
AY2014 Self-Assessment Report

Ritsumeikan Asia Pacific University

AY2014 Self-Assessment Report

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Prologue

Introduction

In anticipation of the important role that the Asia Pacific region will play in the 21st century and the significance of cultivating human resources who can understand the Asia Pacific region and function in the global arena, Ritsumeikan Asia Pacific University (APU) was opened in April 2000 in Beppu City, Oita Prefecture through a public-private collaboration between Oita Prefecture, the City of Beppu and the Ritsumeikan Trust.

In multicultural societies, a diverse array of values coexist and sometimes clash or cause friction. Keeping this in mind, APU provides students with a multilingual and multicultural environment that can be found nowhere else in Japan. We aim to cultivate human resources who can learn to overcome occasional conflicts, who can grow to understand people with diverse cultural and historical backgrounds, who can accept the differences of others, and who, through dialogue, strive to create a peaceful society. This aspiration is shared deeply by APU's students, faculty and staff as expressed in the basic ideals of 'freedom, peace and humanity', 'international mutual understanding' and 'the future shape of the Asia Pacific region' in the Opening Declaration.

Basic Approach to Self-Assessments Thus Far

As a university with an extremely clear mission, we recognize the importance of objectifying and verifying the education and research activities achievements of our students, faculty and staff. For this reason, we established the University Evaluation Committee immediately upon our inception in 2000, and every academic year, we compile data pertaining to teaching, research and administration and publish it internally and externally in the form of this Self-Assessment Report.

In line with revisions to the School Education Act in 2002, universities became obliged to undergo institutional certified evaluations once every seven years starting in the 2004 academic year. In 2008, APU underwent an institutional certified evaluation conducted by the Japan University Accreditation Association (JUAA) and earned a passing grade.

Based on these initiatives, APU drafts Self-Assessment Reports that are compliant with JUAA accreditation standards as part of its internal quality assurance policy. Based on these reports, APU conducts self-assessments and undergoes external evaluations before undergoing certified evaluations (i.e., accreditation) within the designated time frame.

More specifically, Self-Assessment Reports are formulated once every two years, in principle, and the University Evaluation Committee convenes in the academic year following

the formulation of said report to conduct an external evaluation of the university based thereupon. However, once every seven years, in the year in which the university undergoes a JUAA institutional certified evaluation, the University Evaluation Committee does not convene, and a Self-Assessment Report is not drafted in the following year.

Self-assessments are stipulated in the Ritsumeikan Asia Pacific University Self-Assessment Committee Regulations, while university evaluations are stipulated in the Ritsumeikan Asia Pacific University University Evaluation Committee Regulations. The Self-Assessment Committee is composed of the heads of the various organizations, including College Deans, Graduate School Deans and the Deans of the Divisions, and the President appoints the chair and vice chair from among the members of the committee. Meanwhile, the University Evaluation Committee is composed of external stakeholders who are not Ritsumeikan Trust officials, faculty or staff.

The offices at APU, which handle all administrative tasks, formulate annual action plans based on the results of the self-assessment and monitor the progress of those plans.

Improvements and Reforms in light of the Previous Certified Evaluation Results

In AY2008, when APU underwent the certified evaluation by JUAA, we were asked to report on the improvements made on the one recommendation and nine advice that were issued. The status of these improvements was outlined in a Progress Report that was submitted to JUAA in July 2012.

JUAA assessed this report by saying: "The Association can see ... that the university has taken these recommendations and advice seriously and is motivated to make improvements." However, even though JUAA indicated there were no items that required additional improvement reports in the near future, it commented on the section entitled 'Degree Conferral and Approval of Completion' as follows: "...the issue of assuring the transparency, objectivity and stringency of the screenings of research reports that take the place of master's theses is still in the discussion phase, so we expect positive outcomes in the future."

This item was explored as a key part of the AY2014 graduate school reforms, and as a result, we decided to adopt a multiple (i.e., two-person) screening framework and develop a process by which students participate in regular joint sessions to present papers and research reports as well as in report seminars. Please refer to Standard 4 for details.

Other

As is mentioned several times in this report, APU is currently in the process of obtaining accreditation by AACSB¹. While undergoing the institutional certified evaluation by JUAA,

¹ Association to Advance Collegiate Schools of Business.

An accreditation agency for management education with over 500 member schools in more than 30 countries.

we are seeking to further improve our international compatibility and improve the quality of our education and research. To do this, we are proactively striving to obtain international accreditation in specific fields.

1. Mission and Purpose

1. Description of Current Conditions

- (1) **Are the mission and goals of the university, colleges and graduate schools etc. adequately specified?**

◆ **University-wide**

Ritsumeikan Asia Pacific University (APU) was founded in April 2000 through the public-private collaboration between Oita Prefecture, the City of Beppu and the Ritsumeikan Trust. When APU was founded, the Declaration on the Occasion of the Opening of Ritsumeikan Asia Pacific University proclaimed the university's basic ideals as "freedom, peace and humanity, international mutual understanding, and the future shape of the Asia Pacific region" (Ref. 1-1).

Declaration on the Occasion of the Opening of Ritsumeikan Asia Pacific University

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

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

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

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

Our hope is that it will be a place where the young future leaders from countries and

1. Mission and Purpose

regions throughout the world will come to study together, live together, and understand each other's cultures and ways of life, in pursuit of goals which are common to all mankind.

The Ritsumeikan Asia Pacific University is hereby declared open.

April 1st, 2000

In addition, the educational and research objectives of the university are stipulated in the University Regulations (Ref. 1-2).

"The University's mission is to offer a wide range of knowledge as an academic center in accordance with the general principles and methods of education set forth in the Fundamental Law of Education, as well as to teach and research in-depth technical knowledge pertaining to the Asia Pacific Region in order to develop students' intellectual, moral and practical abilities."

In order to realize APU's basic ideals and to nurture young talent capable of contributing to the future shape of the Asia Pacific region, APU has, since its inception, worked towards achieving The Three 50s: 1) Admit international students*¹ from 50 countries and regions; 2) Maintain a 50% ratio of international to domestic students*² in order to create a multicultural campus; and 3) Maintain a 50% ratio of foreign to Japanese faculty. Furthermore, APU has devised the following university management systems to achieve these ideals and objectives while emphasizing the internationalization of all aspects of education, research and university management:

*1: International students: Students with the status of residence of 'College Student'.

*2: Domestic students: Students who are Japanese nationals or non-Japanese students with a status of residence other than 'College Student'.

- a) Biannual (Spring and Fall) admissions and admissions selection in Japanese or English (The graduate school selection process is conducted entirely in English);
- b) Japanese and English dual-language education (undergraduate Colleges only), internationally-compatible educational systems (syllabi, subject numbering, stringent grading, credit transfer based on international standards etc.);
- c) International open recruitment of faculty members (in principle);
- d) Publication of in-house university materials, notices and homepage content in both Japanese and English (in principle; only English is used for graduate school materials);
- e) Operation of Faculty Council Meetings, University Senate Meetings and other university meetings in both Japanese and English;
- f) Appointment of foreign nationals to executive positions, including president, vice president and dean (As of April 2014, seven of 17 executives are foreign nationals).

As of May 1, 2014, the achievement of the Three 50s is as follows: 1) Number of countries and regions represented by our international students: 79, 2) International student ratio: 44%, 3) Non-Japanese faculty ratio: 50%. Since its inception, APU has accepted students

1. Mission and Purpose

from a total of 134 countries and regions (Ref. 1-3, pp.1, 3 and 6). In addition to the official languages of Japanese and English, a wide range of languages can be heard on the campus where active intercultural exchange is a routine occurrence.

◆ College of Asia Pacific Studies

The College of Asia Pacific Studies (APS) was established at the same time as the university in April 2000. The educational and research objectives (human resources development goals) for APS are as follows (Ref. 1-2, Article 2, Paragraph 3):

The College of Asia Pacific Studies aims to cultivate human resources who, upon comprehensive understanding of the diverse political conditions, economies, societies, and cultures of the Asia Pacific region, will (1) achieve basic and advanced knowledge in such areas as global society, environment and development, and tourism, (2) develop language, communication and problem-solving abilities, and (3) through understanding of the diverse problems facing the Asia Pacific, will be able to contribute to sustainable development and coexistence in the region.

◆ College of International Management

The College of International Management (APM) was established at the same time as the university in April 2000, undergoing a name change from the former College of Asia Pacific Management to its current College of International Management in April, 2009. The educational and research objectives (human resources development goals) for APM are as follows (Ref. 1-2, Article 2, Paragraph 3):

The Mission of the College of International Management is to cultivate human resources with strong business ethics that will play an active role in resolving management issues at globalizing enterprises and other organizations by imparting fundamental knowledge in management, enhancing intercultural communication skills and upholding cultural diversity.

◆ Graduate School of Asia Pacific Studies

The Graduate School of Asia Pacific Studies (GSA) was established in April 2003. GSA has both a Master's Program and a Doctoral Program, and the Master's Program offers two majors: Asia Pacific Studies and International Cooperation Policy. The educational and research objectives (human resources development goals) for the GSA programs, which are stipulated in the University Regulations, are as follows (Ref. 1-2, Article 2-2, Paragraph 3):

Master's Program Major in Asia Pacific Studies

The Master's Program in Asia Pacific Studies aims to cultivate human resources who will contribute to the sustainable development of and coexistence in the Asia Pacific region. These individuals will possess a keen interest in research pertaining to and

1. Mission and Purpose

specialized knowledge and skills in fields including international relations and social and cultural studies, and they will demonstrate the practical problem-solving skills required for the development of the Asia Pacific region.

Master's Program Major in International Cooperation Policy

The Master's Program in International Cooperation Policy aims to cultivate human resources who will contribute to the sustainable development of and coexistence in the Asia Pacific region. These individuals will possess a keen interest in research pertaining to and specialized knowledge and skills in fields including administration, environmental studies, development, health science and tourism, and they will demonstrate the practical problem-solving skills required for the development of the Asia Pacific region.

Doctoral Program in Asia Pacific Studies

The Doctoral Program in Asia Pacific Studies aims to cultivate advanced researchers and professionals who will contribute to the sustainable development of and coexistence in the Asia Pacific region and achieve an advanced capacity for pioneering new academic disciplines required for the development of the Asia Pacific region.

◆ Graduate School of Management

The Graduate School of Management (GSM) was established in April 2003. Currently, this school only has a Master's Program in place. The educational and research objectives (human resources development goals) for GSM, which are stipulated in the University Regulations, are as follows (Ref. 1-2, Article 2, Paragraph 23):

The Mission of GSM is to cultivate creative well-rounded professionals and leaders who will play a central role in resolving management issues at globalizing enterprises and other organizations by imparting advanced management skills, a good understanding of business ethics and a deep insight into globalization.

(2) Are the mission and purpose of the university, colleges and graduate schools known to faculty, staff and students and have they been made public?

◆ University-wide

The mission and purpose of the university have been made public in the Declaration on the Occasion of the Opening of Ritsumeikan Asia Pacific University, which can be found on the APU homepage. Also, the Ritsumeikan Asia Pacific University University Regulations are publicly available on the Ritsumeikan Trust homepage. Meanwhile, the educational and research objectives (human resources development goals) are communicated both within and outside of the university (Ref. 1-1; 1-2). In addition, a plaque engraved with the

1. Mission and Purpose

Declaration on the Occasion of the Opening of Ritsumeikan Asia Pacific University is located in the center of campus. It serves not only as a symbol of APU's basic ideals, it is also highly visible to all students and visitors to the campus.

◆ College of Asia Pacific Studies

At the time of enrollment, the College of Asia Pacific Studies (APS) distributes Japanese and English versions of the Undergraduate Academic Handbook, which contains both the Declaration on the Occasion of the Opening of Ritsumeikan Asia Pacific University and the College's educational and research objectives (human resources development goals), to all incoming freshmen in an effort to notify them of this information (Ref. 1-4, p.1). This Handbook is also available at any time from the Academic Office, and an electronic version (in Japanese and English) is published on the university's official homepage (Ref. 1-5; Ref. 1-6).

◆ College of International Management

At the time of enrollment, the College of International Management (APM) distributes Japanese and English versions of the Undergraduate Academic Handbook, which contains both the Declaration on the Occasion of the Opening of Ritsumeikan Asia Pacific University and the College's educational and research objectives (human resources development goals), to all incoming freshmen in an effort to notify them of this information (Ref. 1-4, p.1). This Handbook is also available at any time from the Academic Office, and an electronic version (in Japanese and English) is published on the university's official homepage (Ref. 1-5; Ref. 1-7). Furthermore, APM hangs posters on campus bulletin boards and distributes Mission Statement Cards (English only) in an effort to notify students of its mission (Ref. 1-8).

◆ Graduate School of Asia Pacific Studies

The Graduate School of Asia Pacific Studies (GSA) distributes the Graduate Academic Handbook (English only), which contains the School's educational and research objectives (human resources development goals), to all students and publishes the same information on the university homepage in an effort to notify students of this information (Ref. 1-9, pp. 19 and 77; Ref. 1-10).

◆ Graduate School of Management

The Graduate School of Management (GSM) distributes the Graduate Academic Handbook (English only), which contains the School's educational and research objectives (human resources development goals), to all students and publishes the same information on the university homepage in an effort to notify students of this information (Ref. 1-9, p. 49; Ref. 1-11). Furthermore, GSM hangs posters on campus bulletin boards and distributes Mission Statement Cards (English only) in an effort to notify students of its mission (Ref. 1-

1. Mission and Purpose

8).

(3) Are the mission and purpose of the university, colleges and graduate schools etc. regularly reviewed for suitability?

◆ University-wide

The suitability of APU's basic ideals and educational and research objectives is reviewed every two years during the self-assessment process as well as during the formulation of mid to long-term university visions, academic reforms (i.e., curriculum reforms), and mid-term plans.

More recently, this was performed during the formulation of the APU2020 Vision and the APU Phase Three Plan, the AY2011 academic reforms and the AY2014 graduate school reforms (Ref. 1-12; Ref. 1-13; Ref. 1-14). APU is currently in the process of formulating the APU2030 Vision.

However, the slogan used in the APU2020 Vision—"Towards becoming a global university where diversity breeds creativity by demonstrating the true value of "freedom, peace and humanity"—served as a reaffirmation of APU's basic ideals. In the APU2030 Vision as well, we have confirmed that, even after more than 10 years, APU's basic ideals and human resources development goals continue to sufficiently respond to the needs of society, so we have decided to present them in even more concrete terms.

◆ College of Asia Pacific Studies

The human resources development goals for the College of Asia Pacific Studies are reviewed during the self-assessments conducted every two years, and the suitability and significance thereof is assessed by the College and the Division of Academic Affairs every time academic reforms are carried out. More recently, these were confirmed during the discussion of the new curriculum adopted in AY2011 (Ref. 1-13, pp. 28). At present, discussions have been initiated on the next round of curriculum reforms, and the educational and research objectives (human resources development goals) will be reviewed again as part of that process.

◆ College of International Management

The human resources development goals for the College of International Management are reviewed during the self-assessments conducted every two years, and the suitability and significance thereof is assessed by the College and the Division of Academic Affairs every time academic reforms are carried out. More recently, these were confirmed during the discussion of the new curriculum adopted in AY2011 (Ref. 1-13, pp. 28). Moreover, the mission and purpose are currently under review as part of the process of obtaining accreditation from AACSB. At present, discussions have been initiated on the next round of curriculum reforms, and the educational and research objectives (human resources

1. Mission and Purpose

development goals) will be reviewed again as part of that process.

◆ Graduate School of Asia Pacific Studies

The human resources development goals for the Graduate School of Asia Pacific Studies are reviewed during the self-assessments conducted every two years, and the suitability and significance thereof is assessed by the Graduate School every time academic reforms are carried out. More recently, these were confirmed during the discussion of the new curriculum adopted in AY2014 (Ref. 1-14).

◆ Graduate School of Management

The human resources development goals for the Graduate School of Management are reviewed during the self-assessments conducted every two years, and the suitability and significance thereof is assessed by the Graduate School every time academic reforms are carried out. More recently, these were confirmed during the discussion of the new curriculum adopted in AY2014 (Ref. 1-14). Moreover, the mission and purpose are currently under review as part of the process of obtaining accreditation from AACSB.

2. Assessment

(1) Items that are Showing Results

◆ University-wide

1) Penetration of the university's mission, goals and social significance

Since its inception, APU has continued to broadcast the significance of its basic ideals and education and research activities in both Japanese and English throughout the world. As a result, we have created a rare multicultural campus where young people from around the world with whom APU strikes a chord gather and where nearly 50% of the student body and faculty are non-Japanese (Ref. 1-3, p. 6).

Amid the continuing globalization of the economy and society, people from around Japan and the world have become extremely interested in APU students because they are equipped with advanced intercultural understanding skills and language proficiency. With a focus on the Asia Pacific region, which is developing rapidly and becoming increasingly complicated, the mission and purpose of APU, which were devised to produce human resources who embody the ideals of 'Freedom, Peace and Humanity', 'International Mutual Understanding' and 'The Future Shape of the Asia Pacific Region', have accurately responded to the needs of contemporary society, and we deem them to be suitable.

1. Mission and Purpose

(2) Areas for Improvement

◆ University-wide

1) Communication of the mission and purpose

Compared to the penetration of the basic ideals, which are contained in the Opening Declaration and other documents, we have not sufficiently communicated the educational and research objectives (human resources development goals) of the Colleges and Graduate Schools. In light of APU's unique characteristics, we have typically focused efforts on communicating information on the homepage, so our publicity by way of pamphlets and printed matter has been somewhat weak.

3. Strategic Direction for the Future

(1) Items that are Showing Results

◆ University-wide

1) Penetration of the university's mission, goals and social significance

To ensure that the basic ideals and educational and research goals are easy to understand, leave an impression and strike a chord with outside parties as well as people affiliated with the university, we will consider more effective methods of information dissemination and strive for further penetration of the university's mission and purpose. In AY2015, the first year of the APU2030 Vision, we will begin undertaking in-depth discussions and initiatives.

(2) Areas for Improvement

◆ University-wide

1) Communication of the mission and purpose

We will strive to communicate the educational and research objectives (human resources development goals) of the Colleges and Graduate Schools. In AY2015, we will also seek to enhance publicity in pamphlets and printed matter in addition to the homepage.

4. Supporting Resources

- 1-1: Declaration on the Occasion of the Opening of Ritsumeikan Asia Pacific University
- 1-2: Ritsumeikan Asia Pacific University University Regulations
- 1-3: APU Data Book 2014
- 1-4: 2014 Undergraduate Academic Handbook

1. Mission and Purpose

- 1-5: APU homepage, Academic Office
- 1-6: APU homepage, Facts and Figures for the College of Asia Pacific Studies
- 1-7: APU homepage, Facts and Figures for the College of International Management
- 1-8: College of International Management/Graduate School of Management Mission Statement Card
- 1-9: 2014 Graduate Academic Handbook
- 1-10: APU homepage, Facts and Figures for the Graduate School of Asia Pacific Studies
- 1-11: APU homepage, Facts and Figures for the Graduate School of Management
- 1-12: APU2020 Vision
- 1-13: APU Phase Three Plan Outline
- 1-14: AY2014 Curriculum Reforms in the Graduate School of Asia Pacific Studies Master's Program and the Graduate School of Management Master's Program

2. Education and Research Organization

1. Description of Current Conditions

- (1) **Are the colleges, courses, graduate schools, majors, affiliated research institutions and centers suitable in light of the university's mission and purpose?**

In response to the changing national and international social and educational trends, APU reviews its educational and research organization as appropriate in line with the university's mission and purpose. Since the last accreditation assessment, APU established the Education Development and Learning Support Center (EDLSC) in AY2008 and changed the name of the College of Asia Pacific Management to the College of International Management in AY2009.

