

APU Governing Advisory Board

<Board Member>

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|-------|-----------------------|--|
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<APU Member>

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APU Governing Advisory Board 2018 Chairperson's Summary

Junko Hibiya

Chairperson, APU Governing Advisory Board 2018
(President, International Christian University)

I. Introduction

Ritsumeikan Asia Pacific University (hereinafter, “APU”) currently undertakes the following initiatives for the sake of internal quality assurance.

- Annual self-assessments conducted by an internal Self-Assessment Committee
- Biannual external evaluations conducted by the University Evaluation Committee
- Accreditation screenings conducted by the Japan University Accreditation Association once every seven years

To date, the University Evaluation Committee has met in AY2007, AY2009, AY2011, and AY2013, and the Japan University Accreditation Association performed an accreditation screening of APU in AY2015. This time around, in AY2018, the APU Governing Advisory Board 2018 assumed the role of the University Evaluation Committee and performed an external evaluation. Taking into account the role assumed by the University Evaluation Committee to date and giving due consideration to nationality (Japanese vs. non-Japanese) balance and gender balance, the Governing Advisory Board was composed of educators, government officials, company officials, and alumni to enable it to provide advice to the university from a more international and a more wide-ranging outside perspective.

The AY2017 Ritsumeikan Asia Pacific University Self-Assessment Report (hereinafter, “Self-Assessment Report”), which was formulated in compliance with the Japan University Accreditation Association's university accreditation standards (i.e., University Standards and Self-Assessment Items (hereinafter, "University Standards")), was sent to the members of the Governing Advisory Board in advance, and each member prepared comments on one or two of the University Standards. The Governing Advisory Board's deliberation focused primarily on the content of the Self-Assessment Report. The Governing Advisory Board also discussed the “Ritsumeikan Asia Pacific University Future Concept,” whose details are currently being elaborated upon at APU.

This summary constitutes the results of the Governing Advisory Board's assessment. As Chairperson, I took responsibility for its formulation, taking into account each member's comments on the Self-Assessment Report, the discussions at the meeting, and responses provided by the university.

As the Chairperson, I expect the university to effectively utilize this summary to improve its teaching, research, and university administration as part of its internal quality assurance initiatives.

II. Overall Assessment

1. Ideals and Mission

Ritsumeikan Asia Pacific University was founded in April 2000, and the “Declaration on the Occasion of the Opening of APU” declared the basic ideals of the university to be “freedom, peace and humanity, international mutual understanding, and the future shape of the Asia Pacific region.” The university also defined and worked towards achieving the Three 50s: 1) Admit international students from 50 countries and regions, 2) maintain a 50% ratio of international to domestic students, and 3) maintain a 50% ratio of foreign to Japanese faculty. The university has already met and maintained the Three 50s, and in AY2014 it defined the Four 100s (1) utilize the dormitory to educate 100% of first-year students, 2) employ multicultural collaborative learning in 100% of subjects, 3) ensure that 100% of Japanese students gain overseas experience while enrolled, and 4) accept international students from 100 countries and regions) as a new set of targets. In 2015, the university formulated the APU2030 Vision (i.e., a vision of what APU will be like in 2030 and what we want APU to be like in 2030), and based on this, it drafted the APU2020 Second Half Plan as a detailed action plan for AY2015 to AY2020.

Focusing on the rapid development and increasing complexity of the Asia Pacific region, APU’s mission to produce talent who can embody the ideals of “freedom, peace and humanity”, “international mutual understanding”, and “the future shape of the Asia Pacific region” accurately addressed the needs of contemporary society and can be deemed to be appropriate. Furthermore, the university can be commended for formulating mid-to-long-term plans to realize its ideals and mission and proactively publicizing these both internally and externally to the wider world.

2. Internal Quality Assurance

In accordance with the Ritsumeikan Asia Pacific University Internal Quality Assurance Policy, the university has established a cycle for reviewing its initiatives with self-assessments (performed by the Self-Assessment Committee), external evaluations (performed by the University Evaluation Committee), and accreditation screenings (performed by the Japan University Accreditation Association). As such, the university is recognized as having completed the development of a comprehensive system for internal quality assurance.

Meanwhile, the College of International Management and Graduate School of Management are engaged in a cycle of international quality assurance and continuous improvement for education and research in relation to their accreditation from AACSB, an international business school accreditation body. The university can be highly commended for establishing a world-class international quality assurance system for education, research, and governance by way of this international accreditation process.

