the scope of the case at hand. At this time, the President explains the FIC procedures that will follow to the accused in written form, handing the explanatory memo directly to the accused.

Convening the first session of the FIC: The appointed leader of the FIC calls a meeting as soon as possible after receiving the President's assignment, and the FIC

members follow the guideline below. All proceedings should be completed with the greatest of urgency, and in the shortest amount of time possible.

- 1) At the initial meeting, the approached ICA gives a briefing to the FIC of events, maintaining a neutral position.
- 2) The FIC members select a record keeper to keep notes and actions clear through the end of the investigation.
 - Members names and emails are shared with the group
 - FIC members remind each other to keep all information confidential and handle communications with the greatest of care, and to keep opinions neutral throughout the proceedings.
- 3) The FIC formulates a plan of action. If they feel it necessary, they may discuss the matter with outside lawyers at this time or later into the proceedings.
- 4) The committee works based on the action plan. Information can be exchanged among the FIC members frequently, no matter whether an FIC meeting is in session or not.
- 5) Upon the completion of the fact finding phase, the FIC compiles a case summary, stating their agreed-upon result, and making a recommendation of disciplinary action. This summary is presented to the (IUJ or PEC??) Chairman and the IUJ President who finalize the case as described in Section 5.



11.5 Disciplinary Options, Enforcement

When cases of Harassment or Improper Behavior warrant disciplinary measures, the following procedures are taken, after completing the steps outline in Section 4.

- 6) The (IUJ or PEC?) Chairman and/or the IUJ President draw a conclusion and write a summary report based on the written report and recommendations by the FIC (See Section 4) but without the detail, and ensuring confidentiality.
 - a. This report should be appropriate to hand to the accused. It includes the disciplinary measures to be enacted.
 - b. Those disciplinary measures are decided independently or after consultation with the PEC Chairperson or Secretary General or Dean of the school at which the accused is affiliated. Faculty/Staff disciplinary measures must be approved by the IUJ Chairman. Discipline may take any of the following forms (refer to the working regulations for faculty and staff, and the student handbook for students) depending upon the seriousness of the case, if the accused admitted wrong doing, and any other pertinent factors:

Faculty & Staff members:

Reprimand (receive an official written reprimand and be required to submit a written explanation and apology), salary cut, disciplinary suspension, demotion or dismissal.

Student:

Reprimand (receive an official written reprimand and required to submit a written explanation and apology), suspension or expulsion.

Note on Disciplinary options: In rare cases, legal action shall be taken based on the Japanese legal system.

- 7) The president meets with the accused, explaining the decisions to him/her verbally and hands him/her his written summary of the decisions.
- 8) An appeal of the decision will not be considered. It requires an independent body for investigation and more time for settlement. Formal investigation is conducted according to the PEC Regulation and Guidelines agreed by all IUJ members and the discipline is warranted based on it. The accused can start a legal action outside IUJ.

11.6 Disclosure and Record Filing

Informing the IUJ Public and Maintaining Institutional Memory of Events

- 9) Disclosure: After the final decision of the President has been made, and the discipline, if any, is handed down, disclosure of the case including its nature and the disciplinary measures taken, will be made to the entire IUJ community to raise further awareness and to prevent similar cases from occurring. In the public announcements, both the victim and perpetrator will be kept anonymous.
- 10) Record Keeping and Filing: In order to keep an institutional memory of cases, provide programming ideas to the PEC, information on all cases shall be maintained as follows:
- a. All cases that result in disciplinary action will be filed in both the relevant personal files and in the President's Office files.
 - b. Reports of all cases that are brought to an ICA are kept individually by ICAs, and compiled at the end of academic year for a general ICA file kept in the President's office.

In the event no informal or formal action is required, the ICA need not inform other ICA's, the PEC or President. However, the ICA will submit a summarized report of all concerns to the PEC Chairman and the IUJ President at the end of each term with total confidentiality maintained.