The Opening Declaration states: "Given that the 21st century will see the emergence of a global society, we firmly believe that coexistence between mankind and nature, as well as between diverse cultures, will be indispensable for the peaceful and sustainable development of the Asia Pacific region." Based on this recognition, the mission and purpose of APU is to "nurture the young talent capable of contributing to the future shape of the Asia Pacific region" (Ref. 2-1). Even today, this mission and purpose is understood to be important, and APU's educational and research structures have been creating in line therewith.

APU's mission and purpose in terms of research are as stipulated in the Opening Declaration: "to create a new academic discipline which will help shape the [Asia Pacific] region's future" (Ref 2-1). To this end, APU cooperatively established and administers the Ritsumeikan Center for Asia Pacific Studies (RCAPS), which encompasses a diverse array of disciplines, and an international hub for communicating information from RCAPS, the International Association for Asia Pacific Studies (IAAPS).

1) Education and Research Organization

At present, APU, is an education and research institution focused on social sciences that has two Colleges, each with one Department, two Graduate Schools, one research center and three other organizations that provide support university-wide education.

| | |
|------------------------|--|
| Undergraduate Programs | College of Asia Pacific Studies-----Department of Asia Pacific studies College of International Management-----Department of International Management |
|------------------------|--|

2. Education and Research Organization

| | |
|----------------------------------|---|
| Master's and Doctoral Programs | <p>Graduate School of Asia Pacific Studies-----Major in Asia Pacific Studies (Master's Program)</p> <p>-----Major in International Cooperation Policy (Master's Program)</p> <p>-----Major in Asia Pacific Studies (Doctoral Program)</p> <p>Graduate School of Management-----Major in Management (Master's Program)</p> |
| Affiliated Research Centers etc. | <p>Ritsumeikan Center for Asia Pacific Studies</p> <p>Media Resource Center</p> <p>Educational Development and Learning Support Center</p> <p>Center for Language Education</p> |

[1] Colleges

In light of our mission, APU's educational and research structures are oriented towards meeting the need for human resources equipped with an international perspective. With a university-wide scope, APU's educational organization is based on liberal arts and undergraduate major education with a particular focus on the field of social sciences. Although the undergraduate Colleges and Departments employ policies to provide academic content that reflects changes in social trends and human resources development needs and to enhance the quality thereof, frequent structural reorganization of the Colleges and Departments is not anticipated; however, since the opening of the university in 2000, we have made some adjustments where necessary, including changing the name of one College and boosting faculty numbers in response to increased student intake.

[2] Graduate Schools

The Graduate Schools are designed to respond primarily to the concrete human resources needs of the countries and regions of the Asia Pacific. In accordance with APU's mission and purpose, the combined master's and doctoral program of Asia Pacific Studies was established in the Graduate School of Asia Pacific Studies in an effort to create a new academic discipline that will help shape the Asia Pacific region's future, and it serves as a fundamental part of education and research at APU. To cultivate professional practitioners, we also established the Major in International Cooperation Policy in the Graduate School of Asia Pacific Studies as well as the Graduate School of Management.

[3] University-wide Educational Structures

APU has three university-wide educational organizations: the Media Resource Center (MRC), the Center for Language Education (CLE), and the Educational Development and Learning Support Center (EDLSC). The MRC administers all information networks at APU including the library, a fundamental piece of the education and research

2. Education and Research Organization

infrastructure. The CLE is an important educational organization that supports dual language education by ensuring that students who enroll on either a Japanese or an English basis can become proficient in their non-basis language* by graduation. The EDLSC was established to provide support to ensure that students from around the globe who possess diverse set of academic backgrounds can make a smooth transition into the education system offered at APU.

* The language other than the language of enrollment. The non-basis language for Japanese-basis students is English, while the non-basis language for English-basis students is Japanese.

[4] Research Structure

At APU, the Ritsumeikan Center for Asia Pacific Studies (RCAPS) is responsible for the promotion of Asia Pacific-related research and for the dissemination of research achievements. This center was established in 1996, four years before APU opened. The major activities of RCAPS are as follows:

- Convocation of the Asia Pacific Conference, an international academic conference, once per year;
- Publication of the *Ritsumeikan Journal of Asia Pacific Studies* (once per year) and *Polyglossia* (twice per year);
- Convocation of RCAPS Seminars and RCAPS Current Research Seminars;
- Online publication of working papers;
- Administration of the following affiliated research centers for specified purposes:
 - APU Center for NEXT Generation Business and Industrial Creation (APU-NEXT);
 - Center for Democracy Promotion; APU-Integrated Man-Biosphere Center (APU-IMAB);
 - Digital Technologies Innovation Center.

To elaborate upon the “creation of a new academic discipline” set forth in the Opening Declaration, APU played a leading role in the establishment of the International Association for Asia Pacific Studies (IAAPS), which holds international academic conferences every year (2010: Beppu, 2011: Beppu, 2012: Hong Kong, 2013: Philippines, 2014: Korea) and publishes a journal called *Asia Pacific World* twice a year. IAAPS aims to shape and promote Asia Pacific studies and become an intellectual hub that can accumulate and disseminate research results in various academic disciplines as they pertain to the sub-regions of the Asia Pacific.

2) Activities since Inception

Having opened in 2000, APU is still a young university. This, coupled with the fact that we have an extremely unique mission and purpose, means we need to thoroughly analyze the activities of our alumni both in Japan and abroad and examine our educational structures while keeping an eye on both domestic and international trends.

In the process of implementing the AY2011 academic reforms, we found that the mission and purpose implemented at the time of inception still held strong, and these are becoming

2. Education and Research Organization

increasingly important to the university. Based on this, we strive unflaggingly to enhance academic content in line with the global trend toward the assurance and improvement of quality in education.

Based on this awareness, we 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, we implemented academic reforms based around interdisciplinary fields and an increase in student intake capacity (in AY2006), and we established the Educational Development and Learning Support Center (EDLSC; in AY2008) to respond to domestic and international educational trends and strengthen faculty development (FD). Moreover, we have undertaken measures as needed in response to social trends both at home and abroad, including changes in the advancement of higher education in the Asia Pacific region (e.g., setting country/region-specific international student admission quotas) and the need to develop graduate students into national and local government officials in the Asia Pacific region (e.g., Japanese Grant Aid for Human Resource Development Scholarship (JDS) Program, Japanese Grant Aid for Human Resource Development Scholarship for Young Chinese Leaders (JDS China), Indonesian Advanced Human Resources Development Project, Asian Development Bank Japan Scholarship Program and the Joint Japan/World Bank Graduate Scholarship Program).

We are also oriented to comprehensively engage in research on the Asia Pacific with our all-encompassing university-wide research organization, the Ritsumeikan Center for Asia Pacific Studies (RCAPS). We respond to the needs of society by flexibly administering limited-term, externally-funded research centers under the auspices of RCAPS.

(2) Are the education and research organizations regularly reviewed for suitability?

Since our inception in 2000, the AY2004, AY2006 and AY2011 academic reforms have been used as turning points to review the education and research organizations at APU.

To verify whether the education organizations are in alignment with APU's mission and purpose and the demands of society, we examine our educational objectives, diploma policy, curriculum policy, educational content and methods by way of a process that consists of research and analysis conducted by the Division of Academic Affairs, discussions in the Faculty Council and Faculty Discussion Meetings, and confirmation at the University Senate Meeting. The results of the most recent review were incorporated into the AY2011 academic reforms (Ref. 2-2; Ref. 2-3; Ref. 2-4). The first full cycle of these academic reforms concluded in AY2014, and after a comprehensive review thereof, we will plan the next round of academic reforms in or after AY2015.

As for research organizations, verification is conducted by way of a process that consists of research and analysis conducted by the International Cooperation and Research Division, discussions in the Graduate School Faculty Council Meetings, and confirmation at the

2. Education and Research Organization

University Senate Meeting (Ref. 2-2; Ref. 2-3; Ref. 2-4). Most recently, this was conducted in line with the formulation of an Academy-wide action plan when a review was conducted and a policy roadmap devised in 2011.

2. Assessment

(1) Items that are Showing Results

1) Restructuring of organizations in line with the mission and purpose

We restructure organizations as needed in response to education and research issues, as evidenced by the establishment of the Educational Development and Learning Support Center in AY2008, the renaming of the College of Asia Pacific Management in AY2009 and the inauguration of the International Association for Asia Pacific Studies in AY2010 (Ref.2-5).

(2) Areas for Improvement

Nothing in particular

3. Strategic Direction for the Future

(1) Items that are Showing Results

1) Restructuring of organizations in line with the mission and purpose

Every several years, we have reviewed our academic reforms and revised education and research organizations in response to social demands. In a four to six-year reform cycle, we will continue examine the consistency of how our education and research organizations align with the university's mission and purpose. In particular, we will focus on international compatibility when we conduct this review.

(2) Areas for Improvement

Nothing in particular

4. Supporting Resources

2-1: Declaration on the Occasion of the Opening of Ritsumeikan Asia Pacific University (same as Ref. 1-1)

2-2: Ritsumeikan Asia Pacific University Faculty Council Regulations

2. Education and Research Organization

- 2-3: Ritsumeikan Asia Pacific University Graduate School Faculty Council Regulations
- 2-4: Ritsumeikan Asia Pacific University Regulations for the Management of the University Senate Meeting
- 2-5: International Association for Asia Pacific Studies Statement of Objectives

3. Faculty and Faculty Organization

1. Description of Current Conditions

- (1) **Are expectations for faculty members and faculty organization policies clearly stipulated?**

◆ **University-wide**

We have formulated Faculty Appointment Screening Criteria (Ref. 3-1) for use in faculty member appointments, and these are listed in the application guidelines for faculty positions.

We have also formulated the Center for Language Education Faculty Appointment Screening Criteria for the Center for Language Education (CLE), and the detailed screening criteria for the Educational Development and Learning Support Center (EDLSC) are stipulated in a document entitled "Formulation of Faculty Appointment and Promotion Criteria for the Educational Development and Learning Support Center and Revisions to Existing Criteria" (Ref. 3-2; Ref. 3-3).

Meanwhile, our faculty organization is based on a document entitled "APU Faculty Organization Development Plan (AY2011- AY2014): Backbone of the AY2011 Academic Reforms". As of May 1, 2014, there are 173 faculty members at APU, which exceeds the required minimum of 99 as per the Standards for the Establishment of Universities (Ref. 3-4).

The number of lectures taught by full-time faculty is stipulated in the Regulations for Teaching Hours Required of Full-time Faculty as follows: five lectures per week for professors and associate professors, four lectures per week for assistant professors (tenured and fixed-term), and 10 lectures per week for lecturers. Also, teaching loads are reduced for faculty member who assume executive positions or other duties (Ref. 3-5).

All matters pertaining to education are discussed and confirmed at the weekly Division of Academic Affairs Meeting, and matters that require a university-level decision are decided at the weekly University Senate Meeting (Ref. 3-6). Furthermore, matters pertaining to education in the respective Colleges are deliberated at monthly meetings of the College of Asia Pacific Studies Faculty Council and the College of International Management Faculty Council (Ref. 3-7). Matters pertaining to the day-to-day management of the Colleges are discussed in the Field Leader Meetings, which are composed of the Associate Deans of the respective Colleges and the Field Leaders for each academic field (held as needed).

The Graduate School of Asia Pacific Studies Faculty Council and the Graduate School of Management Faculty Council (held irregularly; each met seven times in AY2013) deliberate matters pertaining to education in the respective Graduate Schools (Ref. 3-8). Faculty Discussion Meetings, which comprise all faculty members including those affiliated to CLE

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and EDLSC, are held monthly as a way to share necessary information.

Matters pertaining to research are discussed weekly at the International Cooperation and Research Division Meeting, while matters concerning the Ritsumeikan Center for Asia Pacific Studies (RCAPS) are discussed at meetings of the RCAPS Steering Committee (held irregularly; met 23 times in AY2013). Matters that need to be decided at the university level are handled at the weekly University Senate Meeting. Necessary matters are also reported or discussed at monthly Faculty Discussion Meetings.

◆ College of Asia Pacific Studies

In accordance with the university-wide screening criteria, the Personnel Affairs Committee, a university-level body, plays the central role in formulating faculty recruitment policies for the College of Asia Pacific Studies (APS) each time they are needed. Each round of faculty recruitment is deliberated based on the faculty organization and discipline-specific needs at that point in time, but something unique to APS is that, in recent years, announcements of faculty openings have stated that in addition to field-specific expertise "candidates who are experts on a specific region of the Asia Pacific and whose teaching and research achievements focus on that region will be preferred." By indicating this common expectation under the list of preferred qualities, we strive to recruit faculty who are suitable for APS.

APS is administered by one Dean, one Associate Dean and five Field Leaders, and consistency is maintained by convening the various meetings mentioned earlier, namely, the Field Leader Meeting, the Faculty Council, the Division of Academic Affairs Meeting and the University Senate Meeting.

◆ College of International Management

In accordance with the university-wide screening criteria, the Personnel Affairs Committee also plays a central role in formulating faculty recruitment policies for the College of International Management (APM) each time they are needed. Each round of faculty recruitment is deliberated based on the faculty organization and discipline-specific needs at that point in time, but since APM is currently in the process of obtaining accreditation from AACSB, it has been selecting faculty who also satisfy the AACSB's standards for skills and qualifications since AY2009 (Ref. 3-9). The same also applies to part-time lecturers (Ref. 3-10).

APM is administered by one Dean, two Associate Deans and six Field Leaders, and consistency is maintained by convening the various meetings mentioned earlier, namely, the Field Leader Meeting, the Faculty Council, the Division of Academic Affairs Meeting and the University Senate Meeting.

◆ Graduate School of Asia Pacific Studies

Faculty members affiliated to APS who possess certain qualifications can teach subjects

3. Faculty and Faculty Organization

in the Graduate School of Asia Pacific Studies (GSA). The skills and qualities required of those faculty are described in detail under the heading entitled "Is the faculty organization in place appropriate for the curriculum in each college or graduate school etc.?"

GSA is administered by one Dean (who serves concurrently as the Dean of APS), one Associate Dean (in charge of graduate school affairs) and five Field Leaders, and consistency is maintained by convening the various meetings mentioned earlier, namely, the Field Leader Meeting, the Graduate School Faculty Council, the Division of Academic Affairs Meeting and the University Senate Meeting.

◆ Graduate School of Management

Faculty members affiliated to APM who possess certain qualifications can teach subjects in the Graduate School of Management (GSM). The skills and qualities required of those faculty are described in detail under the heading entitled "Is the faculty organization in place appropriate for the curriculum in each college or graduate school etc.?"

GSM is administered by one Dean (who serves concurrently as the Dean of APM), one Associate Dean (in charge of graduate school affairs) and six Field Leaders, and consistency is maintained by convening the various meetings mentioned earlier, namely, the Field Leader Meeting, the Graduate School Faculty Council, the Division of Academic Affairs Meeting and the University Senate Meeting.

(2) Is the faculty organization in place appropriate for the curriculum in each college or graduate school etc.?

◆ University-wide

As shown in the table in "II. Faculty Organization" in the University Basic Data, we recruit and retain faculty in accordance with Faculty Organization Development Plans and currently have more full-time faculty than stipulated in the Standards for the Establishment of Universities (Ref. 3-4). The age distribution of full-time faculty is as shown in Table 2 in the University Data Book, and there are no major imbalances.

With regard to nationality, we have a policy in place—one of the "Three 50s"—to secure at least 50% of faculty from outside of Japan in order to realize our mission and purpose. At present, there are 173 faculty members from 24 countries, and the non-Japanese faculty ratio is 50.3%.

To determine faculty suitability for subjects, we enclose a list of subjects offered at APU with application materials and ask applicants to indicate which subjects they can teach. We also require applicants to conduct mock lectures as part of the interview process to verify the extent to which they can teach APU subjects. After appointment, faculty assignments are confirmed along with a subject offering policy every academic year in the fall in the Division of Academic Affairs Meeting, University Senate Meeting and Faculty Council based on a proposal. This process ensures that faculty members are suited to teach their subjects.

3. Faculty and Faculty Organization

With regard to graduate subject instructor qualification screening criteria, a document entitled "Reformulation of the Graduate School Instructor Qualification Screening Criteria" stipulates screening criteria for supervising research and teaching lectures in the doctoral program (i.e., D+ and D qualifications) and criteria for supervising research and teaching lectures in the master's program (i.e., M+ and M qualifications). A policy is in place to re-screen these qualifications once every five years (Ref. 3-11). Qualification Screening Committees are chaired by the Vice President of Academic Affairs and are composed of the Deans and Associate Deans of the Graduate Schools, executives from the Division of Academic Affairs and the Division of International Cooperation and Research, and expert members, that is, faculty members with expertise related to the field of the faculty member being screened.

As of May 1, 2014, 100 faculty can supervise research and 17 faculty can assist in supervising research, which exceed the required numbers of 16 research supervisors and 9 assistant research supervisors stipulated in the Standards for the Establishment of Graduate Schools (Table 2, Basic University Data).

◆ College of Asia Pacific Studies

The current faculty organization for APS is as shown in Table 2 of the University Data, and faculty are recruited and retained in accordance with Faculty Organization Development Plans. Overall, the average age of faculty in APS is slightly older, but there are no major imbalances (Ref. 3-4).

In addition to university-wide initiatives, faculty suitability for subjects is ensured by having Field Leaders, i.e., the persons responsible for each area of study, check syllabi every semester and confirm that subject content and the curriculum as a whole are in alignment.

◆ College of International Management

The current faculty organization for APM is as shown in Table 2 of the University Data, and faculty are recruited and retained in accordance with Faculty Organization Development Plans. Overall, the ratio of faculty of late 50s is higher, but there are no major imbalances (Ref. 3-4).

In addition to university-wide initiatives, faculty suitability for subjects is ensured by having Field Leaders, i.e., the persons responsible for each area of study, check syllabi every semester and confirm that subject content and the curriculum as a whole are in alignment.

◆ Graduate School of Asia Pacific Studies

The composition of GSA faculty as of April 2014 is as follows and satisfies the faculty numbers required by the Standards for the Establishment of Graduate Schools. All education and research in GSA is conducted in English, and the ratio of non-Japanese faculty members is higher than that at the undergraduate level.

3. Faculty and Faculty Organization

| | No. of Faculty | Remarks |
|--|---|---------------------|
| Master's Program Major in Asia Pacific Studies | 17 (including 8 non-Japanese faculty) | Intake capacity: 30 |
| Master's Program Major in International Cooperation Policy | 35 (including 19 non- Japanese faculty) | Intake capacity: 90 |
| Doctoral Program Major in Asia Pacific Studies | 39 (including 26 non- Japanese faculty) | Intake capacity: 30 |

◆ Graduate School of Management

In addition to the graduate instructor qualification screenings mentioned earlier, GSM has formulated an AACSB standard-compliant document called "Internal Regulations on the Administration of Graduate School Instructor Qualifications (Graduate School of Management)", and it decides graduate instructor qualifications in accordance with these internal regulations (Ref. 3-12).

As of April 2014, GSM, with its intake capacity of 80, has 26 faculty members (14 of whom are non-Japanese), thus satisfying the faculty numbers required by the Standards for the Establishment of Graduate Schools. All education and research in GSM is conducted in English, and the ratio of non-Japanese faculty members is higher than that at the undergraduate level.

(3) Is faculty recruitment, hiring and promotion conducted adequately?

◆ University-wide

Matters pertaining to the appointment and promotion of faculty members are set forth in the Ritsumeikan Asia Pacific University Appointment and Promotion Regulations for Faculty Members, and we also have detailed screening criteria for appointments and promotions (Ref. 3-13).