Furthermore, one of the Board members said it would be desirable for the university to continue these initiatives while also organizing advisory committees not only for the sake of accreditation but also for each college and program in an effort to continue evolving its organizational structures in line with international evaluation. With regard to this point, the university has reported that it established an external evaluation committee at the time of applying for TedQual accreditation for its tourism education program and has started considering the establishment of an external evaluation committee for its management education program. The university is scheduled to report on both of these initiatives at the next meeting of the Governing Advisory Board, and we look forward to seeing the outcomes of these efforts.

3. Education and Research Organization

Having opened in 2000, APU is still a young university. This, coupled with the fact that it has an extremely unique ideals and mission, means it needs to thoroughly analyze the activities of alumni both in Japan and abroad and examine its education and research organizations concurrent with academic reforms while keeping an eye on both domestic and international trends. Based on this, the university changed the name of the College of Asia Pacific Management to the College of International Management (in AY2009) to provide a clearer picture of the college's academic content; implemented academic reforms based around interdisciplinary fields and an increased student intake capacity (in AY2006); and established the Educational Development and Learning Support Center (in AY2008) to respond to domestic and international educational trends and strengthen faculty development (FD). All of these initiatives can be considered appropriate. On the other hand, one issue for the future is to continue discussing more detailed initiatives for developing the new academic discipline of Asia Pacific Studies in terms of academics.

In addition, because the AY2017 academic reforms will complete their first full cycle next academic year (AY2020), the university is scheduled to review its education and research organizations in light of a comprehensive assessment of the AY2017 academic reforms and discuss the next round of academic reforms along with education and research organizations for AY2021 and beyond. We expect the university to sufficiently discuss this matter along with the establishment of a new college as part of the “Ritsumeikan Asia Pacific University Future Concept” that was also discussed at this year’s meeting of the Governing Advisory Board. (The “Ritsumeikan Asia Pacific University Future Concept” will be discussed in more detail later in the document.)

4. Educational Programs and Learning Outcomes

Regarding the formulation, systematization, and disclosure both inside and outside the university of educational and research objectives, diploma policies and curriculum policies for each college, graduate school, and major that was raised in the last meeting of the University Evaluation Committee, improvements are evident, with these all being formulated and disclosed on the homepage in AY2014 after discussions in the College and Graduate School Faculty Council Meetings and a resolution by the University Senate Meeting. That being said, the currently disclosed policies have not been updated to incorporate the 2017 academic reforms and should be improved.

One Board member suggested that collaborative learning, which is a key concept in APU’s curriculum, should be clearly defined in writing. The curriculum policies on the homepage state that “all subjects are aimed at achieving multicultural collaborative learning by taking full advantage of APU’s multicultural environment for education and encouraging interactive collaboration between international and domestic students,” so this point has been rectified to some degree, but we expect the university to provide a clearer definition and examples of multicultural collaborative learning given its position as a unique feature of the APU curriculum.

One Board member said the university should adopt a double major and/or second major system, which the current curriculum does not allow. When discussing the establishment of the new college, we hope the university will also consider systems that provide students with more learning opportunities, beyond

just learning in their own colleges, that enable them to take full advantage of APU's unique environment.

Regarding the appropriateness of grading, credit authorization, and degree conferral, the university can be commended for a more than 90% disclosure rate for syllabi, which clearly indicate grading standards. It is also worth noting that the university has established a cycle of proactively undertaking assurance of learning (AOL), monitoring and evaluating learning outcomes, and reviewing the achievement of educational goals. On the other hand, while the university conducts Class Evaluation Surveys to solicit student feedback on educational programs and the content and methods of instruction, the results are not made public, so information disclosure efforts cannot be considered sufficient. Effectively incorporating student evaluations and feedback on classes and striving to make the necessary improvements will help APU improve the quality of its classes. With regard to this, we have been told that the Review Committee on Improving the Quality of Classes will analyze the Class Evaluation Survey and work out the details of the disclosing of the results thereof, so we look forward to the report on these initiatives in the next meeting of the Governing Advisory Board.