11.7 Cautionary Measures – Suggestions

Avoiding and Preventing all forms of Harassment

Protecting Yourself and Others

IUJ community members are asked to strive both to avoid any kind of behavior as described in these guidelines, and to take measures to protect themselves against possible false claims. Here are few suggestions to avoid the risk of experiencing a claim of harassment.

1. Maintain professional relations based on mutual respect and understanding in both your public and private lifestyles.
 - It is highly advisable for Faculty to treat students equally and without favoritism.
 - It is not advisable for the Faculty to invite individual students to their home without others present, nor should they take students of the opposite sex out for

-
- private dinners or drinks.
- Social misconduct in the dorms must be avoided.
2. When meeting with someone of the opposite sex, do so in a public place keeping appropriate distance, and keeping the meeting room door open. For faculty, staff and students, please leave your office/dorm room door open when you have a single visitor of the opposite sex.
 - If the conversation requires confidentially, please use good judgment. You may wish to inform someone that a meeting will take place to avoid the appearance of impropriety.
 3. Avoid public drinking to excess which can taint your reputation, lead to conflict or inappropriate sexual advances and which can easily be labeled as inappropriate behavior, if not sexual harassment.
 - Such behavior should specifically be avoided when subordinates are present.
 - Enjoy socializing at parties, but exercise self-responsibility and moderation.
 4. If you witness inappropriate behavior, offer reminders and words of caution to stop the behavior.
 5. Learn about other's cultural norms where both parties are mutually respected. This can include appropriate advice or telephone communications.

Cultural differences

In some cases, because of cultural differences in the way we use non-verbal communications, how we define touch, our level of friendliness in the early stages of relationships, and how we understand "signals," misunderstandings can develop. At IUJ, learning about these differences and how to clarify meaning is part of the on-campus experience.

EXAMPLE 1: In some cultures, shaking hands with the opposite sex is offensive as a form of greeting: One person may refuse to shake the other's hand, while the other insists upon this form of greeting. The first person may feel harassed. Someone witnessing the struggle may interpret the situation the same - the second party is harassing the other - while another witness might find the first party rude for refusing to shake the hand of some nationality. A conversation of what is happening illuminates all that a simple difference in cultural norms has occurred.

EXAMPLE 2: Some cultures are open and friendly with the opposite sex without

implying "interest." For instance, a woman may invite a man to her dorm room for tea. The man may misunderstand and think the woman likes him from his one-sided interpretation of her small "reception." Though it depends on the man's reaction in the future, the misunderstanding may lead to the demise of their relationship. It is hoped that both parties clarify their intentions and the motivation behind their acts to avoid such a problem and attempt effective communications.

However, not all behavior is so innocent. Both the above cases can lead to inappropriate and unprofessional behavior, if not harassment or true sexual harassment. It may simply depend on communications at an early stage to clarify, and all parties involved are responsible for holding that early conversation.

11.8 Conclusion

The IUJ Community was created as a training ground for global leaders and professionals to serve in various positions throughout the world. One basic characteristic needed in such leaders is respect for themselves and of people from every walk of life. Learning to exercise professionalism in its broad sense of the word is part of the IUJ experience. Also important is the maturity and professionalism to be expected of graduate students and the faculty and staff that serve them. A campus based on mutual respect with individuals demonstrating professionalism on every level will naturally help us avoid the inappropriate topics addressed in these guidelines.

The PEC will work to help everyone in our community understand what mutual respect means, and how to identify, avoid and deal with forms of harassment both on campus and in their professional lives after leaving campus.

The ICAs will work with individuals who have questions, concerns and claims.

If need be, IUJ stands prepared to quickly and decisively handle complaints both formally and informally.

The goal is to maintain a campus free of such harassment where we may all live, work and study together in the spirit international understanding.

* This chapter is reproduced with some editing from *The PEC Guidelines*.

IUJ

INTERNATIONAL UNIVERSITY OF JAPAN

Where the World Gathers