With regard to appointment, we have formulated the Faculty Appointment Screening Criteria as well as documents entitled "Formulation of Faculty Appointment Screening Criteria and Faculty Promotion Screening Criteria for the Center for Language Education" and "Formulation of Faculty Appointment and Promotion Criteria for the Educational Development and Learning Support Center and Revisions to Existing Criteria". Also, the Personnel Affairs Committee confirms the faculty candidate interview framework every academic year. (Ref. 3-1; Ref. 3-2; Ref. 3-3).

Matters pertaining to promotions are clearly stipulated in the Faculty Promotion Screening Criteria as well as documents entitled "Formulation of Faculty Appointment Screening Criteria and Faculty Promotion Screening Criteria for the Center for Language Education"

3. Faculty and Faculty Organization

and "Formulation of Faculty Appointment and Promotion Criteria for the Educational Development and Learning Support Center and Revisions to Existing Criteria" (Ref. 3-1; Ref. 3-2; Ref. 3-3).

The procedures for all appointments are overseen by a university-level Personnel Affairs Committee, which is composed of the President, the Vice Presidents, the College Deans, the Center for Language Education Director and the Dean of Academic Affairs. Faculty Recommendation Committees are established to screen individual candidates for appointment and make recommendations to the Personnel Affairs Committee. The Dean of Academic Affairs or a College Dean chairs each Faculty Recommendation Committee, which is composed of at least three members including members of the Personnel Affairs Committee and faculty members from the field of appointment.

APU also has a tenure track system under which faculty hired as five-year fixed-term faculty are screened in their third or fourth year to determine if they are eligible to switch their status to that of a tenured faculty member. The Screening Criteria for Status Switch to Tenure clearly stipulate the basic conditions for tenure (e.g., education, and achievements in teaching, research and university service etc.) (Ref. 3-14).

This system is beneficial to both the university and faculty members as it 1) allows outstanding young researchers to develop a clear career plan, 2) encourages young faculty to conduct continuing research, and 3) enables the university to hire faculty suited to the university. Established in September 2008, this system is now a firmly rooted part of APU.

◆ College of Asia Pacific Studies

The College conducts appointments and promotions in accordance with the basic principles mentioned earlier. In AY2014, APS hired three new faculty members, and there were no faculty members eligible for promotion.

◆ College of International Management

The College conducts appointments and promotions in accordance with the basic principles mentioned earlier. In AY2014, APM hired one new faculty member and promoted three faculty members.

◆ Graduate School of Asia Pacific Studies

GSA faculty serve concurrently as APS faculty, so taking into account graduate school subject offerings and instructor assignments, we keep in mind the aforementioned graduate instructor qualifications when recruiting and appointing new faculty in accordance with common guidelines stipulated for the entire university. When we hire part-time lecturers to teach graduate school subjects, we screen their teaching and research achievements in accordance with the graduate instructor qualifications.

3. Faculty and Faculty Organization

◆ Graduate School of Management

GSM faculty serve concurrently as APM faculty, so taking into account graduate school subject offerings and instructor assignments, we keep in mind the aforementioned graduate instructor qualifications when recruiting and appointing new faculty in accordance with common guidelines stipulated for the entire university. When we hire part-time lecturers to teach graduate school subjects, we screen their teaching and research achievements in accordance with the graduate instructor qualifications.

(4) Are there measures in place to improve faculty qualifications?

◆ University-wide

1) Training programs

Since APU's basic policy is to maintain a multicultural environment with one-to-one ratios of international to domestic students and Japanese to non-Japanese faculty, we provide new faculty with a rich array of training programs to ensure a smooth transition to the university. In addition to explaining the curriculum, educational systems, campus environment, and facilities and equipment usage, orientations seek to develop an understanding of APU's basic concepts and history as well as the fact that the university was founded with tremendous support from Oita Prefecture and Beppu City. In light of this, we encourage new faculty to participate in activities that contribute to the community, one of our focal areas, and we explain, in both Japanese and English, APU's role as a leader in the internationalization of Japan's higher education.

The faculty training programs we offer are listed below; these are held annually in a well-planned manner.

| Period | Details |
|----------------|--|
| April 2013 | Training on the protection of personal information (new faculty orientation) |
| April 2013 | Harassment prevention training (new faculty orientation) |
| September 2013 | Harassment prevention training for faculty and staff advisors (held jointly with Ritsumeikan University) |
| September 2013 | Training on the protection of personal information (new faculty orientation) |
| September 2013 | Harassment prevention training (new faculty orientation) |
| December 2013 | LGBT (sexual minority) training |

2) Faculty Assessment System

At APU, to realize our mission and purpose, we recruit faculty of many different

3. Faculty and Faculty Organization

nationalities to teach and conduct research activities. We also operate a Faculty Assessment System to assess both organizational activities and the activities of individual faculty members in an effort to improve the quality of education and research (Ref. 3-15; Ref. 3-16). The following is an outline of the system.

- Assessment for Each Field

Assessments are conducted in three fields: Teaching, Research, and Community Service. Faculty who post outstanding achievements in each field are awarded, and those award recipients with particularly outstanding achievements are selected to receive special awards. Award recipients also receive an assessment bonus. Additionally, the faculty member selected for the special award in the Teaching Field is granted the right to apply for a Teaching Promotion Initiative, while the faculty member selected for the special award in the Research Field is granted the right to a Faculty Assessment Special Award Research Subsidy (to be used to subsidize publication or research) as well as priority to apply for Academic Development Leave (a period of paid research leave to be used for research or academic activities).

- Awards for Contributions to University Service

Faculty deemed by the executives to have made excellent contributions to university service are nominated for Awards for Contributions to University Service, and the award recipients are decided by the Faculty Assessment Committee. Award recipients also receive an assessment bonus.

- Education Quality Promotion Incentive

The Education Quality Promotion Incentive is designed to encourage faculty to improve the quality of their teaching. The Faculty Assessment Committee stipulates the Target Line, a set of conditions that all faculty are expected to meet, and those who meet the Target Line are granted a bonus of ¥100,000. In AY2014, the Target Line consisted of two conditions: the implementation of the Class Evaluation Survey and the submission of a Class Evaluation Survey Review Sheet.

◆ College of Asia Pacific Studies

The Dean of APS and the Vice President of Academic Affairs interview faculty who belong to the College using their faculty assessment results as a reference. In these interviews, faculty reflect on the teaching, research, community service and administrative duties they engaged in for the academic year in question, and careful counseling is provided with the Dean and Vice President informing each faculty member of their evaluation and future expectations.

◆ College of International Management

The Dean of APM and the Vice President of Academic Affairs interview faculty who belong to the College using their faculty assessment results as a reference. In these interviews, faculty reflect on the teaching, research, community service and administrative duties they

3. Faculty and Faculty Organization

engaged in for the academic year in question, and careful counseling is provided with the Dean and Vice President informing each faculty member of their evaluation and future expectations.

In APM, faculty are divided into three categories—Academically Qualified (AQ), Professionally Qualified (PQ) and Others—which are based on the AQ/PQ Standards formulated as part of the AACSB accreditation project. Faculty are reviewed in accordance with these standards, and those who do not satisfy them receive advice and guidance from the Dean in a personal interview.

◆ Graduate School of Asia Pacific Studies

Since GSA faculty serve concurrently as APS faculty, the Dean of GSA and the Vice President of Academic Affairs interview faculty who belong to the College using their faculty assessment results as a reference. With respect to the aforementioned graduate instructor qualification screenings, there is a policy mandating that faculty be re-screened once every five years, as stipulated in the document entitled "Reformulation of the Graduate School Instructor Qualification Screening Criteria", which allows them to accumulate teaching and research achievements (Ref. 3-11).

◆ Graduate School of Management

GSM reviews faculty in accordance with the aforementioned AQ/PQ Standards, and those who do not satisfy them receive advice and guidance from the Dean in a personal interview held as part of the faculty assessment.

2. Assessment

(1) Items that are Showing Results

◆ University-wide

1) Establishment of a university-wide Personnel Affairs Committee

A university-wide Personnel Affairs Committee chaired by the President handles faculty appointments. Having adopted a personnel affairs system that ensures optimal performance at both the College and university level, instead of a closed-off process conducted within the Faculty Council, we conduct stringent yet fair faculty appointments while ensuring candidates possess a certain level of teaching and research achievements.

2) Realizing a 50% non-Japanese faculty member ratio

We have been able to successfully recruit talented young researchers from around the globe due to our system of international open recruitment, stringent checks of candidates' degrees, education and achievements, firmly established interviewing methods and a tenure track system. This has allowed us to maintain the 50% non-Japanese faculty

3. Faculty and Faculty Organization

member ratio that was stipulated as one of the Three 50s at the time of inception (Ref. 3-17, p. 6).

◆ College of International Management

1) Ascertaining research achievements and improving of international compatibility

APM classifies faculty members into three categories based on the AQ/PQ Standards developed as part of the AACSB accreditation project, and every academic year, it ascertains each faculty member's research achievements and practical business achievements (Ref. 3-9).

◆ Graduate School of Management

2) Ascertaining research achievements and improving of international compatibility

GSM classifies faculty members into three categories based on the AQ/PQ Standards developed as part of the AACSB accreditation project, and every academic year, it ascertains each faculty member's research achievements and practical business achievements (Ref. 3-9).

(2) Areas for Improvement

Nothing in particular

3. Strategic Direction for the Future

(1) Items that are Showing Results

◆ University-wide

1) Establishment of a university-wide Personnel Affairs Committee

We will continue working to match the research conducted by faculty candidates with societal demands, all while maintaining a university-wide faculty appointment scheme.

2) Realizing a 50% non-Japanese faculty member ratio

Going forward, we will strive to appoint faculty members by using international open recruitment and our tenure track system in order to maintain the 50% ratio of non-Japanese faculty.

◆ College of International Management

1) Ascertaining research achievements and improving of international compatibility

AACSB has decided to further refine its Academically Qualified (AQ) and Professionally Qualified (PQ) faculty standards, and APM aims to further improve its international compatibility by complying with these new standards.

3. Faculty and Faculty Organization

◆ Graduate School of Management

1) Ascertaining research achievements and improving of international compatibility

AACSB has decided to further refine its Academically Qualified (AQ) and Professionally Qualified (PQ) faculty standards, and GSM aims to further improve its international compatibility by complying with these new standards.

(2) Areas for Improvement

Nothing in particular

4. Supporting Resources

- 3-1: Faculty Appointment Screening Criteria
- 3-2: Formulation of Faculty Appointment Screening Criteria and Faculty Promotion Screening Criteria for the Center for Language Education
- 3-3: Formulation of Faculty Appointment and Promotion Criteria for the Educational Development and Learning Support Center and Revisions to Existing Criteria
- 3-4: APU Faculty Organization Development Plan (AY2011- AY2014): Backbone of the AY2011 Academic Reforms
- 3-5: Ritsumeikan Asia Pacific University Regulations for Teaching Hours Required of Full-time Faculty
- 3-6: Ritsumeikan Asia Pacific University Regulations for the Management of the University Senate Meeting (same as Ref. 2-4)
- 3-7: Ritsumeikan Asia Pacific University Faculty Council Regulations (same as Ref. 2-2)
- 3-8: Ritsumeikan Asia Pacific University Graduate School Faculty Council Regulations (same as Ref. 2-3)
- 3-9: Regarding the Formulation of AQ / PQ Standards
- 3-10: Guidelines for Part-Time Lecturer Appointments
- 3-11: Reformulation of the Graduate School Instructor Qualification Screening Criteria
- 3-12: Internal Regulations on the Administration of Graduate School Instructor Qualifications (Graduate School of Management) (Draft)
- 3-13: Ritsumeikan Asia Pacific University Appointment and Promotion Regulations for Faculty Members
- 3-14: Screening Criteria for Status Switch to Tenure
- 3-15: Teaching and Research Achievements of Full-time Faculty (Last Five Years)
- 3-16: Faculty Assessment (Assessment of Activities and Achievements in AY2013)
- 3-17: APU Data Book 2014 (same as Ref. 1-3)

4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]

1. Description of Current Conditions

- (1) Is the diploma policy explicitly stated in accordance with educational objectives?

◆ University-wide

University-wide educational objectives (for both the Colleges and Graduate Schools) are as follows:

- [1] To cultivate Japanese with global perspectives and worldviews who can cooperate with peoples of various countries and regions in the spirit of mutual international understanding.
- [2] To cultivate international students who, by learning at a Japanese institute of higher education, have developed a proper understanding of Japan and who are active in the global arena.
- [3] To cultivate talented individuals who can build amicable and trustworthy relationships between Japan and the countries of the world and contribute to developing the future economies and societies in their respective countries and regions.

◆ College of Asia Pacific Studies

The educational objectives for the College are as follows:

The College of Asia Pacific Studies is grounded in an integrated understanding of the policies, economics, societies, cultures, and other dimensions of the Asia Pacific region. Students develop both fundamental and specialized knowledge about international society, environment and development, and tourism; enhance their language proficiency, communication skills, and capacity to solve problems; and learn to comprehend the diverse range of problems confronting the Asia Pacific. The ultimate aim of the College is to produce individuals capable of contributing to sustainable development and mutual coexistence in the region.

In accordance with these educational objectives, APS has stipulated the following diploma policy.

<Graduation Requirements>

To earn a degree students are required to enroll for the designated period and to complete at least 124 credits in accordance with the registration requirements established by the University. Students are divided between Japanese or English as their basis

4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]

language upon entry and regardless of their language basis, the basic structure for required credits for graduation is that they must complete at least 40 credits of Common Education Subjects (including language education subjects) and at least 62 credits of Major Education Subjects. Additionally, in order for domestic Japanese-basis students to form both a practical ability to function in English which will allow them to be accepted in international society as well as to build their power in multicultural communication, domestic Japanese-basis students shall also be required to earn at least 20 credits in subjects offered in English in order to graduate.

<Learning Outcomes>

- 1) Interest in and understanding of the various issues facing the Asia Pacific region
- 2) Fundamental knowledge of discipline
- 3) Intercultural communication skills
- 4) Global perspectives

Note: Undergraduate students are classified as either Japanese or English-basis students and as either domestic or international students.

| | |
|-------------------------|---|
| Japanese-basis students | Students admitted by way of a Japanese entrance examination and approved to receive instruction in Japanese at the time of enrollment |
| English-basis students | Students admitted by way of an English entrance examination and approved to receive instruction in English at the time of enrollment |
| Domestic students | Japanese students and foreign resident students with a status of residence other than 'College Student' |
| International students | Students with a status of residence of 'College Student' |

In accordance with the aforementioned diploma policy, students who complete the prescribed number of credits are awarded a Bachelor of Social Science degree. For students who wish to complete their studies in a specific field, we have divided Major Education Subjects into four fields (Clusters)—Environment and Development, Hospitality and Tourism, International Relations and Peace Studies, and Culture, Society and Media—and those students who complete at least 20 credits in one of those fields have the name of said field included on their diplomas (Ref 4(1)-1, p. 16).

◆ College of International Management

The educational objectives for the College are as follows:

The Mission of the College of International Management (APM) is to cultivate human resources with strong business ethics that will play an active role in resolving management issues at globalizing enterprises and other organizations by imparting

4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]

fundamental knowledge in management, enhancing intercultural communication skills and upholding cultural diversities.

In accordance with these educational objectives, APM has stipulated the following diploma policy.

<Graduation Requirements>

To earn a degree students are required to enroll for the designated period and to complete at least 124 credits in accordance with the registration requirements established by the University. Students are divided between Japanese or English as their basis language upon entry and regardless of their language basis, the basic structure for required credits for graduation is that they must complete at least 40 credits of Common Education Subjects (including language education subjects) and at least 62 credits of Major Education Subjects. Additionally, in order for domestic Japanese-basis students to form both a practical ability to function in English which will allow them to be accepted in international society as well as to build their power in multicultural communication, domestic Japanese-basis students shall also be required to earn at least 20 credits in subjects offered in English in order to graduate.

<Learning Outcomes>

- 1) Business ethics
- 2) Fundamental knowledge of discipline
- 3) Intercultural communication skills
- 4) Global perspectives

APM has also formulated learning objectives underneath its learning goals (Ref 4(1)-2).

In accordance with the aforementioned diploma policy, students who complete the prescribed number of credits are awarded a Bachelor of Business Administration degree. For students who wish to complete their studies in a specific field, we have divided Major Education Subjects into four fields (Areas of Study)—Accounting and Finance, Marketing, Strategic Management and Organization or Innovation and Economics—and those students who complete at least 30 credits in one of those fields have the name of said field included on their diplomas (Ref 4(1)-1, p. 16).

◆ Graduate School of Asia Pacific Studies

The educational objectives for the Graduate School are as follows:

The Graduate School of Asia Pacific Studies will specialize in the area of government, environment and development economics deemed necessary for the development of the Asia Pacific region. Its purpose is to achieve practical resolutions for issues in the Asia Pacific and to cultivate human resources who will contribute to sustained development and peaceful coexistence in the Asia Pacific region.

Graduate School of Asia Pacific Studies Master's Program in Asia Pacific Studies

4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]

The educational objectives for the Master's Program in Asia Pacific Studies are as follows:

The Master's Program in Asia Pacific Studies aims to cultivate human resources who will contribute to the sustainable development of and coexistence in the Asia Pacific region. These individuals will possess a keen interest in research pertaining to and specialized knowledge and skills in fields including international relations and social and cultural studies, and they will demonstrate the practical problem-solving skills required for the development of the Asia Pacific region.

In accordance with these educational objectives, GSA-APS has stipulated the following diploma policy.

<Completion Requirements>

To earn a degree students must enroll for the designated period, obtain the number of credits required for completion in accordance with the registration requirements established by the University, and either write a thesis or complete a special project (Research Report) which successfully passes the screening process.

The Graduate School of Asia Pacific Studies' Master's Program in Asia Pacific Studies requires students to obtain at least 32 credits for completion. This minimum of 32 credits shall include 4 credits in Core Subjects on the Asia Pacific Region, 4 credits in Seminars and 10 credits in Major Subjects from subjects within the student's affiliated Division. It should be noted that all required subjects must be successfully completed and that Optional Subjects will not be included in the number of credits required for completion.

Together with the credits that must be obtained for completion, the results of the student's research in the form of either a thesis or a special project (Research Report) will also be screened and, based on these results successfully passing the screening, the student's completion and degree conferral will be recognized.

<Learning Outcomes>

- 1) Broad knowledge and understanding of the various issues facing the Asia Pacific region
- 2) Advanced knowledge of discipline
- 3) Global perspectives

To provide students with the "specialized knowledge and skills" indicated in the educational objectives (human resources development goals), the Major in Asia Pacific Studies is divided into two Divisions—International Relations and Peace Studies and Society and Culture—and students must complete at least 10 credits from their respective Division. Upon completion, students are granted a Division Certificate along with their diploma (Ref. 4(1)-3, pp. 20-21).

Graduate School of Asia Pacific Studies Master's Program in International Cooperation Policy

The educational objectives for the Master's Program in International Cooperation Policy

4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]

are as follows:

The Master's Program in International Cooperation Policy aims to cultivate human resources who will contribute to the sustainable development of and coexistence in the Asia Pacific region. These individuals will possess a keen interest in research pertaining to and specialized knowledge and skills in fields including administration, environmental studies, development, health science and tourism, and they will demonstrate the practical problem-solving skills required for the development of the Asia Pacific region.

In accordance with these educational objectives, GSA-ICP has stipulated the following diploma policy.

<Completion Requirements>

To earn a degree students must enroll for the designated period, obtain the number of credits required for completion in accordance with the registration requirements established by the University, and either write a thesis or complete a special project (Research Report) which successfully passes the screening process.

The Graduate School of Asia Pacific Studies' Master's Program in International Cooperation Policy requires students to obtain at least 32 credits for completion. This minimum of 32 credits shall include 4 credits in Core Subjects on the Asia Pacific Region, 4 credits in Seminars, and 10 credits in Major Subjects from subjects within the student's affiliated Division. It should be noted that all required subjects must be successfully completed and that Optional Subjects will not be included in the number of credits required for completion. Together with the credits that must be obtained for completion, the results of the student's research in the form of either a thesis or a special project (Research Report) will also be screened and, based on these results successfully passing the screening, the student's completion and degree conferral will be recognized.