5. Enrollment

Since its inception, the university has maintained a multicultural campus with a student body that is composed of 50% international students and has attracted talented students from around the world. This is highly commendable, and the systems and administrative frameworks for student recruitment and selection to realize this campus can be considered appropriate. The university has set a new goal under the Top Global University Project to achieve the steady intake of international students from 100 countries and regions. To achieve this goal, the university will need to bolster its branding overseas, and one of the Board members proposed using current students to engage in promotional activities from the student point of view and strengthening recruitment targeting international schools. Another Board member suggested strengthening efforts to boost rankings by subject field as part of the university's initiatives aimed at placing in world university rankings. The university has already implemented some measures to this end, and we expect it to further accelerate these efforts.

6. Faculty and Faculty Organization

The standards for faculty appointments are clearly defined for the university as a whole and for each college and graduate school, and these include the Faculty Appointment Screening Criteria, the Center for Language Education Faculty Appointment Screening Criteria, and the Faculty Promotion Screening Criteria. The university can be commended for maintaining a suitable age balance and diversity among the nationalities of the faculty hired as well as using international public offerings to recruit faculty.

With regard to whether the university regularly assesses the suitability of its faculty organization, faculty assessments are conducted annually to evaluate each faculty member's teaching and research achievements. Meanwhile, the College of International Management and the Graduate School of Management conduct globally compatible screenings of faculty qualifications based on the faculty qualifications defined by AACSB. The maintenance of accreditation is a means to both improve the quality of teaching and research and enhance international compatibility, and we expect the university to spread these initiatives throughout the institution. On the other hand, some issues remain, including detailed methods for qualitatively assessing faculty teaching and research and FD-driven initiatives to

improve overall quality. One Board member proposed adopting a system, like those used at other institutions, of dividing faculty into practitioners, research faculty, and teaching faculty and performing evaluations tailored to the career trajectories of each category. We expect the university to continue discussing these issues as items to be addressed over the medium to long term while recognizing the extreme importance thereof.

The university's Faculty Organization Development Plan Review Committee has already begun discussing the formulation of its next Faculty Organization Development Plan, including efforts to improve the student-teacher ratio, in light of the 2017 academic reforms, and we expect it will present a policy direction at the next meeting of the Governing Advisory Board.

7. Student Support

We can determine that, at the institutional level, the university enthusiastically provides support to students for both learning and campus life issues based on the student support policy approved by the University Senate Meeting in AY2014.

The Career Office has put in place a bilingual consultation framework for job placement and offers support that directly ties into students' job hunting, including guidance sessions and counseling to deepen understanding of job hunting in Japan. These initiatives help the university maintain a high job placement rate, and along with effectively utilizing alumni to assist with career support and career education, they can be commended. On the other hand, support for international students who wish to find work in their home countries or other foreign countries is insufficient. It is essential to offer international students with support for finding jobs outside of Japan, and enhancing this support is an issue that remains. Furthermore, the university started a program to assist students who want to start companies, and we expect the university to expand upon this program while it continues discussing how best to support student entrepreneurs.

With regard to support for internships and volunteer activities, one Board member mentioned examples from universities in Singapore and Malaysia where these programs are mandatory and said the university should recognize this issue and take measures to enhance its programs. The Working Group for Enhancing Internships has already identified issues pertaining to internships, discussed how to enhance and expand upon internships, and sent a policy proposal to the University Senate Meeting. We look forward to seeing the outcomes of this policy.

8. Education and Research Environment

With regard to library materials and improvements to the library user environment, one Board member said the university should move forward with a library design more oriented toward the future of higher education, namely, a library where students can use tablets to view digitized materials and engage in group work instead of just a place where you can go to read physical books. The university has told us it is pursuing initiatives in its Pangaeas, which were established in 2011 as learning commons, but we expect it will respond flexibly to the changing educational landscape and further expand upon these efforts.

9. Social Cooperation and Contribution

With regard to social cooperation and contribution, APU, whose establishment was due to a large-scale public-private effort among the Ritsumeikan Trust, Oita Prefecture, and Beppu City, defined cooperation with the community as one of its key objectives, and in June 1999, it presented “Proposals from APU” as a key statement on regional contribution activities. As the university approaches its 20th year, it assessed its roles and responsibilities for contributing to the world and the local community for the next 10 years and incorporated these into the APU2030 Vision. Since its inception, the university has focused on building networks with the local and international communities and industry, and it has signed cooperative agreements with Oita Prefecture, Beppu City, other local governments, and companies to promote wide-ranging social cooperation and contribution projects. These efforts are highly commendable. The university is slated to begin working with Beppu City on a community-based global human resources development project, especially in regards to such things as building up fresh sightseeing business within Beppu City's core industry of Tourism and Hospitality industry, so we expect it will take its collaboration with local communities to a higher level. We also expect the university to issue a detailed report on these efforts to the next meeting of Governing Advisory Board.