<Learning Outcomes>

- 1) Broad knowledge and understanding of the various issues facing the Asia Pacific region
- 2) Advanced knowledge of discipline
- 3) Global perspectives

To provide students with the "specialized knowledge and skills" indicated in the educational objectives (human resources development goals), the Major in International Cooperation Policy is divided into five Divisions—International Public Administration, Public Health Management, Sustainability Science, Tourism and Hospitality, and Development Economics—and students must complete at least 10 credits from their respective Division. Upon completion, students are granted a Division Certificate along with their diploma (Ref. 4(1)-3, pp. 20-21).

Graduate School of Asia Pacific Studies Doctoral Program in Asia Pacific Studies

The educational objectives for the Doctoral Program in Asia Pacific Studies are as follows:

4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]

The Doctoral Program in Asia Pacific Studies aims to cultivate advanced researchers and professionals who will contribute to the sustainable development of and coexistence in the Asia Pacific region and achieve an advanced capacity for pioneering new academic disciplines required for the development of the Asia Pacific region.

In accordance with these educational objectives, GSAD has stipulated the following diploma policy.

<Completion Requirements>

To earn a degree students must enroll for the designated period, obtain the number of credits required for completion in accordance with the registration requirements established by the University, and successfully pass a dissertation screening.

In the Graduate School of Asia Pacific Studies' Doctoral Program, candidacy for a doctoral degree requires students to obtain 24 credits and successfully pass a doctoral candidacy screening; students who meet these requirements will become doctoral degree candidates and their application for a doctoral degree through the submission of a dissertation will be recognized. Students who obtain the 30 credits required for completion (the required 24 credits obtained for doctoral candidacy are included in these 30 credits) and who successfully pass the dissertation screening will have their completion and degree conferral recognized.

<Learning Outcomes>

- 1) Broad knowledge and understanding of the various issues facing the Asia Pacific region
- 2) Advanced knowledge of discipline
- 3) Ability to perform fundamental research
- 4) Global perspectives

In the Graduate School of Asia Pacific Studies Doctoral Program, students must complete the 24 required credits and pass the PhD candidate screening to become PhD candidates. To complete the program and receive their degrees, they must complete a total of 30 credits (including the 24 required for PhD candidacy) and successfully pass a screening of their dissertations (Ref. 4(1)-3), pp. 78, 82-85).

◆ Graduate School of Management

The educational objectives for Graduate School of Management are as follows:

The Mission of the Graduate School of Management is to cultivate creative well-rounded professionals and leaders who will play a central role in resolving management issues at globalizing enterprises and other organizations by imparting advanced management skills, a good understanding of business ethics and a deep insight into globalization.

In accordance with these educational objectives, GSM has stipulated the following diploma policy.

4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]

<Completion Requirements>

To earn a degree students must enroll for the designated period, obtain the number of credits required for completion in accordance with the registration requirements established by the University, and either write a thesis or complete a special project which successfully passes the screening process.

The Graduate School of Management's Master's Program requires students to obtain at least 44 credits for completion. All Required Subjects must be successfully completed and the minimum of 44 credits shall include 8 credits in Specialization Subjects. It should be noted that Elective Subjects will not be included in the number of credits required for completion. Together with the credits that must be obtained for completion, the results of the student's research in the form of either a thesis or a special project (Final Report or Case Study) will also be screened and, based on these results successfully passing the screening, the student's completion and degree conferral will be recognized.

<Learning Outcomes>

- 1) Business ethics
- 2) Advanced knowledge of discipline
- 3) Sense of innovation
- 4) Global perspectives

GSM has also formulated learning objectives underneath its learning goals (Ref 4(1)-4).

Students must complete at least 44 credits and successfully pass a screening of their master's thesis or research report (i.e., Independent Final Report or Case Study) to complete the Master's Program in the Graduate School of Management and receive their degrees.

To provide students with the "comprehensive awareness of business and management" and "deep insight into globalization" indicated in the educational objectives (human resources development goals), the Master's Program is divided into four Specializations—Japanese Management, Accounting and Finance, Marketing and Management, and Innovation and Operations Management—and students must complete at least eight credits from their respective Specializations, undergo research supervision and submit a final written assignment to receive a Specialization Certificate along with their diploma (Ref. 4(1)-3, pp. 50).

(2) Is the curriculum policy explicitly stated in accordance with educational objectives?

◆ University-wide

The following is an overview of the shared curriculum policy for Common Education Subjects (Language Education Subjects / Common Liberal Arts Subjects) offered in both Colleges. Common Education Subjects are common to both Colleges and have been established across three areas: Learning Techniques, Learning Foundations and Integrated

4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]

Learning.

In Learning Techniques, students learn the so-called reading-writing-arithmetic skills, including English, Japanese and/or Asia Pacific Languages subjects, computer literacy and other information subjects, mathematics and statistics, and in this process, they develop the ability to collect and disseminate information and analytical skills.

In Learning Foundations, students learn fundamental theories and concepts as an introduction to social sciences, humanities, and natural sciences while learning about the Asia Pacific region—which is especially important at APU—and Japan’s role in the region. Subjects include Culture and Society of the Asia Pacific, Japanese Economy and The Japanese Constitution.

In Integrated Learning, international and domestic students collaborate in learning. They undertake project-based learning to integrate various types of knowledge and methodologies in order to focus closely on one problem, while they learn problem solving through discussion with others. These subjects also aim to serve as a learning transition as students acquire proactive learning styles including self-directed reading, research, thinking, collaboration, discussion, summarizing and presentation—the necessary skills for university. Other offerings in this area include overseas language learning programs and the Freshman Intercultural Relations Study Trip (FIRST) Program.

Regarding Language Education Subjects, Japanese-basis students are required to take English, and English-basis students are required to take Japanese. The aim of this is two-fold: (1) to provide students the ability to understand Major Education Subjects in both languages, and (2) to foster human resources who can succeed both in Japanese society and the greater international community. Sufficient numbers of Japanese and English language subjects are offered so that students can begin taking language classes in either semester (Spring or Fall), thereby eliminating any disadvantages.

As for Common Education Subjects, our major focus is on wide-ranging liberal arts education. Our aim is to develop the following skills through the effective interplay with Major Subjects: universal perspective on things/concepts, ability to see the big picture, ability to grasp the true nature of things, and deep thinking ability. We have established three fields of learning—Learning Techniques, Learning Foundations and Integrated Learning—to ensure a curriculum design that fosters academic basics, study skills, information collection and dissemination skills, and intercultural communication skills.

The curriculum contains two automatically registered subjects for all incoming freshmen, First-Year Student Workshop I and II. These subjects were established to ensure a smooth transition from high school learning, either in Japan or overseas, to University-wide learning at APU. They aim to provide both domestic and international students with academic literacy and opportunities to interact and collaborate with each other.

Students are required to earn a total of at least 40 credits from Common Education Subjects in the two sub-fields of Language Subjects and Common Liberal Arts Subjects.

Regarding Major Education Subjects, the basic policy is to design a systematic

4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]

academic program based on the academic specializations and unique features of each College and with an eye on responding to the various issues facing the Asia Pacific region. With this, we aim to develop students to meet each College's human resources development goals. In both Colleges, students are required to complete at least 62 credits from Major Education Subjects offered by the respective College.

◆ College of Asia Pacific Studies

The curriculum policy for APS is as follows.

Curriculum Policy

The curriculum is designed to give students a broad understanding of the diverse political systems, economies, societies and cultures of the Asia Pacific as well as fundamental and advanced knowledge of and requisite skills pertaining to international relations, environment and development, tourism, and culture/society/media.

[1] Environment and Development Course

An understanding of water, forests and other environmental resources is essential when considering the future of the Asia Pacific. Profit-driven development has brought with it a raft of environmental and other issues, and sustainable development is an urgent issue for our times. This Course tackles the question of sustainable development in relation to efforts to balance environmental conservation and economic development. Students examine sustainable development policies in light of the systems and laws in each country and region.

[2] Culture, Society and Media Course

In this Course, students study the societies, cultures and values of the Asia Pacific to deepen their understanding of the problems it faces. In this Course, students study the basics of information technology, upon which they delve into cultural studies and new media studies to gain a deep understanding of our multicultural society. Through this, they gain a global perspective and the ability to view the region from several angles.

[3] Hospitality and Tourism

Cultural exchange and regional industrial promotion by way of tourism are important aspects for the development of the Asia Pacific region. In this Course, students explore all facets of tourism through the lenses of culture, society and community. They study the theory and practice of hospitality management as it relates to the tourism and service industries as well as the medical and welfare sectors.

[4] International Relations and Peace Studies

This Course focuses primarily on the study of dispute resolution and peace-building and aims to cultivate the ability to deal with increasingly complex global issues and, in turn, to develop human resources who will become the future experts in this field.

4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]

Drawing from the three disciplines of international law, political studies and economics, this Course seeks to foster in students the necessary critical thinking skills and policy-oriented approach to succeed in the fields of international relations, dispute resolution and peace-building.

Implementation Policy

- [1] In accordance with the curriculum policy, College subjects listed in the University Regulations are offered from the 200 to 400 levels. To accommodate both spring and fall enrollees, subjects are offered in both Japanese and English as needed, and enough classes are held so that students can graduate in either language.
- [2] As mentioned in the shared curriculum policy for both Colleges, the following lecture formats are encouraged.
- a) Interactive classes and classes that encourage cooperative learning, including learning in mixed groups of international and domestic students;
 - b) Classes that help students gain the ability to think on their own, conduct research and analysis and offer criticism and opinions, as part of an effort to create independent learners;
 - c) Classes that make students recognize and think about various issues facing the Asia Pacific so that they may someday help solve said issues.

◆ College of International Management

The curriculum policy for APM is as follows.

Curriculum Policy

The curriculum is designed to give students a broad understanding of the diverse political systems, economies, societies and cultures of the Asia Pacific as well as fundamental and advanced knowledge of and requisite skills pertaining to business administration.

[1] Strategic Management and Organization Course

To ensure their lasting development, organizations must set goals that are beneficial to society. To achieve those goals, the people in those organizations must engage in activities according to basic principles and methods. This Course is geared toward students who want to make a contribution to companies or students who are planning to take over their family business.

[2] Innovation and Economics

Innovation and efficient production control are the driving forces of corporate growth. In this Course, students will learn what generates innovation and what efficient production control entails. Students will also learn about the economic foundations that underlie these concepts and about economic development as the end product of corporate development. The Course is particularly geared toward students who wish to contribute to national development as businesspersons or as

4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]

policymakers.

[3] Marketing and Management Course

Students will learn how to provide products and services to the market. In particular, students will focus on how much of something to provide at what cost and with the best possible method. This Course aims to develop experts who can link the production phase to final consumers. This Course is geared toward students who want to be active, globally-oriented businesspersons.

[4] Accounting and Finance Course

The health of corporate activity is judged by the ebb and flow of money. This is called Accounting and it is a field that requires advanced specialization. Finance is the field concerned with raising and managing the funds necessary for corporate activity. This requires in-depth know-how. This Course is for students who wish to develop a specialization in Accounting and Finance.

Implementation Policy

[1] In accordance with the curriculum policy, College subjects listed in the University Regulations are offered from the 200 to 400 levels. To accommodate both spring and fall enrollees, subjects are offered in both Japanese and English as needed, and enough classes are held so that students can graduate in either language.

[2] As mentioned in the shared curriculum policy for both Colleges, the following lecture formats are encouraged.

- a) Interactive classes and classes that encourage cooperative learning, including learning in mixed groups of international and domestic students;
- b) Classes that help students gain the ability to think on their own, conduct research and analysis and offer criticism and opinions, as part of an effort to create independent learners;
- c) Classes that make students recognize and think about various issues facing the Asia Pacific so that they may someday help solve said issues.

In their freshman year, all students are required to register two subjects that provide the foundations for learning about international management: Business Mathematics and Introduction to Management. Based on their placement test results, students are either exempted from Business Mathematics or advised to take Fundamental Mathematics in order to bolster their fundamental math skills before taking Business Mathematics. While not required, students are also strongly urged to enroll in five Core Subjects—Accounting I, Accounting II, Finance, Principles of Marketing and Organizational Behavior—to promote systematic enrollment (Ref. 4(1)-1, pp. 22-23).

◆ Graduate School of Asia Pacific Studies

The Graduate School of Asia Pacific Studies employs a curriculum to cultivate specialized knowledge in administration, environment and development economics as well as practical problem-solving skills required for the development of the Asia Pacific.

4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]

Graduate School of Asia Pacific Studies Master's Program in Asia Pacific Studies

The curriculum policy for the Master's Program in Asia Pacific Studies is as follows:

Curriculum Policy

In light of the educational objectives stipulated in the University Regulations, the Master's Program in Asia Pacific Studies is composed of two Divisions—International Relations and Society and Culture—each with its own curriculum.

Each Division will offer its own Major Subjects, and Analytical Foundation Subjects and Core Subjects on the Asia Pacific Region will be offered jointly with the International Cooperation Policy Major to provide students with basic research skills and knowledge on the Asia Pacific. Meanwhile, students will receive individual research supervision in the Seminars.

[1] International Relations (IR)

The International Relations (IR) division is aimed at expanding the students' empirical knowledge base and sharpening their analytical and theoretical thinking about social, economic, political, and security phenomena in the globalizing world. The courses in this division provide a useful knowledge base for both academic-bound students and practitioner-bound students with an intended career in security, diplomacy, and media. The major courses in this division include international security, international political economy, international law, and conflict resolution and allow students to choose their subfield(s) to focus on toward their paper writing.

[2] Society and Culture (SC)

The Asia Pacific is one of the most rapidly developing regions in recent decades. To capture the patterns of social and cultural changes that occurred, the Society and Culture (SC) Division is devoted to promote comparative academic research on the region. The students can acquire practical skills in formulating and conducting research using theories and methods developed in sociology, cultural anthropology, or communication and media studies. With knowledge concerning social and cultural backgrounds of the countries in the regions, it enables students to have greater employment opportunities in government, industrial, commercial and academic institutes.

Implementation Policy

In their coursework, students will gain a solid understanding of research methods and basic knowledge of the Asia Pacific, upon which they will pursue subjects primarily in their respective divisions. They may also take subjects from the International Cooperation Policy Major and the other divisions.

Based on their individual research topics, students will receive research supervision and work on a final written assignment in the seminars.

4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]

Graduate School of Asia Pacific Studies Master's Program in International Cooperation Policy

The curriculum policy for the Master's Program in International Cooperation Policy is as follows:

Curriculum Policy

In light of the educational objectives stipulated in the University Regulations, the Master's Program in International Cooperation Policy is composed of five Divisions—International Public Administration, Public Health Management, Sustainability Science, Tourism and Hospitality and Development Economics—each with its own curriculum.

Each Division will offer its own Major Subjects, and Analytical Foundation Subjects and Core Subjects on the Asia Pacific Region will be offered jointly with the International Cooperation Policy Major to provide students with basic research skills and knowledge on the Asia Pacific. Meanwhile, students will receive individual research supervision in the Seminars.

[1] International Public Administration (IPA)

The International Public Administration (IPA) division is aimed at providing knowledge and skills to those who are interested in pursuing an advancing career in national and international governmental organizations in an era of increasing globalization. The study at the division enables students to improve professional and practical skills to manage and evaluate administrative operations and policies in national, regional, and global settings. The major courses in this division relate to international organizations, international cooperation policy, and public administration form the foundation, on which each student can further build more focused study depending on their intended policy fields.

[2] Public Health Management (PHM)

The Public Health Management (PHM) division teaches students three fundamental skills: skills in managing the budget, finance, economics and accounting of healthcare costs; skills in epidemiology, health statistics and research methodology as well as information management; and skills in public health, mainly preventive medicine and environmental health. This division puts emphasis on the economics and financial as well as administrative management of healthcare services at both the public and private sectors, while preserving the standard foundations of conventional public health education. Moreover, it encourages the students at an early stage to focus on healthcare case studies that relate to significant issues in the Asia Pacific Region. They may start by reviewing current health issues as reflected in papers, and by raising research questions with policy implications from the very beginning. This aspect of teaching and research is looked upon as a strategic approach throughout the whole length of the program.

4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]

[3] Sustainability Science (SS)

Sustainability Science is the application of science for achieving the goals of sustainable development. Sustainability Science is about using science in the analysis, planning and implementation of policies and actions dealing with interactions between the society and nature with a view to creating a sustainable future for all. It involves the scientific understanding of society-nature interactions; linking research with policy and actions; generating new knowledge, tools and techniques; and enhancing scientific and institutional capability for promoting resilience and sustainability. The students are expected to gain holistic perspective, integrative skills, and trans-disciplinary orientation as they engage in analyzing and managing population-resource-technology-institution interactions relevant to particular problems and issues or ecological settings, both man-made and natural ecosystems.

[4] Tourism and Hospitality (TH)

Tourism is a fast growing economic sector that transforms societies and communities in the Asia Pacific region. The Tourism and Hospitality (TH) division looks at various aspects of tourism (both mass tourism and alternative tourism) and its economic, social, cultural and environmental impacts on societies and communities, mostly through the lenses of the human and social sciences. The division also studies the theory and practice of hospitality management as it relates to the tourism, service, and health and welfare industries. The knowledge and academic/professional skills obtained from our division will be useful to a wide variety of employment opportunities, in government service, international organizations, and private corporations, as well as to further study in Master's and Doctoral programs.

[5] Development Economics (DE)

The Development Economics (DE) division is aimed at those who are interested in the socio-economic issues of the developing world. Study in this division enables students to improve their critical and analytical skills in development economics, including industrial development, social development, political development, rural development and poverty alleviation, as well enhancing their professional and practical skills related to international development. This division also aims to enhance the development of research skills in this field for those who are wishing to pursue further study. The knowledge and skills obtained will provide a wide variety of employment opportunities in international organizations, national and local governments, international development agencies, NGOs, and development consultancy firms.

Implementation Policy

In their coursework, students will gain a solid understanding of research methods and basic knowledge of the Asia Pacific, upon which they will pursue subjects primarily in their respective divisions. They may also take subjects from the Asia Pacific Studies

4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]

Major and other divisions.

Based on their individual research topics, students will receive research supervision and work on a final written assignment in the seminars.

Doctoral Program in the Graduate School of Asia Pacific Studies

The curriculum policy for the Doctoral Program in International Cooperation Policy is as follows:

Curriculum Policy

The Program offers common coursework on theories and perspectives of Asia Pacific Studies, upon which students receive research supervision based on their individual research topics in seminars. Students also write research papers and take coursework on presentations.

Implementation Policy

After completing their coursework and seminars, students must pass the PhD candidacy process (which requires the completion of at least 24 credits and the submission of two research papers for screening) before submitting their doctoral dissertation. Degrees are awarded to those candidates who pass the dissertation screening.

The curriculum in the Graduate School of Asia Pacific Studies Doctoral Program consists of lecture subjects, seminars, research and presentation subjects and tutorials. In lecture subjects students systematically study the specialized research methods and knowledge required for research in the doctoral program. Under the tutelage of their supervisors, students take seminars, research and presentation subjects, and tutorials to acquire the research techniques and academic skills needed to integrate education and research and the skills to generate academic output. The curriculum is designed to guide students in the writing of their dissertations.

Doctoral students must first complete the credits required for PhD candidacy (Total: 24 credits from designated subjects). Upon passing a screening, they become PhD candidates. Students are granted doctoral degrees after completing all required coursework and passing a doctoral dissertation screening.

[1] Lecture Subjects

These are subjects that cover required research methods and theories for the program.

[2] Seminar Subjects

Under the supervision of a supervising faculty member ("supervisor"), students take Advanced Research and write a dissertation submitted in partial fulfillment of the award of a Ph.D.

[3] Research and Presentation Subjects

Research Presentation is a subject in which students present their research.

4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]

Research Paper subjects are designed to supervise students in summarizing their research. These subjects cultivate research techniques and academic writing skills.

[4] Tutorials

Subjects that integrate research and teaching to cultivate teaching skills.

| Category | Credits Required for PhD Candidacy | | Number of Credits Required for Completion | |
|------------------------------------|------------------------------------|------------|---|------------|
| Lecture Subjects | 4 credits | 24 credits | 4 credits | 30 credits |
| Seminars | 8 credits | | 12 credits | |
| Research and Presentation Subjects | 10 credits | | 10 credits | |
| Tutorials | 2 credits | | 4 credits | |

◆ Graduate School of Management

The curriculum policy for GSM is as follows.

Curriculum Policy

In light of the educational objectives stipulated in the University Regulations, the Graduate School of Management is composed of four Divisions—Japanese Management, Accounting and Finance, Marketing and Management, and Innovation and Operations Management—each with its own curriculum.

Required Subjects are offered to provide students with basic research skills and a fundamental knowledge of management, and students will receive further knowledge of their specializations by taking Elective Subjects offered by each specialization. In addition to these lecture subjects, students receive individual research supervision in the Seminars.

[1] Japanese Management (JM)

The Japanese Management (JM) specialization focuses on the philosophy and practices of Japanese corporations. Japan is the first Asian country that successfully industrialized supported by its world class corporations. Japanese corporations with their emphases on quality, innovation, customer service, unique style of human resource management and stakeholder model of governance provide an alternative to that of the shareholder model practiced mostly in English speaking countries, including the USA. This specialization focuses on issues as cases of success and failure of Japanese corporations and provides a model of corporate management in the Asia Pacific Region.

[2] Accounting and Finance (AF)

The Accounting and Finance (AF) specialization discusses theories and concepts of corporate finance, financial engineering and financial institutions, financial accounting and managerial accounting-- providing students with skills to understand interpret financial and accounting information. The aim of the specialization is to provide

4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]

students with tools in the areas of accounting and finance to formulate strategies, design control systems, and evaluate the impact of corporate strategies on various stakeholders.

[3] Marketing and Management (MM)

The Management and Marketing (MM) specialization focuses on understanding and managing the human dimensions of organizations. For business organizations, some of the most important stakeholders are managers, employees and customers. Their decisions and actions are guided by a whole range of factors, from very 'rational' aspects to subjective perceptions, emotions and (moral) values. Thus, market conditions are in constant flux that necessitate adaptation as well as provide opportunities for creating new market and social values. Consequently, this specialization emphasizes the need of organizations to develop multi-dimensional and differentiated strategies, and sustainable competences and capabilities not only to cope with the changing business environment but also to lead innovatively and responsibly.

[4] Innovation and Operations Management (IOM)

The Innovation and Operations Management (IOM) specialization focuses on production planning, flexibility in production management, inventory management, quality management, management of the supply chain and the impact of information technology on the whole process of production. Another focus of this specialization is management of product development, role of entrepreneurship from the perspective of technology. This Specialization also addresses such a questions as why some countries are more innovative than others.

Implementation Policy

In their coursework, students will gain a solid understanding of research methods and a basic knowledge of management, upon which they will pursue subjects primarily in their respective specializations. They may also take subjects from the other specializations.

Based on their individual research topics, students will receive research supervision and work on a final written assignment in the seminars.

The Graduate School of Management employs a curriculum that cultivates the ability to solve corporate and organizational management issues in the Asia Pacific region by providing comprehensive know-how in business and management and a keen insight into globalization.

GSM has four Specializations—Japanese Management, Accounting and Finance, Marketing and Management, and Innovation and Operations Management—and, in order to provide students with a balance of knowledge about management issues common to all Specializations and in-depth knowledge specific to their respective Specializations, the curriculum is composed of subjects in the following categories: Analytical Foundation Subjects, Core Business Fundamentals, Capstone Subjects, Major Subjects, Seminars, Core Related Subjects and Electives. The curriculum is designed so that students can

4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]

systematically enroll in these subjects, focusing primarily on one Specialization.

[1] Analytical Foundation Subjects

This category contains two required subjects, Quantitative Analysis and Statistics and Managerial Economics, that provide students with the fundamental knowledge they need to pursue studies and research in GSM.

[2] Core Business Fundamentals and Capstone Subjects

Covering the fields of management, organization, finance, accounting and marketing, these subjects aim to provide students with the comprehensive, fundamental knowledge of business and management they need to pursue studies and research in GSM.

[3] Core Related Subjects

These subjects aim to deepen student expertise in one of the four Specializations— Japanese Management, Accounting and Finance, Marketing and Management and Innovation and Operations Management. By offering small-group classes, we cultivate students with practical skills by building on their research and the practical application thereof.

[4] Seminar Subjects

These subjects are designed to help students to synthesize their coursework into a master's thesis or research report (i.e., Independent Final Report or Case Study).

| Category | Number of Required Credits | | |
|---|----------------------------|------------|-------------|
| Analytical Foundation Subjects (Required) | 4 credits | 22 credits | 44 credits* |
| Core Business Fundamentals (Required) | 16 credits | | |
| Capstone Subjects (Required) | 2 credits | | |
| Major Subjects | 8 credits | | |
| Seminars | 6 credits | | |

* In addition to the credits stipulated for each category, the credits that students earn by taking Major Subjects, Core Related Subjects and subjects from the other Graduate School can be included in the number of credits required for completion.

(3) Have members of the university (faculty, staff and students) been notified of the educational objectives, diploma policy, and curriculum policy, and has this information been disclosed to the public?

◆ University-wide

We post our educational objectives, diploma policy, learning objectives, curriculum policy on the university homepage and strive to make them known to the public. The diploma policy is also listed in the Undergraduate Academic Handbook and the Graduate Academic

4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]

Handbook to ensure that students are duly notified thereof (Ref. 4(1)-1; Ref. 4(1)-3).

These policies are widely available on the homepage (Ref. 4(1)-5). As a rule, the disclosure of information pertaining to the undergraduate Colleges is conducted in both Japanese and English.

◆ College of Asia Pacific Studies

We post our educational objectives, diploma policy, learning objectives, and curriculum policy on the university homepage and strive to make them known to the public. The diploma policy is also listed in the Undergraduate Academic Handbook to ensure that students are duly notified thereof (Ref. 4(1)-1).

These policies are widely available on the homepage (Ref. 4(1)-5). As a rule, the disclosure of information pertaining to the undergraduate Colleges is conducted in both Japanese and English.

◆ College of International Management

We post our educational objectives, diploma policy, learning objectives, and curriculum policy on the university homepage and strive to make them known to the public. The diploma policy is also listed in the Undergraduate Academic Handbook to ensure that students are duly notified thereof (Ref. 4(1)-1).

As mentioned later, the educational objectives, learning objectives and diploma policy are reviewed regularly. Most recently, some of the educational objectives and learning objectives were reviewed in AY2014 to ensure that the outcomes of the AACSB accreditation process, for which our application is pending, are shared with the rest of the university. These policies are widely available on the homepage (Ref. 4(1)-5). As a rule, the disclosure of information pertaining to the undergraduate Colleges is conducted in both Japanese and English.

◆ Graduate School of Asia Pacific Studies

We post our educational objectives, diploma policy, learning objectives, and curriculum policy on the university homepage and strive to make them known to the public. The diploma policies for each Graduate School and Division are also listed in the Graduate Academic Handbook to ensure that students are duly notified thereof (Ref. 4(1)-3).

These policies are widely available on the homepage (Ref. 4(1)-5). As a rule, the disclosure of information pertaining to the Graduate Schools is conducted only in English.

◆ Graduate School of Management

We post our educational objectives, diploma policy, learning objectives, curriculum policy on the university homepage and strive to make them known to the public. The diploma policy for the Graduate School is also listed in the Graduate Academic Handbook to ensure that students are duly notified thereof (Ref. 4(1)-3).

4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]

As mentioned later, the educational objectives, learning objectives and diploma policy are reviewed regularly. Most recently, some of the educational objectives and learning objectives were reviewed in AY2014 to ensure that the outcomes of the AACSB accreditation process, for which our application is pending, are shared with the rest of the university. These policies are widely available on the homepage (Ref. 4(1)-5). As a rule, the disclosure of information pertaining to the Graduate Schools is conducted only in English.

(4) Does the university regularly verify the adequacy of its educational objectives, diploma policy, and curriculum policy?

◆ College of Asia Pacific Studies

Together with faculty organization, educational content and outcomes, the university examines the adequacy of its educational objectives, diploma policy, and curriculum policy with 1) research and analysis conducted by the Division of Academic Affairs 2) discussions in the Faculty Council and Faculty Discussion Meeting, and 3) confirmation by the University Senate.

Reviews were conducted when the academic reforms of AY2006 and AY2011 were formulated, and the results were incorporated when each set of reforms was implemented. Since the first full cycle of the AY2011 academic reforms concluded in AY2014, we will continue conducting reviews based on the fact that the next round of academic reforms will be enacted after AY2015.

◆ College of International Management

Together with faculty organization, educational content and outcomes, the university examines the adequacy of its educational objectives, diploma policy, and curriculum policy with 1) research and analysis conducted by the Division of Academic Affairs 2) discussions in the Faculty Council and Faculty Discussion Meeting, and 3) confirmation by the University Senate.

Reviews were conducted when the academic reforms of AY2006 and AY2011 were formulated, and the results were incorporated when each set of reforms was implemented. Since the first full cycle of the AY2011 academic reforms concluded in AY2014, we will continue conducting reviews based on the fact that the next round of academic reforms will be enacted after AY2015.

Assurance of Learning (AOL) initiatives have been fully adopted as part of the AACSB accreditation process, and continuous reviews are conducted.

◆ Graduate School of Asia Pacific Studies

Together with faculty organization, educational content, and outcomes, the university examines the adequacy of its educational objectives, diploma policy, and curriculum policy with 1) research and analysis conducted by the Division of Academic Affairs 2) discussions

4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]

in the Graduate School Faculty Council, and 3) confirmation by the University Senate.

A review of the adequacy of the educational objectives, diploma policy, and curriculum policy at the graduate level was conducted, and the outcomes were reflected in the AY2014 academic reforms.

◆ Graduate School of Management

Together with faculty organization, educational content, and outcomes, the university examines the adequacy of its educational objectives, diploma policy, and curriculum policy with 1) research and analysis conducted by the Division of Academic Affairs 2) discussions in the Graduate School Faculty Council, and 3) confirmation by the University Senate.

A review of the adequacy of the educational objectives, diploma policy, and curriculum policy at the graduate level was conducted, and the outcomes were reflected in the AY2014 academic reforms.

Assurance of Learning (AOL) initiatives have been fully adopted as part of the AACSB accreditation process, and continuous reviews are conducted.

2. Assessment

(1) Items that are Showing Results

◆ University-wide

1) Systematic alignment of goals and policies

We conducted regular inspections in 2006 and 2011 of the initiatives we have undertaken since opening in 2000 to "cultivate human resources who will help create the future shape of the Asia Pacific", and by analyzing the results of these, we have been able to promote the systematic alignment of our human resources development goals, diploma policy, and curriculum policy. At the graduate level, we took efforts to review initiatives undertaken since the schools opened in 2003, and we streamlined systems as part of the AY2014 academic reforms (Ref. 4(1)-6).

In particular, the College of International Management and the Graduate School of Management have worked to align their goals, diploma policies and curriculum policies with a keen eye on the AACSB Standards as part of the AACSB accreditation process. The faculty members in the College of International Management and the Graduate School of Management are working to improve and advance academics with a conscious awareness of international compatibility (Ref. 4(1)-2; Ref. 4(1)-4).

In AY2014, the education and research objectives (human resources development goals) were reorganized. In light of this, the diploma policy was adjusted to include the credits required for graduation / completion for each College and Graduate School and learning outcomes. The curriculum policy was also adjusted to ensure that students achieve the learning outcomes (Ref. 4(1)-7).

4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]

(2) Areas for Improvement

◆ University-wide

1) Explicit statement of goals and policies

We have published the goals and policies that were reviewed in AY2014 on the university homepage, but they have not been added to the handbooks and other printed materials yet.

3. Strategic Direction for the Future

(1) Items that are Showing Results

◆ University-wide

1) Explicit statement of goals and policies

By continuing to undertake academic reforms and reviews on a regular basis, we will promote the advancement of our educational objectives, diploma policies, and curriculum policies.

(2) Areas for Improvement

◆ University-wide

1) Explicit statement of goals and policies

We publish our educational objectives and the so-called "Three Policies" (admission policy, curriculum policy and diploma policy) both internally and externally in an easy to understand format.

In particular, the Undergraduate Academic Handbook and Graduate Academic Handbook serve to present to students the basic rules and procedures for studying and conducting research at APU. We will publish the educational objectives, diploma policy, and curriculum policy in both handbooks as we strive to ensure a common understanding among students of the individual educational programs that these policies underpin and improve their learning outcomes.

4. Supporting Resources

- 4(1)-1: 2014 Undergraduate Academic Handbook (same as Ref. 1-4)
- 4(1)-2: College of International Management Curriculum Alignment Matrix, APU homepage
- 4(1)-3: 2014 Graduate Academic Handbook (same as Ref. 1-9)
- 4(1)-4: Graduate School of Management Curriculum Alignment Matrix, APU

4. Educational Content, Methods and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]

homepage

4(1)-5: Information Disclosure, APU homepage

4(1)-6: AY2014 Curriculum Reforms in the Graduate School of Asia Pacific Studies
Master's Program and Graduate School of Management Master's Program
(same as Ref. 1-14)

4(1)-7: Formulation of Policies Pertaining to University Evaluation (Accreditation)

Educational Program and Content

1. Description of Current Conditions

(1) Are subjects appropriately offered in accordance with the curriculum policy and have the curricula been systematically designed?

◆ University-wide

Curricula in both Colleges consist primarily of two components, Common Education Subjects (Language Education Subjects and Common Liberal Arts Subjects) and Major Education Subjects, and the credits required for graduation are the same for both Colleges. In particular, students need to take at least 40 credits of Common Education Subjects (Language Education Subjects and Common Liberal Arts Subjects), at least 62 credits of Major Education Subjects, and complete a total of at least 124 credits. Out of the 124 credits required for graduation, students must complete 22 credits of Electives, which can be drawn from the Common Education Subjects (Language Education Subjects and Common Liberal Arts Subjects), the Major Education Subjects in one's own College or the Major Education Subjects in the other College.

The curriculum is designed to eliminate any disadvantages stemming from the enrollment basis language since students can take subjects offered in either Japanese or English. Subject offerings for AY2013 are as follows:

| | |
|--|---|
| 100 series Common Education Subjects (Liberal Arts Subjects: Subjects for first-year students) | 26 of 42 subjects listed in the University Regulations (61.9% offered in both Japanese and English) |
| College of Asia Pacific Studies Major Education Subjects | 79 of 101 subjects (78.2% offered in both Japanese and English) |
| College of International Management Major Education Subjects | 52 of 60 subjects (86.7% offered in both Japanese and English) |

Grade numbers are attached to each subject to indicate the appropriate semester of enrollment and encourage systematic enrollment (i.e., subject numbering). Prerequisite subjects—that is, subjects that students should take before taking a certain subject—are also defined; therefore, if a student completes a prerequisite subject early, he or she will be able to take the subject for which said prerequisite was defined even if he or she has not yet advanced to the year level in which the subject is typically offered.

Regarding class sizes, the maximum lecture size is set at 250 and, as a general rule, class sizes are set at 25 or less for Common Education Subjects (Language Education Subjects) and Seminars.

Language education is provided based on student language proficiency levels. Students

4. Educational Content, Methods and Outcomes Educational Program and Content

who enroll on a Japanese basis take English placement tests upon enrollment to determine if they will study under the English Standard Track (24 required credits from Elementary English to Upper Intermediate English) or the English Advanced Track (12 required credits through Advanced English I or II).

Students who enroll on an English basis are required to complete 16 credits of Japanese language subjects across four skill levels (Japanese Foundation Course I through Japanese Intermediate Course).

There are also sufficient numbers of elective language subjects that advanced students can take once they have completed their required subjects. These include subjects such as English for Discussion and Debate, English Business Writing, Japanese Language and Culture I and Career Japanese.

APU also offers instruction in the native tongues of students from the Asia Pacific region. Collectively referred to as Asia Pacific Language Subjects, students can take Chinese (I - IV, 16 credits), Korean (I - IV, 16 credits), Spanish (I - IV, 14 credits), Malay/Indonesian (I - IV, 14 credits), Thai (I - IV, 14 credits), and Vietnamese (I - IV, 14 credits).

There are a total of 64 Language Education Subjects (English, Japanese and AP languages) listed in the University Regulations as follows: English—20 subjects; Japanese—18 subjects; AP Languages—24 subjects; Intensive Language Learning Overseas—1 subject; and Special Lecture (Language Education)—1 subject.

Common Education Subjects (Common Liberal Arts Subjects), which are common 100 series (first-year) subjects for both Colleges, include subjects, such as the following, which aim to cultivate a comprehensive understanding of the Asia Pacific region: Religions of the Asia Pacific, Business Affairs in the Asia Pacific, History of the Asia Pacific, Languages of the Asia Pacific, Geography of the Asia Pacific and Culture and Society of the Asia Pacific.

First-Year Student Workshop I and II, a pair of subjects for all incoming freshmen, were established to assist students in their transition to university-level learning, in which a proactive, self-directed approach is required in order to identify and solve problems on one's own accord, and to ensure effective learning at APU by students from around the world who have diverse educational backgrounds.

The curriculum also includes systematically placed information subjects to boost students' information literacy.

| | |
|--|--|
| 100 series (for first-year students) | Internet Fundamentals, Programming I and Computer Literacy |
| 200 series (for second-year students) | Programming II, Data Mining, Internet Technology Integration |
| 300 series subjects (for third and fourth-year students) | Applied Programming, Database Systems etc. |

There is a total of 79 Common Liberal Arts Subjects listed in the University Regulations, namely, 42 first-year (100 series) subjects, 22 second-year (200 series) subjects, and 15 third-year (300 series) subjects.

4. Educational Content, Methods and Outcomes Educational Program and Content

Major Education Subjects common to both Colleges include the 200 series Field Study, in which students visit a location in Japan or overseas with their instructor to research a particular topic, Applied Training, a third-year seminar in which students conduct on-site research related to their other seminars with their supervisor, and the third-year seminars Major Seminar I and II. The fourth-year seminars Research Seminar and Undergraduate Thesis round out the six subjects (14 credits).

◆ College of Asia Pacific Studies

We have established Major Education Subjects in APS to develop wide-ranging problem solving ability and specialized know-how of the issues facing the Asia Pacific region centered on solid language proficiency and a basic understanding of the diverse cultures, histories, societies, natural environments, and historical conditions of the region. We have organized these Major Education Subjects into four clusters (i.e., courses) for students who want to systematically acquire expert knowledge in a specific field. As outlined below, Major Education Subjects account for at least 50% (62 of 124 credits) of the credits required for graduation.

In the University Regulations, there are 23 subjects (46 credits), including Development Policy and Environmental Policy, listed for Environment and Development; 31 subjects (62 credits), including Cultural Anthropology and Multiculturalism and Society, listed for Culture, Society and Media; 22 subjects (44 credits), including Tourism Policy and Tourism Development, listed for Hospitality and Tourism; and 24 subjects (48 credits), including International Politics and Security and International Organizations, listed for International Relations and Peace Studies.