10. Administration and Finance

(1) Administration

Under the leadership of President Deguchi, who was appointed in January 2018, the university has put in place a streamlined governance structure in which important decision-making processes are concentrated in the University Senate Meeting. In addition, various committees and working groups are established under the University Senate Meeting to facilitate administration. Meanwhile, the Faculty Council delegates authority over some items to expert committees to allow faculty to concentrate on the core duties of teaching and research. The Deans of the colleges and graduate schools, who are appointed by the President, oversee academic affairs in their respective colleges and graduate school. Given this, the frameworks that have been put in place for university administration can be deemed to be sufficient.

On the other hand, the university needs to make improvements because there is not an adequate system in place to address feedback on administration from students, faculty, and staff. Board members proposed establishing a student government body (Student Union) and providing more opportunities, in addition to the Talks with the Dean, for students to exchange opinions with executive staff or higher. The university said discussions were held in the past on establishing a student government body, and we expect it will continue these discussions with an eye on creating a realistic system.

(2) Financial Affairs

To secure revenues other than that from student tuition, the university began a crowdfunding project and launched a donation site on its homepage. These initiatives are highly commendable. Going forward, Board members suggested expanding training programs for companies, soliciting donations to coincide with the 20th anniversary, and expanding networks with alumni and students' parents both inside and outside Japan. The university is already developing a shorter version of its GCEP company training program, and we look forward to hearing about the outcomes of that program.

11. About the Ritsumeikan Asia Pacific University Future Concept

The university explained that it has begun discussing the establishment of a new college as part of its future concept along with the university's finances and social context for the project. In addition to describing the course of internal discussions to date, the university presented a detailed plan for the establishment of a new tourism college as the culmination of its plan. Board members representing local governments welcomed the focus on tourism, but several opinions were raised about the new college.

First, one Board member raised concerns about equating the establishment of a new college with reform and opening a new college without first addressing the myriad issues that the existing colleges face. In particular, this Board member pointed out the issue of student-teacher ratios in the existing colleges and stressed the need to put in place a mid-to-long-term faculty organization development plan concurrent with setting future targets for student-teacher ratios. Moreover, because the tourism field already has strong ties to the existing College of International Management (APM) and College of Asia Pacific Studies (APS), Board members raised concerns about hollowing out the existing colleges by reallocating resources from those colleges to the new college under the current plan. Regarding this point, one Board member said there is room to consider something akin to a double major or options other than the establishment of a new college. This Board member added that, in any case, the university should emphasize its "One APU" culture to ensure that the new college plan does not create conflict among the colleges.

Another Board member raised the importance of conducting a feasibility study before making a decision, and said that as the university moves forward with efforts to elaborate upon this concept, it should not make a decision until it conducts adequate market research to determine important factors including whether the new college's curriculum should focus on practical education or on management.

We expect to receive a report on the progress of the future concept at the next meeting of the Governing Advisory Board after these points have been sufficiently discussed within the university and within the Academy.

III. Chairperson's Comment

As I mentioned in the introduction, this is my second time to be involved in the external evaluation of Ritsumeikan Asia Pacific University (APU). First, I would like to thank the university for providing me with the opportunity to come in direct contact with its efforts to achieve the new Four 100s after having achieved and maintained the Three 50s it defined at its inception. This time around, the APU Governing Advisory Board was established to provide more wide-ranging advice while keeping in mind the roles that the University Evaluation Committee has fulfilled to date. I would like to thank the Board members, who were selected from among higher education professionals in Asia, Europe, and North America, local government representatives, company representatives, and alumni, for their proactive participation.

The highlight of the two-day program, which included a campus tour (facility tour and class observation), student interviews, and the main meeting (in which we assessed and discussed the Self-Assessment Report), was the discussion on the Ritsumeikan Asia Pacific University Future Concept in the final session. A wide range of opinions were raised in the question-and-answer session after President Deguchi explained the course of discussions within the university on the establishment of a new college and the detailed plan for a new tourism college. The "AY2019 Action Plan for Improvements," which

was formulated in response to this discussion, outlines the establishment of the Review Committee for APS Reforms, the Review Committee for New College Development, the Review Committee on Improving the Quality of Classes, and the New Faculty Organization Development Plan Review Committee, and going forward, these committees will engage in in-depth deliberations. When they do this, it will be vital to always keep the “One APU” culture in mind as one of the Board members emphasized.