◆ College of International Management

Based on a wide-ranging understanding of the diverse societies, cultures and traditions of the Asia Pacific, we will design a curriculum to develop students with the values and social awareness geared toward creating new businesses and to cultivate human resources with the drive and creativity to succeed in the dynamic world of business in Asia. To achieve this, we bolster student fundamentals in economics and management, develop advanced language proficiency, and improve intercultural communication skills in addition to specialized teaching and research in four fields (i.e., areas of study).

In the University Regulations, there are 11 subjects (22 credits), including International Management and International Human Resources Management, listed for Strategic Management and Organization; 11 subjects (22 credits), including Macroeconomics and Production Management, listed for Innovation and Economics; 11 subjects (22 credits), including International Logistics and Marketing Research, listed for Marketing; and 12 subjects (24 credits), including Financial Accounting I and Management Accounting, listed for Accounting and Finance.

As part of its efforts toward AACSB accreditation, APM creates a Curriculum Alignment

4. Educational Content, Methods and Outcomes Educational Program and Content

Matrix (CAM) every year and posts it on the homepage (Ref. 4(2)-1). The CAM paints a clear picture of the relationship among the learning goals, learning objectives and Major Education Subjects in the College. By examining the matrix, students can easily understand what they can expect to learn by taking a certain subject. For the College, the matrix reveals which Major Education Subjects should be fortified in response to student learning.

◆ Graduate School of Asia Pacific Studies

Masters Programs in the Graduate School of Asia Pacific Studies

The Master's Program in GSA offers two majors: Asia Pacific Studies and International Cooperation Policy. The Major in Asia Pacific Studies has two Divisions, International Relations and Society and Culture, while the Major in International Cooperation Policy has five Divisions—International Public Administration, Public Health Management, Sustainability Science, Tourism and Hospitality and Development Economics—in order to provide students with a balance of knowledge about issues concerning the Asia Pacific region common to all Divisions and in-depth knowledge specific to their respective Divisions. The curriculum is composed of subjects in the following categories: Analytical Foundation Subjects, Core Subjects on the Asia Pacific Region, Seminars, Division Major Subjects, Core Related Subjects, and Optional Subjects, and it is designed so that students can systematically enroll in these subjects focusing primarily on one Division.

[1] Analytical Foundation Subjects

This category contains two required subjects, Research Methods and Academic Writing and Information Resources and Data Analysis, that provide students with the analytical research methods and writing skills they need to pursue studies and research in GSA.

[2] Core Subjects on the Asia Pacific Region

This category contains subjects on the societies, cultures, politics, and economies in the Asia Pacific region, such as Social and Cultural Processes in the Asia Pacific and Politics and Economics in the Asia Pacific, as well as area studies subjects; it aims to provide students with wide-ranging, fundamental knowledge.

[3] Major Subjects (Division Major Subjects and Core Related Subjects)

The Major in Asia Pacific Studies offers Major Subjects in two Divisions, International Relations and Society and Culture, which aim to provide students with the expert knowledge in their respective research field. The Major in International Cooperation Policy offers Major Subjects in five Divisions—International Public Administration, Public Health Management, Sustainability Science, Tourism and Hospitality and Development Economics—which aim to provide students with the expert knowledge in their respective research field. Students are permitted to enroll in Major Subjects from the other major program which, in turn, allows them to engage in wide-ranging education and research. In addition, Seminars are designed to help students synthesize their coursework into a master's thesis or research report.

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Major in Asia Pacific Studies / Major in International Cooperation Policy

| Category | Number of Required Credits | |
|---|----------------------------|--------------------------|
| Analytical Foundation Subjects (Required) | 4 credits | 32 credits* ² |
| Core Subjects on the Asia Pacific Region | 4 credits | |
| Seminars | 4 credits | |
| Major Subjects | 10 credits* ¹ | |

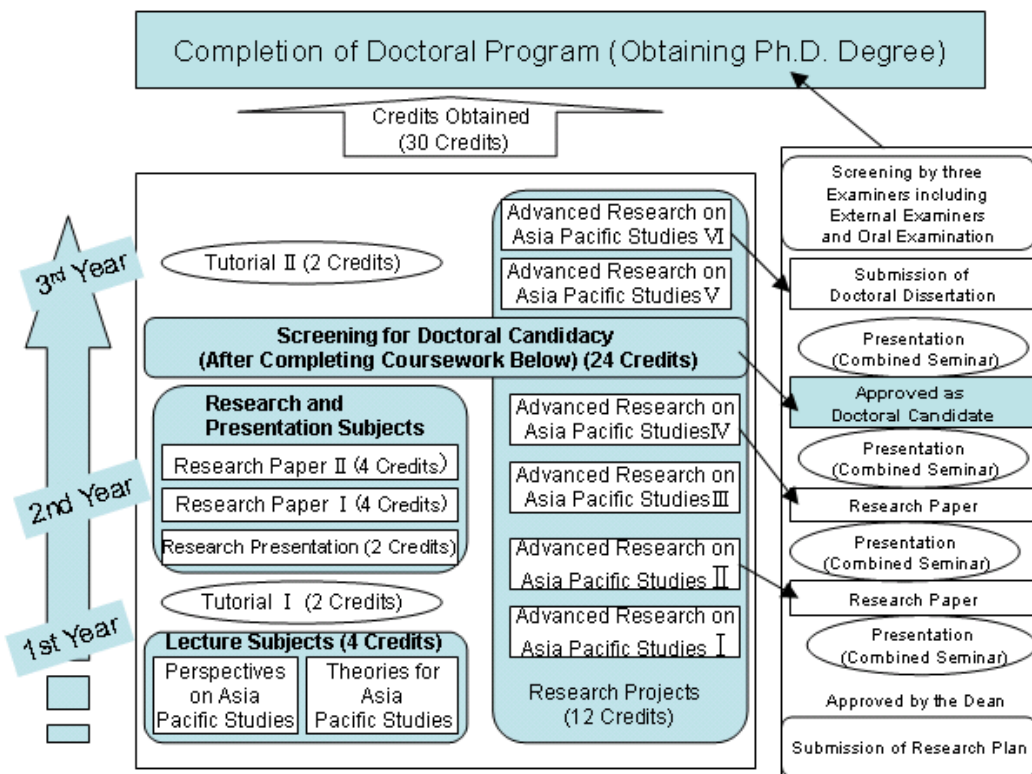
*1 Students must complete at least 10 credits of Major Subjects from their respective Division.

*2 In addition to the credits stipulated for each category, the credits that students earn by taking Core Subjects on the Asia Pacific Region, Seminars, Division Major Subjects, and Core Related Subjects can be included in the number of credits required for completion.

Doctoral Program in the Graduate School of Asia Pacific Studies

The curriculum in the doctoral program consists of two Lecture Subjects (2 credits each), six Seminars (2 credits each), three Research and Presentation Subjects (2-4 credits each) and two Tutorials (2 credits each), for a total of 13 subjects (30 credits). Including the two first-year lectures, Perspectives on Asia Pacific Studies and Theories for Asia Pacific Studies, all subjects are required and students enroll as illustrated below.

Starting from the first semester, students take one seminar a semester (Advanced Research on Asia Pacific Studies I~VI; 2 credits each) in which they conduct research in preparation for writing a dissertation and receive supervision from a faculty supervisor.



4. Educational Content, Methods and Outcomes Educational Program and Content

◆ Graduate School of Management

As part of its efforts toward AACSB accreditation, the Graduate School of Management creates a Curriculum Alignment Matrix (CAM) every year and posts it on the homepage (Ref. 4(2)-2). The CAM paints a clear picture of the relationship among the learning goals, learning objectives and Major Subjects in the Graduate School. By examining the matrix, students can easily understand what they can expect to learn by taking a certain subject. For GSM, the matrix reveals which Major Subjects should be fortified in response to student learning.

(2) Does each program offer suitable educational content in accordance with the curriculum policy?

In addition to policies enacted every four to six years when curriculum reforms are implemented, subject offering policies for the upcoming academic year are drafted for each College and Graduate School every year, and these are adjusted on a university-wide basis before any subjects are offered (Ref. 4(2)-3). This adjustment process also serves as a check-and-balance system, ensuring that the educational content is suitable for each program.

◆ College Common

To ensure that educational content is suitable for the bachelor's degree programs, the syllabus for each subject clearly presents the standards for completion (Ref. 4(2)-4). The situation for Common Education Subjects (Language Education Subjects and Common Liberal Arts Subjects) in the bachelor's degree programs is as follows.

As for Language Education Subjects (English, Japanese and AP Languages), a suitable number of language classes is offered based on the number of incoming freshmen and their placement test results in accordance with the basic rules for language subject offerings.

[1] Enough classes will be offered for required foreign language subjects (English and Japanese) so that all students eligible for these subjects can take them.

[2] Language for Specific Purposes (LSP) subjects will be offered for students who complete their required foreign language subjects (English and Japanese).

[3] Subjects will be offered for the six Asia Pacific Languages: Chinese, Korean, Spanish, Malay/Indonesian, Thai, and Vietnamese.

Common Liberal Arts Subjects, as opposed to Major Education Subjects, are offered to provide students with broad-based fundamental knowledge. To ensure that educational content is suitable for the bachelor's programs, the level that students are expected to achieve by the time they complete a subject are explicitly defined.

We proactively promote Active Learning, that is, off-campus experiential academic

4. Educational Content, Methods and Outcomes
Educational Program and Content

programs that deepen students' ties with society and their practical skills. More specifically, we have developed and offer the following wide variety of programs: a) Freshman Intercultural Relations Study Trip ("FIRST") Program, an introductory study abroad program on which first-year students visit certain locations in Korea to conduct research in small groups, b) overseas language training, immersive language education programs at foreign universities, c) internships, d) volunteer activities, e) field study and f) student exchange programs. In particular, the FIRST Program serves as an introductory level Active Learning program, and every year, about 150 first-year Japanese-basis domestic students participate.

Preliminary and follow-up training sessions have been established in developing and offering these subjects for credit, and this provides sufficient coverage of practical and in-class hours as stipulated in the Standards for the Establishment of Universities. Furthermore, opportunities for follow-up reports and presentations are offered to promote the sharing and dissemination of learning outcomes. As shown below, the number of participants in domestic and international off-campus programs have been steadily increasing over the past three years.

| Programs | Student Type | AY2011 | AY2012 | AY2013 |
|-------------------|------------------------|--------|--------|--------|
| Domestic programs | Domestic students | 273 | 268 | 276 |
| | International students | 187 | 178 | 106 |
| Overseas programs | Domestic students | 308 | 315 | 346 |
| | International students | 90 | 73 | 97 |

APU has also established the All-APU Freshman Education Council, which strives to systematize freshman education, including freshman education subjects, first-year student orientation, and various programs targeting freshmen in cooperation with both Colleges and all Divisions. APU was awarded the AY2008 Academic GP for these initiatives, and since the conclusion of the funded project, we have continued to strengthen systems by hiring new faculty members for the Education Development and Learning Support Center. The aims of these initiatives are as follows:

- [1] Adjust and transfer smoothly into university life;
- [2] Develop an APU identity and gain an understanding of the university's basic ideals and history;
- [3] Build relationships with peers and develop a Learning Community;
- [4] Develop intercultural understanding and tolerance toward other cultures and value systems;
- [5] Elevate student motivation to study and set goals for future career paths;

4. Educational Content, Methods and Outcomes Educational Program and Content

- [6] Acquire the ability to work in collaboration with others;
- [7] Acquire the knowledge and ways of thinking required for university education across all disciplines;
- [8] Promote self-directed reading, research, thinking, cooperation, discussion, analysis and dissemination.

Our primary curricular initiative was the establishment of the First-Year Student Workshop and Introduction to APU subjects. First-Year Student Workshop I and II are mandatory for all incoming freshmen. FYSW I is separated into domestic and international student classes, and students acquire academic literacy by learning how to conduct literature surveys, retrieve information, write reports, cite properly, avoid plagiarism and give presentations. FYSWII classes are a mix of domestic and international students, and they provide students with the skills and attributes they need to critically examine social issues and propose creative solutions to problems while working with classmates who have different cultural backgrounds by way of intercultural understanding experiences, a must for APU, multicultural group work, and interactive classes (in which students must proactively participate).

Introduction to APU is a seminar that combines faculty lectures and peer (i.e., upperclassmen)-led workshops with the aim of cultivating intercultural understanding and multicultural group work skills. It is offered in 30-person mixed classes of domestic and international students. One peer leader is assigned to every six freshmen to facilitate group discussions and multicultural cooperative learning. We boost students' motivation to learn at APU by using the intercultural experiences of upperclassmen on the campus as case studies and inviting the first president to give a special lecture.

With regard to extracurricular initiatives, we opened the Self-Access Learning Center in 2007 in an effort to boost students' language proficiency, and we have since assigned specialists there who can provide language learning advice (Ref. 4(2)-5). There, in cooperation with Japanese and English language instructors from the Center for Language Education, study consultations and one-on-one lessons are provided, and various workshops and study sessions for different language proficiency levels and purposes are held.

In addition to this, we established the Writing Center to improve academic writing in both English and Japanese. Here, faculty serving as coordinators and students trained to provide writing support assist those students who wish to improve their skills (Ref. 4(2)-6). Furthermore, faculty in charge of academic advising and faculty from the Center for Language Education cooperate to offer academic advising to all students (Ref. 4(2)-7). There are advising booths in the Learning Commons and consultation rooms in the Academic Office.

Additionally, faculty members set aside 95 minutes per week as Office Hours to provide students with appropriate guidance on their studies.

To assist students who are performing poorly, the Academic Office identifies students who

4. Educational Content, Methods and Outcomes Educational Program and Content

are not completing sufficient numbers of credits and calls them in for academic advising sessions. International student supervision covers not only registration support but assistance to maintain student status. Students who have completed insufficient credits are interviewed and advised every semester and warned with regard to scholarship revocation.

Students enrolled for more than four years are permitted to register up to 24 credits per semester (the same as seventh and eighth-semester students). Before the subject registration period begins, they are urged to register and are given opportunities for face-to-face meetings at the Office counter. Student registration status is confirmed after the registration period, and second opportunities to meet staff are offered to encourage enrollment.

To help students adjust to life at the university as quickly as possible, faculty and staff have cooperated to establish the Fellow Advisory Group (FLAG), a student a peer support group that operated freshmen orientations. These efforts have successfully boosted freshmen awareness of the university's systems.

Educational content that takes university-high school collaboration into consideration is outlined below (Ref. 4(2)-8). Pre-enrollment program participants complete self-assessment surveys containing the same questions before and after their programs so the university can measure changes in their behavior and ascertain the actual situation (Example question: "Did you learn to express your thoughts clearly and logically in essay form?").

- Campus Visit Day (for AY2014 enrollees)

Campus Visit Day is an event for domestic students who took special entrance examinations and had their admission approved early. There are events to stimulate learning, measure student English proficiency and provide pre-enrollment study counseling. Their guardians are also invited. (Participation rate: 63.3% (421 of 665 accepted applicants))

- Schooling (for AY2014 enrollees)

Twelve Schooling Sessions are held at four venues around Japan (Tokyo, Osaka, Fukuoka, and Oita) to provide scheduled enrollees with individual learning support and confirm their progress on pre-enrollment assignments. (Number of participants: 158; Participation rate: 79%)

- APU Basic Skills Brush-up Course (for AY2014 enrollees)

This course is held in March to expose students to university life before enrollment. They spend two weeks living in AP House and join various sessions aimed at facilitating their transition to university-level learning. (Number of participants: 203; Rate of course completion: 99%)

- ACCESS Program (Pre-Enrollment Study Abroad)

This program is held in the March immediately preceding enrollment. Students spend two weeks studying at St. Edward's University in the United States where they take a variety of classes to improve their English and other skills. Not only can students experience study abroad and cross-cultural learning early before embarking

4. Educational Content, Methods and Outcomes
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on their university careers, they are also afforded an opportunity to plan their next four years at APU. An overview of the program since it commenced can be found in the table below.

| | AY2011 (dispatched March 2012) | AY2012 (dispatched March 2013) | AY2013 (dispatched March 2014) |
|-------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| No. of applicants | 9 | 24 | 37 |
| Number of Students Sent | 8 | 23 | 22 |

*Capacity: 20 (depending how many people can stay in the host university's dormitories)

◆ **College of Asia Pacific Studies**

Introduction to Survey and Research Methods (2 credits) is a subject intended for students in their second year or higher. It not only allows students to learn about social science research, it seeks to enhance their basic research, report writing and presentation skills. In addition, the Research Methods subjects (2 credits) in each Cluster enable students to learn fundamental skills, such as how to conduct literature surveys and field research. Furthermore, the third-year seminars, Major Seminar I and II (2 credits each), aim to deepen students' understanding of the expert knowledge they need to write a thesis, while the fourth-year seminars, Research Seminar (2 credits) and Undergraduate Thesis (4 credits), are designed to provide students with an opportunity to take full advantage of the skills and know-how they have accumulated through their first three years in order to write a thesis, i.e., the culmination of four years of study.

◆ **College of International Management**

All freshmen are required to register three subjects (6 credits)—Introduction to Business Management, Business Mathematics, and depending on their placement test scores, Fundamental Mathematics. Although not required, there are also five subjects (10 credits) of Core Subjects that students are strongly urged to take to prepare them for their studies in their respective fields. These are Accounting I, Accounting II, Finance, Principles of Marketing and Organizational Behavior. Major Education Subjects account for at least 50% (62 of 124 credits) of the credits required for graduation.

Furthermore, the third-year seminars, Major Seminar I and II (2 credits each), aim to deepen students' understanding of topics they need to know in order to write a thesis by way of in-depth study and discussion, while the fourth-year seminars, Research Seminar (2 credits) and Undergraduate Thesis (4 credits), are designed to provide students with an opportunity to take full advantage of the skills and know-how they have accumulated through their first three years in order to write a thesis, i.e., the culmination of four years of

4. Educational Content, Methods and Outcomes Educational Program and Content

study.

◆ Graduate School of Asia Pacific Studies

Masters Programs in the Graduate School of Asia Pacific Studies

To enable transitions from a variety of academic calendars, both Majors offer Analytical Foundation Subjects and Core Subjects on the Asia Pacific Region, and students must complete four credits from each category. On top of this, students can elect to take Core Related Subjects, which are common to both Majors and which offer an organized approach to the coursework in each Major (Ref. 4(2)-9, p. 22).

As follows, GSA also offers the two programs in cooperation with foreign research institutions.

The first is the international material flow management (IMAT Program) in which students spend their first year studying at APU and their second year studying at Trier University of Applied Sciences in Germany. (This program was founded in the fall of 2006). In Germany, students are provided with internships as well as opportunities to practically apply what they have learned and researched. Students submit a research report to APU and a master's thesis to Trier University of Applied Sciences, and if successful, they are awarded two degrees, a Master of Science in International Cooperation Policy and a Master of Engineering. Actual figures are as follows.

| AY | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|-----------------------|------|------|------|------|------|------|------|------|
| IMAT Program Students | 13 | 23 | 14 | 17 | 9 | 7 | 6 | 5 |

The second is the Indonesia Linkage Program, a dual degree program operated under the auspices of the Indonesian government's Phase III Advanced Human Resources Development Project. Students on the program spend their first year studying at Bravijaya University and their second year studying at APU. (The program began in 2008, with the first cohort coming to APU in the fall of 2009.) Students who complete a master's thesis (or research report) are awarded two degrees: a Master of Science in International Cooperation Policy and a Master of Public Administration. Actual figures are as follows.

| AY | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|---------------------------|------|------|------|------|------|------|
| Indonesia Linkage Program | 4 | 4 | 3 | 4 | 4 | 3 |

Doctoral Program in the Graduate School of Asia Pacific Studies

In addition to receiving guidance on their dissertations, students can engage in systematic learning by completing 30 credits of coursework (Ref. 4(2)-9, p.79).

◆ Graduate School of Management

[1] Systematic coursework

To enable transitions from a variety of academic backgrounds, GSM offers two categories of subjects common to all Specializations, that is Analytical Foundations and

4. Educational Content, Methods and Outcomes Educational Program and Content

Core Business Fundamentals, and students must complete 22 credits from these categories. On top of this, students can elect to take Core Related Subjects, which offer an organized approach to the coursework in each specialization, and international students can take Japanese Language Subjects (Ref. 4(2)-9, p. 52).

[2] Business cases

Since the Graduate School opened in 2003, the Case Development Steering Committee has developed business cases. In AY2013 eight cases were developed, including "Branding in the Cut Flower Industry: Suntory's Applause and Moondust", "Innovation Management: Nippon Film" and "Innovation Management: Beppu Hatto Onpaku", all of which were focused on the Asia Pacific region, and in some cases even more locally (Oita Prefecture and Beppu City). The number of original cases developed at APU now totals 70, and all of these make the most of APU's unique characteristics.

2. Assessment

(1) Items that are Showing Results

◆ University-wide

1) Establishing suitable subjects for each program

With regard to the appropriate offering of the necessary lecture subjects, subject offering policies for the upcoming academic year are drafted for each College and Graduate School every year, and these are adjusted on a university-wide basis before any subjects are offered (Ref. 4(2)-10). This adjustment process also serves as a check-and-balance system, ensuring that the educational content is suitable for each program (Ref. 4(2)-3).

2) Strengthening freshmen education

Since the establishment of the All-APU Freshmen Education Council in AY2008, as mentioned earlier, we have fundamentally revised and strengthened First-Year Student Workshop I and II, and we have established Introduction to APU. In relation to this, we established the Self-Access Learning Center (SALC) and the Writing Center, and we adopted academic advising, among other measures to promote self-directed learning. We also rolled out pre-enrollment education programs. In this way, we have successfully developed a comprehensive freshman education system (Ref. 4(2)-5; Ref. 4(2)-6; Ref. 4(2)-7).

3) Systematizing subjects

Under the graduate school AY2014 Curriculum, the basic approach of establishing a curriculum structure that clarifies academic disciplines while reinforcing expertise was adopted (Ref. 4(2)-11, p.2). In GSA, students reinforce their expertise by taking at least 10 credits of subjects from one of two Divisions of the Asia Pacific Studies Major—International

4. Educational Content, Methods and Outcomes Educational Program and Content

Relations and Society and Culture—or one of the five Divisions in the International Cooperation Policy Major: International Public Administration, Public Health Management, Sustainability Science (which includes the International Material Flow Management Program (IMAT) Program), Tourism and Hospitality, and Development Economics. In GSM, students deepen their expertise by taking at least eight credits in one of the four Specializations: Japanese Management, Accounting and Finance, Marketing and Management and Innovation and Operations Management.

(2) Areas for Improvement

◆ Graduate School of Management

1) Utilizing business cases in class

To ensure that students acquire the comprehensive knowledge of business and management stipulated in the educational objectives (human resources development goals), the Case Development Steering Committee was established to develop cases focused on Japan and the Asia Pacific region; however, no efforts have been made thus far to monitor how cases are used in class and verify their effectiveness.

3. Strategic Direction for the Future

(1) Items that are Showing Results

◆ University-wide

1) Establishing suitable subjects for each program

With regard to the appropriate offering of the necessary lecture subjects, subject offering policies for the upcoming academic year are drafted every year, and these are adjusted on a university-wide basis before any subjects are offered. Since this is an annual process, efforts will be made to continually refine and advance the subject offering policies.

◆ College Common

1) Reviewing the outcomes of freshman education

We will review the outcomes of the freshman education programs we have striven to enhance and incorporate those efforts in the next round of academic reforms.

◆ Graduate School Common

1) Systematizing subjects

We will review the degree to which we have strengthened our specializations, one of the goals of the AY2014 graduate school reforms.

(2) Areas for Improvement

◆ Graduate School of Management

1) Utilizing business cases in class

In the AY2014 curriculum, we established the interdisciplinary field of Japanese Management, so we must continue developing business cases pertaining to Japan and the Asia Pacific region. Furthermore, we must use the cases we develop in our teaching, examine the effectiveness of our education, and strive to make improvements.

4. Supporting Resources

- 4(2)-1: College of International Management Curriculum Alignment Matrix, APU homepage (same as Ref. 4(1)-2)
- 4(2)-2: Graduate School of Management Curriculum Alignment Matrix, APU homepage (same as Ref. 4(1)-4)
- 4(2)-3: AY2014 Subject Offering Policy (First Draft)
- 4(2)-4: Syllabus
- 4(2)-5: Self-Access Learning Center (SALC) AY2013 Fall Semester Activity Report and Operations Policy for AY2014 Spring Semester
- 4(2)-6: AY2013 Spring Semester Writing Center Overview and AY2013 Fall Semester Management Policy
- 4(2)-7: Report on Academic Advising in the AY2013
- 4(2)-8: Report on Pre-Enrollment Education Programs for AY2014 Spring Enrollees
- 4(2)-9: 2014 Graduate Academic Handbook (same as Ref. 1-9)
- 4(2)-10: Timetable
- 4(2)-11: AY2014 Curriculum Reforms in the Graduate School of Asia Pacific Studies Master's Program and Graduate School Management Master's Program (same as Ref. 1-14)

[Methods of Instruction]

1. Description of Current Conditions

(1) Are methods of instruction and study guidance appropriate?

◆ University-wide

1) Appropriate offering of classes

Subjects listed in the Ritsumeikan Asia Pacific University University Regulations are appropriately offered in class formats (lectures, seminars, labs etc.) suited to their respective educational content based on annual course offering policies that are confirmed in the Faculty Council and University Senate Meeting (Ref. 4(3)-1).

2) Active participation in lectures: Rules on grading methods and the weight of the final examination as part of the total grade

A rule is stipulated for all subjects stating that the final examination cannot account for more than 50% of the overall grade and that grading methods and the weight of the final examination must be stated in the syllabus. This means all faculty members utilize a variety of evaluation mechanisms in addition to final examinations, including active class participation, group work and other forms of collaborative learning, exchange between international and domestic students, presentations and homework assignments (Ref. 4(3)-2, pp. 1-46-48; Ref. 4(3)-3, p.6). Currently, about 67% of classes employ some form of mutual exchange or interaction.

3) Learning management system

In addition to face-to-face lectures in the classrooms, APU uses the Blackboard learning management system to assist students in preparation and review. In particular, Language Education Subjects require ample self-directed study time. In AY2013, 91% of English classes (Spring: 21 of 23 subjects / Fall: 21 of 23 subjects) and 100% of Japanese subjects (Spring: 12 of 12 subjects / Fall: 12 of 12 subjects) used Blackboard. This enables APU to provide suitable educational content by enhancing both classroom experience and study time outside of class.

◆ College Common

The maximum size of an undergraduate lecture is set at 250 students. In order to promote active student participation, lectures with more than 150 registered students, lectures that use computers and certain other types of classes are assigned graduate or undergraduate student assistants as needed. As a rule, class sizes are kept small for Seminars in order to promote interaction and meaningful exchange.

4. Educational Content, Methods and Outcomes
[Methods of Instruction]

All incoming freshmen are required to take First-Year Student Workshop I and II to ensure a smooth transition from passive high school learning. These are medium-sized classes in which full-time faculty members give lectures on set topics, after which Teaching Assistants (TAs) facilitate discussions and presentations in small groups of 10 to 15 students. In this way, measures are taken to implement interactive classes regardless of class size. These TAs also assist with group work outside of class. The students who work as TAs are upperclassmen whose performance in First-Year Student Workshop was outstanding; they are supervised by the full-time faculty members in charge of the subject. With daily exposure to role models like these TAs, students become more motivated to learn, and we believe this can serve as a model for peer learning.

Regarding information subjects, content is coordinated so that multiple sessions of the same subject can be taught by teams of faculty members. For example, multiple sessions of the 100-series subjects Internet Fundamentals, Programming I and Computer Literacy are offered in English and Japanese. Despite the fact that classes are taught by different faculty members, shared syllabi are used for Internet Fundamentals, which is held in English, and Computer Literacy, which is held in Japanese.

In addition, faculty members in the Education Development and Learning Support Center (EDLSC) lead organized efforts to standardize syllabi, including grading methods, for several first-year experience subjects, such as First-Year Student Workshop I and II, Peer Leader Training and the Career Design subjects.

◆ **College of Asia Pacific Studies**

1) Class formats

Major Subjects are divided into lectures and seminars, and the offerings of each for AY2013 are as listed below.

| Lectures | Seminars | Remarks |
|-------------|-------------|---|
| 220 classes | 160 classes | Japanese-basis: 226 classes English-basis: 154 classes |

2) Credit registration limits

We define strict limits to the number of credits students can register each semester to ensure quality in learning for their four years of study. The limits differ, however, for especially outstanding students on the Accelerated Graduation Program (a program that enables graduation in three or three-and-a-half years). These students may take up to 24 credits each in the third and fourth semesters and 30 credits each in the fifth semester and higher.

4. Educational Content, Methods and Outcomes
[Methods of Instruction]

Credit Registration Limits per Semester

| 1st sem. | 2nd sem. | 3rd sem. | 4th sem. | 5th sem. | 6th sem. | 7th sem. | 8th sem. | Total |
|----------|----------|----------|----------|----------|----------|----------|----------|-------|
| 18 | 18 | 20 | 20 | 20 | 20 | 24 | 24 | 164 |

◆ **College of International Management**

1) Class formats

Major Subjects are divided into lectures and seminars, and the offerings of each for AY2013 are as listed below.

| Lectures | Seminars | Remarks |
|-------------|-------------|---|
| 210 classes | 183 classes | Japanese-basis: 232 classes English-basis: 161 classes |

2) Credit registration limits

We define strict limits to the number of credits students can register each semester to ensure quality in learning for their four years of study. The limits differ, however, for especially outstanding students on the Accelerated Graduation Program (a program that enables graduation in three or three-and-a-half years). These students may take up to 24 credits each in the third and fourth semesters and 30 credits each in the fifth semester and higher.

Credit Registration Limits per Semester

| 1st sem. | 2nd sem. | 3rd sem. | 4th sem. | 5th sem. | 6th sem. | 7th sem. | 8th sem. | Total |
|----------|----------|----------|----------|----------|----------|----------|----------|-------|
| 18 | 18 | 20 | 20 | 20 | 20 | 24 | 24 | 164 |

◆ **Graduate School of Asia Pacific Studies**

1) Credit registration limits

Masters Programs in the Graduate School of Asia Pacific Studies

The number of credits required for completion is 32, and the maximum number of registerable credits for a given semester is 22. The following registration models, in which credit numbers are based on the different enrollment periods, are explicitly stated in the 2014 Graduate Academic Handbook (Ref. 4(3)-4, p.21).

| | |
|----------------------------|--|
| Standard 2-year Completion | 1st ~ 3rd semester: 10 credits each; 4th semester: 2 credits |
| 1.5-year Completion | 1st, 2nd semester: 14 credits each; 3rd semester: 4 credits |
| 1-year Completion | 1st semester: 20 credits; 2nd semester: 12 credits |

4. Educational Content, Methods and Outcomes
[Methods of Instruction]

Doctoral Program in the Graduate School of Asia Pacific Studies

The number of credits required for completion is 30, and the maximum number of registerable credits for each is as follows.

| | |
|----------------------------|--|
| Standard 3-year Completion | 1st semester: 6 credits; 2nd semester: 10 credits; 3rd semester: 6 credits; 4th semester: 10 credits; 5th semester: 6 credits; 6th semester: 4 credits |
| 2-year Completion | 1st, 2nd semester: 14 credits each; 3rd semester: 6 credits; 4th semester: 4 credits |

2) Master's and doctoral programs: Research supervision and thesis/dissertation guidance based on Research Supervision Plans

Masters Programs in the Graduate School of Asia Pacific Studies

In the first month after enrollment, students and faculty from each Division gather so that students can find a supervisor to advise them on their desired research topic. After this, students take Seminars for the next three semesters and receive research supervision from their supervisors. Students who plan to write a master's thesis must submit a Research Proposal that provides an outline of their research, including research methods, and receive approval from their supervisor and the Dean of the Graduate School.

Systems are in place whereby the Master's Thesis Committee, with two internal screeners for each thesis, conducts fair and swift screenings of theses (Ref. 4(3)-5).

➤ Seminar Enrollment for 2-Year Completion (Ref. 4(3)-3)

- 1st semester: Research Project I (2 credits; 1 class-hour of research supervision per week)
- 2nd semester: Research Project II (2 credits; 1 class-hour of research supervision per week)
- 3rd semester: Research Project III (2 credits; 1 class-hour of research supervision per week; this time is used for conducting research and writing a master's thesis or research report.) Supervisors provide students with advice as needed, in light of their progress.
- 4th semester: Final Research Project (2 credits; 1 class-hour of research supervision per week; students receive supervision for their master's thesis or research report.)

Doctoral Program in the Graduate School of Asia Pacific Studies

Upon enrollment, students are matched with supervisors who will advise them on their desired research topics. Students take Advanced Research on Asia Pacific Studies I ~ VI (2 credits each; one class-hour of research supervision per week) for the next six semesters and receive research supervision from their supervisors. In addition to this research supervision, students also take Research Paper I and II in the 2nd and 4th semesters, respectively, in which they write dissertations submitted in partial fulfillment of the award of

4. Educational Content, Methods and Outcomes
[Methods of Instruction]

a PhD. Based on these papers, the Doctoral Dissertation Committee (a committee of three APU faculty members) screens students for PhD candidacy.

Systems are in place whereby fair and swift screenings are conducted, as a rule, by one external screener and two internal screeners per dissertation under the supervision of the Doctoral Dissertation Committee (Ref. 4(3)-6).

◆ **Graduate School of Management**

1) Credit registration limits

The number of credits required for completion is 44, and the maximum number of registerable credits for a given semester is 22. The following registration models, in which credit numbers are based on the different enrollment periods, are explicitly stated in the 2014 Graduate Academic Handbook (Ref. 4(3)-4, p.51).

| | |
|----------------------------|--|
| Standard 3-year Completion | 1st semester: 16 credits; 2nd semester: 12 credits; 3rd semester: 10 credits; 4th semester: 6 credits |
| 1.5-year Completion | 1st semester: 16 credits; 2nd semester: 18 credits; 3rd semester: 10 credits |

2) Master's and doctoral programs: Research supervision and thesis/dissertation guidance based on Research Supervision Plans

After acquiring fundamental knowledge from Required Subjects in the first semester, students are matched at the beginning of the second semester with supervisors who will advise them on their desired research topics. After this, students take Seminars for the next three semesters and receive research supervision from their supervisors. Supervisors screen their students' theses, but a mid-term review is conducted under the supervision of the Master's Thesis Screening Committee before the submission of theses. This ensures the objectivity and transparency of screenings.

➤ Seminar Enrollment (Ref. 4(3)-7)

- 2nd semester: Management Seminar I (2 credits; 1 class-hour of research supervision per week)
- 3rd semester: Management Seminar II (2 credits; 1 class-hour of research supervision per week)
- 4th semester: Management Seminar III (2 credits; 1 class-hour of research supervision per week; research supervision for a master's thesis, independent final report or case study)

(2) **Are lectures offered in accordance with the syllabi?**

◆ **University-wide**

Syllabi are created with a standardized form containing the following elements: Objectives, Standards for Completion, Teaching Methods, Overview of Each Class, Method of Grade

4. Educational Content, Methods and Outcomes [Methods of Instruction]

Evaluation, Requirements for Students, Textbook(s), Further Reading(s) and Contact Information (Ref. 4(3)-8). Syllabi can be searched by faculty member name or keyword and are made available online before the semester starts so students can refer to them when registering subjects. Faculty members can list up to two Required Readings and 15 Further Readings (30 for a graduate school subject) on a syllabus. These Required Readings and Further Readings are shelved in the Reserve Corner of the APU Library when classes are in session to facilitate effective student learning in line with the syllabus. In AY2013, 593 Required Readings and 6,145 Further Readings were shelved in the Reserve Corner for student use.

The Class Evaluation Surveys are designed to ascertaining the degree of syllabus utilization with the following three questions: 1) "Did lecture content and the lecture schedule match that of the online syllabus?", 2) "Did the faculty member use the textbook and materials listed on the online syllabus in class?" and 3) "Did you register for this subject because it seemed interesting after you read and understood its role in the curriculum and its relativity to your study plan?" (Ref. 4(3)-9)

◆ College of Asia Pacific Studies

Since the bachelor's degree program is offered in both Japanese and English, the syllabi for subjects offered in Japanese are written in Japanese, while the syllabi for subjects offered in English are written in English (except for some language subjects).

◆ College of International Management

Since the bachelor's degree program is offered in both Japanese and English, the syllabi for subjects offered in Japanese are written in Japanese, while the syllabi for subjects offered in English are written in English (except for some language subjects).

◆ Graduate School of Asia Pacific Studies

Since the curriculum is English-only, all of the syllabi are written in English. Up to 30 Further Readings can be listed in a graduate subject syllabus (as opposed to 15 for an undergraduate subject).

◆ Graduate School of Management

Since the curriculum is English-only, all of the syllabi are written in English. Up to 30 Further Readings can be listed in a graduate subject syllabus (as opposed to 15 for an undergraduate subject).

(3) Are grading and credit authorization appropriately conducted?

◆ University-wide

APU has used the GPA system since its inception, and we employ two types of GPA

4. Educational Content, Methods and Outcomes
[Methods of Instruction]

calculations: the GPA for each semester ("semester GPA") and the GPA for all semesters completed to date ("cumulative GPA"). GPAs are also used for the priority registration system, which gives outstanding students priority for registering subjects, and as screening criteria for student exchange programs and scholarships. About 70% of international students are eligible for tuition reduction, and the semesterly screening to determine continuing eligibility is based on their academic performance (i.e., the number of credits completed and the semester GPA) for each semester. This encourages students to study on their own accord.

Starting with students admitted to the undergraduate Colleges in AY 2011, F grades are included in cumulative GPAs and listed on academic transcripts and student grade reports in order to increase the objectivity and international currency of our GPAs.

There is also an Academic Merit Scholarship that provides monetary incentives to outstanding students with the highest GPAs in each semester, and these students are presented with awards from the President and other university officials. In this way, GPAs are used for a variety of university initiatives.

To prevent a situation in which grades for lectures lose meaning because they are determined entirely by final examinations, a common set of guidelines is in place stating that final examinations cannot exceed 50% of the total grade. Grading is conducted stringently. The grading methods and standards for all subjects are listed in syllabi, and these, along with weight of examinations and other components, are confirmed in advance (Ref.4(3)-8).

| Letter Grade | Evaluation | Pass | Letter Grade | Evaluation | Pass |
|--------------|---------------|------|--------------|--------------|------|
| A+ | 90% or higher | Pass | C | 60-69% | Pass |
| A | 80-89% | Pass | F | 59% or lower | Fail |
| B | 70-79% | Pass | | | |

Faculty members are also asked to submit grade evaluation comments at the end of each semester (except for Language Education Subjects and Seminars). These comments are made public on the university intranet and allow students to confirm general trends for a given subject, such as key points on the final examination or report, examples of frequently missed questions, overall student attitudes and messages of encouragement for students (Ref. 4(3)-10).

In both Colleges, credits obtained at another university, junior college or technical college prior to enrollment may be transferred if the subject content can be confirmed from course outlines or syllabi from the other institution. Subjects are reviewed for their correlation to subjects at APU and are then transferred as substitutes for subjects listed for one of the Colleges in the University Regulations in accordance with the Ritsumeikan Asia Pacific University Academic Regulations (Ref. 4(3)-11, Article 74). If no correlation can be made

4. Educational Content, Methods and Outcomes [Methods of Instruction]

between the subject taken at the former institution and a subject offered at APU, then it cannot be transferred. In this manner, only academic content that suits one of APU's bachelor's degree programs can be transferred, thus ensuring the validity of APU's credit transfer methods.