The Central Council for Education's report entitled “Grand Design for Higher Education toward 2040,” which was released in November 2018, calls for a shift from education developed around teacher-centered systems to learner-oriented learning. At APU, where the 50% international student ratio (one of the Three 50s) is consistently maintained, students can grow while spending their days studying hard alongside students from all over the world, so it is clear that the students are the “stars of the show” on the campus. That being said, looking at the Board members’ comments on the class observations and student interviews and the comments of President Deguchi in the third session, improving the quality of classes, which form the core of education, remains an issue along with improving the student-teacher ratios about which concerns were raised. I sincerely hope that the discussions on the future concept will contribute to APU’s academic reforms, including its approach to the existing colleges.

July 1, 2019

To:

Junko Hibiya

Chairperson

APU Governing Advisory Board 2018

From:

Haruaki Deguchi

President

Ritsumeikan Asia Pacific University

Re: Action Plan for Improvements in Light of the Governing Advisory Board's Recommendations

This January, the APU Governing Advisory Board 2018, which functions as our university evaluation committee, convened. Ten experts, including experts from overseas, were invited to APU for the two-day meeting, during which time the Board evaluated APU's education and research, student support, administration, and university-led initiatives.

I would like to express my deep appreciation to the members who took time out of their busy schedules to come to APU and to review our materials in advance in order to provide invaluable, well-formed recommendations in a broader context. I would also like to thank Chairperson Hibiya for her cooperation in ensuring the meeting ran smoothly.

After the meeting, the university management discussed the Board's advice and recommendations and recognized these as key issues for the 2019 academic year. Based on this, this document serves to report on six items for which we formulated an action plan for detailed improvement.

Working together, the faculty and staff will strive to improve APU's education and research, and the progress and outcomes of these initiatives will be reported to all of the members at the next meeting of the Governing Advisory Board 2019, which is slated to be held in March 2020.

I kindly request your continued and support going forward.

Ritsumeikan Asia Pacific University AY2019 Action Plan for Improvement

1. Internal Quality Assurance

- 1) We will pursue internal quality assurance based on a cycle consisting primarily of self-assessments by the Self-Assessment Committee, external assessments by the Governing Advisory Board, and accreditation screenings by the Japan University Accreditation Association, upon which we will formulate, implement, and evaluate an Action Plan for Improvement.
- 2) A separate external evaluation committee established to assess tourism education for the sake of TedQual accreditation will screen our program again, and we will undertake improvements based on the results of this committee's screening.
- 3) Furthermore, we will begin discussing the establishment of an external evaluation committee for the Business School and flesh out the details going forward.

2. Education and Research Organization (Ritsumeikan Asia Pacific University Future Concept)

- 1) The Review Committee for APS Reforms and Review Committee for New College Development were established under the Review Committee for the Future Concept. These committees will deliberate the future concept, including reforms to the existing colleges, and send a report on the progress of their discussions to the next meeting of the Governing Advisory Board.
- 2) The Review Committee on Improving the Quality of Classes was established to flesh out the measures needed to improve the quality of classes by ascertaining student assessments of classes, and it will send a report to the next meeting of the Governing Advisory Board.

3. Educational Programs and Learning Outcomes

- 1) The Review Committee on Improving the Quality of Classes will analyze the Class Evaluation Survey and elaborate upon measures to contribute to improving the quality of classes, including the disclosure of Class Evaluation Survey results.
- 2) We will also formulate and systematize educational objectives, diploma policies, and curriculum policies for each college, graduate school and major and disclose these internally and externally upon incorporating details from the 2017 academic reforms.

4. Faculty and Faculty Organization

The New Faculty Organization Development Plan Review Committee was established in accordance with the proposal entitled "Revision of Tuition and Fees for Ritsumeikan Asia Pacific University for Students Enrolled from 2020" that was formulated in May 2019. It will formulate the next Faculty Organization Development Plan, which will include improved student-teacher ratios, and this will be reported to the next meeting of the Governing Advisory Board.

5. Social Outreach and Social Contribution

- 1) We will work with Beppu City to flesh out the details of Beppu City's Global Human Resources Development Project.

1. Administration

- 1) We will continue holding regular Talk with the Dean events (six times per year, while classes are in session).
- 2) We will send College Deans and other faculty to the Alumni Association General Meeting and other meetings to solicit the opinions of the alumni.
- 3) We will summarize these hearings and present an analysis of them to next meeting of the Governing Advisory Board.

Agenda

Friday, January 11th, 2019

- 12:45 Meet at APU
- 13:00~14:00 Campus tour , Classroom observation (60mins)
- 14:00~15:00 Interview with Students (60mins)
- 15:00~16:30 Session 1 (Review and Discussion of the AY2017 Self Assessment Report)
- Chapter 1 Mission and Purpose
 - Chapter 2 Internal Quality Assurance
 - Chapter 3 Education and Research Organization
 - Chapter 6 Faculty and Faculty Organization
 - Chapter 4 Educational Program and Outcomes
- 17 : 00 Move to Hotel
- 19 : 00 Dinner Party hosted by President Yoshimatsu

Saturday, January 12th, 2019

- 9 : 30 Meet at APU
- 9 : 45 Greetings from President Deguchi
- 10 : 00~11:30 Session 2 (Review and Discussion of the AY2017 Self-Assessment Report)
- Chapter 5 Enrollment
 - Chapter 7 Student Support
 - Chapter 8 Education and Research Environment
 - Chapter 9 Social Cooperation and Contribution
 - Chapter 10 University Administration and Finance
- 11 : 30~13:00 Luncheon hosted by President Deguchi
- 13 : 00~14:00 Wrap up session for session 1&2
- 14 : 00~14:15 Coffee Break
- 14 : 15~16:15 Advisory Board Meeting Session3 (Future concept of APU)
- 16 : 15~16:30 About APU Governing Advisory Board 2019
- 16 : 30 Closing

Campus Tour, Class Observation / 施設・授業見学

| Group | Time | Item | Place | Field | Instructor |
|--|-------------|---|----------------|--------------|--|
| Group A (Dr. YOSHIMATSU Hidetaka, Mgr. OSAWA) (ASA SUZUKI Momo, HOSSAIN Shah I.) Dr. HIBIYA Junko Dr.Tan Chin Tiong Dr.Thomas M. Evans Dr. Asma Ismail, Mr. Syed Dr. KOZAKAI Toshiaki | 13:10-13:20 | 金融市場と金融制度EB Financial Market and InstitutionsEB | F203 (F-2F) | APM | BARAI Munim Kumar |
| | 13:25-13:35 | 英語準中級A EI Pre-Intermediate English A EI | F213(F-2F) | Lanugage(E) | JOHNSTON Patrick J |
| | 13:40-13:50 | 日本語中級CAと英語準中級EL Japanese/English interaction class | F112(F-1F) | Language(JE) | ISHIMURA Fumie(JP) MIZUKURA Ryo(EN) |
| | 13:50-13:55 | ライブラリー/Libraryary | D-1F | - | - |
| | 14:00 | 学生インタビュー/Talk with students | Room# 6 (A-3F) | | Dr. HIBIYA Junko (Facilitator) |
| Group | Time | Item | Place | Field | Instructor |
| Group B (同行: 今村副学長、大滝) (ASA: 石内 良季、LIU Junyang) 佐々木 久美子委員 長野恭紘委員 岡本天津男委員 田所 一弘委員 岡田 祥伸委員 | 13:10-13:20 | 英語準中級A EI Pre-Intermediate English A EI | F213(F-2F) | Lanugage(E) | JOHNSTON Patrick J |
| | 13:25-13:35 | 調査研究法(国際関係)JA Preliminary Seminar for International Relations and Peace StudiesJA | IPS 5 (D-3F) | APS | 淵ノ上 英樹 |
| | 13:40-13:45 | ライブラリー/Libraryary | D-1F | - | - |
| | 13:45-13:55 | 日本語中級CAと英語準中級EL Japanese/English interaction class | F112(F-1F) | Language(JE) | 石村文恵(日本語) 水倉 亮(英語) |
| | 14:00 | 学生インタビュー/Talk with students | Room# 6 (A-3F) | | 岡田祥伸委員 (ファシリテート) |