Programs for which credits can be transferred from other institutions after enrollment include the regular curriculum (semester or session-based) exchange program with Ritsumeikan University and Akita International University, and programs with the Open University of Japan and Oita University.

In accordance with the Ritsumeikan Asia Pacific University Academic Regulations, credit transfer from study abroad at foreign universities with whom APU has student exchange agreements is implemented upon a screening to determine compatibility with APU subjects listed in the University Regulations (Ref. 4(3)-11, Article 74). APU can confirm in advance whether or not subjects scheduled to be taken at the study abroad program can be transferred back to APU, which allows for the establishment of a mutual learning agreement between APU and its students. Credits obtained on study abroad can be transferred after the student finishes the program and submits an application for credit transfer along with his/her transcripts and syllabi from the host university. Credit numbers are calculated based on the methods for multinational university credit number calculation set forth in the UCTS Guidelines (UMAP Credit Transfer Scheme) and the credit transfer list between APU and UCTS is publicly available.

In either case, APU allows students to transfer up to 60 credits to the undergraduate Colleges (48% of the 124 credits required for graduation) by the time of graduation based on the laws.

◆ College of Asia Pacific Studies

Faculty members are asked to submit grade evaluation comments at the end of the semester which are made public to students. In APS, comments were provided for 67% (71 of 106 classes) Major Subjects (2014 spring semester). Also, to share information about proper grading, the grade distributions for each subject (i.e., the percentages of each letter grade awarded) are disclosed every semester in the Faculty Council (excluding subjects with less than 10 students, seminars and other small-group subjects).

◆ College of International Management

Faculty members are asked to submit grade evaluation comments at the end of the semester which are made public to students. In APM, comments were provided for 63% (56 of 89 classes) Major Subjects (2014 spring semester). Also, to share information about proper grading, the grade distributions for each subject (i.e., the percentages of each letter grade awarded) are disclosed every semester in the Faculty Council (excluding subjects with less than 10 students, seminars and other small-group subjects).

◆ **Graduate School of Asia Pacific Studies**

At the end of the semester, GSA faculty members submitted grade evaluation comments, which are made public to students, for 51% (19 of 37 classes) subjects (2014 spring semester).

Meanwhile, GSA also offers a dual master's degree with Trier University of Applied Sciences, Germany. Under this program, students must complete the 32 credits required for completing the International Cooperation Policy Major in GSA and the 120 ECTS credits required for completing the master's program at Trier University of Applied Sciences (which is equivalent to approximately 61 APU credits after conversion). Students must also submit a research report to APU and a master's thesis to Trier University of Applied Sciences and pass the screenings for both. The annex to the cooperative agreement lists the subjects that students take during their first year (in Japan) and their second year (in Germany) as well as substitute subjects and grade conversion methods, and the two universities transfer credits based on these stipulations (Ref. 4(3)-12). Up to 10 credits earned at Trier University of Applied Sciences can be transferred back to APU to count toward our requirements for completion.

Under the supervision of the program supervisor, program coordinators are appointed at both universities to coordinate subject offerings, confirm student enrollment progress, and provide enrollment supervision.

◆ **Graduate School of Management**

At the end of the semester, GSM faculty members submitted grade evaluation comments, which are made public to students, for 69% (11 of 16 classes) subjects (2014 spring semester).

(4) Are educational outcomes regularly inspected? Are the results of those inspections used to improve curricula, educational content and methods of instruction?

◆ **University-wide**

At APU, faculty development (FD) is divided into two types of training (i.e., Initiatives Programs): training for new faculty and faculty-led training programs.

When APU first opened, we had yet to establish the educational methods required to teach students with a diverse array of educational backgrounds from all over the world, so our basic approach to FD was a bottom-up one in which faculty planned their own training sessions to respond to practical needs in the classroom. We refer to this as initiative-based training. The same process also applied to staff. In AY2009, APU was selected for the MEXT University Education and Student Support Promotion Project for our Faculty and Staff Enrichment Program, a collaborative faculty-staff effort to promote initiative-based training.

Our Initiatives Programs consist of Faculty Initiatives Programs (FIP), which are planned

4. Educational Content, Methods and Outcomes
[Methods of Instruction]

by faculty or groups of faculty, and Division Initiatives Programs (DIP), which are planned by the organizations to which faculty belong. Initiatives Programs are implemented voluntarily by faculty to address the issues they face when they actually teach and deal with students, and the results are incorporated back into their classes. In this way, many achievements have been recorded under the Initiatives Programs.

For example, the College of International Management and the Graduate School of Management conducted a survey of assurance of learning (AOL) methods as part of their efforts to obtain accreditation from AACSB, and faculty members in the Center for Language Education, which is responsible for teaching Language Education Subjects, teamed up with faculty members in the Colleges to implement an FD project entitled "Exploring Team Teaching between Faculty Members who Teach Subjects Held in English and English Instructors" (Ref. 4(3)-13).

| FIP | AY2011 | AY2012 | AY2013 |
|---------------------|-----------|-----------|----------|
| No. of Applications | 8 | 19 | 8 |
| No. of Awards | 6 | 10 | 6 |
| No. Implemented | 5 (62.5%) | 10 (100%) | 6 (100%) |

* Figures inside parentheses indicate the ratio of implemented initiatives (i.e., complete projects) to the number of applications

| DIP | AY2011 | AY2012 | AY2013 |
|---------------|--------|--------|--------|
| No. of Awards | 7 | 4 | 2 |

We have maintained this tradition since inception, but now that more than 10 years have passed since then, we are working to strengthen our training for new faculty members in an effort to systematically establish internationally-compatible education.

This training aims to deepen new faculty members' understanding of APU unique features as well as its curricula, students and classes. Since AY2013, we have worked with the University of Minnesota in the United States, one of our partner schools, to provide a year round training program in which new faculty learn about internationally- compatible teaching methods (e.g., setting learning goals, writing syllabi, conducting evaluations using rubrics, running interactive classes etc.). Program content is planned by having instructors from the University of Minnesota visit APU beforehand to assess the situation and needs of our faculty. Workshops are held at APU in June and the University of Minnesota in September, and the instructors from the University of Minnesota provide online consulting at other times during the year. Five faculty members participated in AY2013 and five more participated in

4. Educational Content, Methods and Outcomes [Methods of Instruction]

AY2014, and they reported on what they learned at final presentation sessions held upon the conclusion of the program each year. This allows new faculty to share new teaching methods they have learned and improvements they have made with the rest of the university.

Regarding lecture improvements, in addition to the aforementioned FD activities, the results of the Class Evaluation Survey and other questionnaires are reported and institutional feedback from the organizations in charge of language education and freshman education and both the Colleges is issued as needed, as outlined below. These institutional reviews, reviews of initiatives and improvements are shared with everyone in the university from the executives to the faculty and staff, and these are discussed in light of university-wide issues at the APU Review, which is held twice a year. For example, in the 2014 Summer Review, faculty and staff, including the President, gathered to engage in a free discussion of the Top Global University Project and academic reforms in the College of Asia Pacific Studies, which will form a major pillar of the next round of academic reforms (Ref. 4(3)-14).

Another tool for reviews is the Class Evaluation Survey, which is conducted in every lecture subject. The results are issued to each faculty member as feedback so that the voices of the students can be directly reflected in lecture improvements. Every year, subjects with class sizes of 20 to 25 students, including undergraduate Language Education Subjects and undergraduate and graduate Seminars, elicit favorable scores from the students, while subjects with class capacities of 250 score lower on average. Student understanding directly correlates with satisfaction, and more interactive classes with lower numbers of students have higher levels of satisfaction and understanding (Ref. 4(3)-15).

Student comments are collected and a graphical representation thereof is sent to individual faculty as feedback. College officials confirm survey results every semester and, based on the overall averages, provide advice and supervision to individual faculty where necessary. In this manner, APU promotes the improvement of teaching methods.

Before every semester, the Center for Language Education (CLE), which administers Language Education Subjects, conducts a regular review of educational outcomes, and puts the results to use in improving the educational content and instruction of Language Education Subjects. This review session is open to all faculty and staff members, not just members of the CLE. As a rule, Japanese and English language subjects are team taught by groups of instructors, so level coordinators are assigned for each subject to coordinate class content, students and grading methods as well as to create standardized examination questions, quizzes, homework assignments and supplements. These instructors hold FD group sessions, including intensive workshops, and they engage in organized educational improvements during the semester by holding regular meetings to share information.

Since the freshman education subjects First-Year Student Workshop I and II each use the same syllabus, content, and grading methods for all classes, coordinators are appointed for each subject and language of offering to make adjustments to content between the class held in Japanese and those held in English. The instructors of these subjects (AY2013:

FYSW I: 12 English class instructors, 13 Japanese class instructors; FYSW II: 14 instructors for each language) participate in group training sessions before and during the semester. In addition to this, instructors who have taught the subject for several years and the subject coordinators provide first-time instructors with individual training to improve and enhance content.

◆ **College of Asia Pacific Studies**

APS currently holds retreats to review its academics and discuss future policy directions. In AY2014, the following discussions were held:

- October: The actual situation surrounding Field Study and ways to link it to the curriculum
- November: Linking internships and career development to the curriculum
- December: Integrating Field Study, internships and other Active Learning programs into the curriculum

◆ **College of International Management**

APM is working to standardize the content of its Automatically Registered Subjects and Core Subjects. With regard to the two Automatically Registered Subjects, Fundamental Mathematics and Business Mathematics, instructors meet to ensure that no differences in content arise among instructors and languages of offering and to adjust content and grading methods as needed. In the field of Accounting, efforts are taken to ensure systematic enrollment by examining the content of related subjects and selecting textbooks etc. As a result of these initiatives, major improvements were recorded in subjects whose classes had drastically different grade weighting in AY2011.

2. Assessment

(1) Items that are Showing Results

◆ **University-wide**

1) Advising tailored to the student situation

APU began offering academic advising to students with insufficient credits in AY2011 in the form of individual interviews and group sessions. This, along with faculty office hours and careful guidance tailored to the student situation, can be commended (Ref. 4(3)-16).

2) Syllabus creation process and grading methods

In addition to preliminary conformation of the content of syllabi, faculty members teaching multiple classes of the same subject work from the syllabus creation phase to ensure uniform lecture management and grading, and this is notable for the positive effect that it has.

4. Educational Content, Methods and Outcomes [Methods of Instruction]

With a policy of limiting the proportion of the grade that the final examination can account for to 50% or less, we encourage faculty to exercise ingenuity in class design and operation. If students cannot improve their performance with elements other than the final examination, they cannot earn credits, so this encourages proactive participation in class. These measures are highly effective in terms of improving the quality of learning.

◆ Graduate School of Asia Pacific Studies

1) Master's thesis and research report screening framework

We reformed the curriculum in AY2014 and revised the screening framework for final written assignments (i.e., master's thesis or research report) (Ref. 4(3)-5; Ref. 4(3)-6). Now, two-person screening teams (the supervisor and another APU faculty member) screen both master's theses and research reports, and based on the results, the final screening results are confirmed by a Screening Committee established within the Graduate School. With regard to seminar supervision, regular presentations are held in each Division within the major where all of the faculty in the respective Divisions can verify the progress of students' research plans and provide guidance. With this system, students can receive objective evaluations from the point of enrollment onwards, thereby improving the objectivity, transparency and stringency of research supervision and screening.

◆ Graduate School of Management

1) Master's thesis and research report screening framework

We reformed the curriculum in AY2014 and revised the screening framework for final written assignments (i.e., master's thesis or research report) (Ref. 4(3)-7). Now, two-person screening teams (the supervisor and another APU faculty member) screen the final written assignments, and based on the results, the final screening results are confirmed by a Screening Committee established within the Graduate School. With regard to seminar supervision, all students are required to participate in a seminar in which they report on the progress of their research plans in their third semester (i.e., the semester before their final semester). In this way, we have improved the objectivity, transparency and stringency of research supervision and screening.

(2) Areas for Improvement

◆ University-wide

1) Utilization of the Class Evaluation Survey

It has become clear that the analysis of the Class Evaluation Survey results is only a general overview and that there are major differences in response rates between the Colleges and Graduate Schools.

2) Increasing the percentage of faculty with Office Hours

4. Educational Content, Methods and Outcomes
[Methods of Instruction]

A system is in place whereby faculty set weekly Office Hours to provide students with individual advice, but we must strengthen efforts to improve the Office Hours system and boost the percentage of full-time faculty setting Office Hours in light of the percentages for the 2013 spring and fall semesters outlined below.

| Affiliation | Rate | | |
|----------------|----------------------|--------------------|--------------|
| | 2013 Spring Semester | 2013 Fall Semester | 2013 Average |
| APS | 51.9% | 90.2% | 71.1% |
| APM | 58.5% | 87.5% | 73.0% |
| CLE | 55.8% | 88.1% | 72.0% |
| EDLSC | 55.6% | 100% | 77.8% |
| Average | 55.2% | 89.3% | 72.3% |

3) FD initiatives

At APU, FD activities focus on actual teaching methods and issues, and faculty voluntarily undertake improvements based thereupon; however, strategic improvements aimed at analyzing and resolving university-wide educational issues have been insufficient. Also, we cannot admit that sufficient efforts have been made to convey the importance of this in the training sessions for new faculty, despite the fact that we must teach a multinational group of students.

4) Review of the grade evaluation comment system

Even though faculty members are asked to submit grade evaluation comments at the end of each semester (except for small-group Language Education Subjects and Seminars), the submission rates for AY2013 were 64% (412 of 644 classes) for undergraduate subjects and 59% (67 of 114 classes) for graduate subjects. Since these rates are not necessarily high, we must analyze how students use these comments and review how we approach faculty who do not submit them (Ref. 4(3)-10).

3. Strategic Direction for the Future

(1) Items that are Showing Results

◆ University-wide

1) Advising tailored to the student situation

We have used academic advising to provide support mainly to students who have been unable to keep up with their studies, but going forward, we will also promote specialized academic advising to help students select areas of study or offer advice on advancement

to graduate schools overseas.

2) Syllabus creation process and grading methods

We will analyze syllabus usage (i.e., access logs) and share examples of the best practices, such as measures to encourage students to actively participate in class, contained in the syllabi, thereby strengthening APU's distinctive multicultural cooperative learning.

◆ **Graduate School of Asia Pacific Studies**

1) Master's thesis and research report screening framework

With the 2014 graduate school reforms, we are working to improve the objectivity, transparency and stringency of research supervision and screening. We will review the outcomes of these efforts and enact the necessary improvements.

◆ **Graduate School of Management**

1) Master's thesis and research report screening framework

With the 2014 graduate school reforms, we are working to improve the objectivity, transparency and stringency of research supervision and screening. We will review the outcomes of these efforts and enact the necessary improvements.

(2) **Areas for Improvement**

◆ **University-wide**

1) Utilization of the Class Evaluation Survey

As part of revisions to the AY2012 Faculty Assessment System (i.e., assessment duties conducted in AY2013), we asked faculty members to conduct Class Evaluation Surveys for at least one of their subjects and submit a "Reflection on AY2013 Lectures and Areas for Improvement" survey (Ref. 4(3)-17). By doing this, we have encouraged faculty members to improve their lecture content in both semesters, keeping in mind the PDCA Cycle, based on the results of the Class Evaluation Survey. Going forward, we will review Class Evaluation Survey questions as well as how we analyze and use the results.

2) Increasing the percentage of faculty with Office Hours

Excluding special reasons, such as Academic Development Leave and leave of absence, we aim to have 100% of full-time faculty members set Office Hours. We will also conduct surveys or hold hearings with faculty members to ascertain the status of student learning and promote initiatives to collect records of student consultations performed during Office Hours.

3) FD initiatives

4. Educational Content, Methods and Outcomes [Methods of Instruction]

By opening the Multicultural FD/SD Center, we will strengthen FD activities in our multicultural environment. In light of the achievements of the FD/SD training currently held in partnership with the University of Minnesota, this Center will promote both the theory and practice of Global Learning. This Center will focus on faculty and staff training, including new faculty training, and by utilizing APU's multicultural environment, it aims to become a multicultural FD/SD hub in Japan and the wider Asia Pacific region and to give the results of its efforts back to society.

4) Review of the grade evaluation comment system

Efforts will be made to increase the percentage of faculty members who write grade evaluation comments (Target: 65% by AY2015; 70% by AY2016). A survey of how students use grade evaluation comments will be conducted.

4. Supporting Resources

- 4(3)-1: AY2014 Subject Offering Policy (First Draft) (same as Ref. 4(2)-3)
- 4(3)-2: Faculty and Staff Handbook
- 4(3)-3: 2014 Undergraduate Academic Handbook (same as Ref. 1-4)
- 4(3)-4: 2014 Graduate Academic Handbook (same as Ref. 1-9)
- 4(3)-5: Procedures for the Master's Thesis and Research Report in the Graduate School of Asia Pacific Studies (GSAM)
- 4(3)-6: Procedures for the Conferral of a Doctoral Degree in the Graduate School of Asia Pacific Studies (GSAD)
- 4(3)-7: Procedures for Research Projects in the Graduate School of Management (GSM)
- 4(3)-8: Syllabus (same as Ref. 4(2)-4)
- 4(3)-9: Sample questions from the Class Evaluation Survey
- 4(3)-10: Samples of grade evaluation comments for undergraduate lecture subjects
- 4(3)-11: Ritsumeikan Asia Pacific University Academic Regulations
- 4(3)-12: Joint Agreement between Ritsumeikan Asia Pacific University and Trier University of Applied Sciences, Institute for Applied Material Flow Management on the Master's Program in International Material Flow Management
- 4(3)-13: AY2012 Faculty Initiatives Program (FIP) and Division Initiatives Program (DIP) Screening Results
- 4(3)-14: AY2014 APU Summer Review
- 4(3)-15: AY2014 Spring Semester Class Evaluation Survey Report
- 4(3)-16: Report on Academic Advising in AY2013 (same as Ref. 4(2)-7)
- 4(3)-17: Sample of "Reflection on AY2013 Lectures and Areas for Improvement"

Outcomes

1. Description of Current Conditions

(1) Have outcomes been generated in line with the educational objectives?

◆ University-wide

We have stipulated learning outcomes based on our human resources development goals, and we are using five of the VALUE Rubrics designed by the Association of American Colleges and Universities (AAC&U) in order to measure these learning outcomes (Ref. 4(4)-1). Based on these learning outcomes, we assess student learning and experiences during their four years on campus in an effort to visualize the student growth process. The areas we have assessed in the past and areas subject to assessment listed in the current action plan are as follows.

[1] Common Education Subjects / Language Education Subjects

English and Japanese language subjects create rubrics and Can-Do Lists for each class level for the four skills of reading, writing, listening and speaking to measure learning outcomes (Ref. 4(4)-2). Furthermore, students must take the TOEFL-ITP test (a total of four times over the first and second years) as part of their English subjects, and the test scores are applied to students' grades in those subjects (required subjects only).

[2] Freshman education

In First-Year Student Workshop I and II, which all freshmen take, students conduct self-assessments of their growth before and after class, and these are used to improve teaching (Ref. 4(4)-3). Currently, rubrics to organize and measure educational objectives of freshman education are being developed by the faculty of the Education Development and Learning Support Center, who primarily teach the First-Year Student Workshop I and II.

[3] Portfolio evaluations of overseas educational programs

We have adopted e-portfolios (i.e., the manaba folio) for the pre-enrollment study abroad program^{*1} and the multicultural cooperative education program^{*2} implemented under the Re-Inventing Japan Project, and we have put in place a system to assess learning outcomes in light of the learning goals set for each program (Ref. 4(4)-4). With this, we have been able to visualize student learning and growth, share these outcomes between students and faculty and create an atmosphere of mutual support. This has also led to the development of strong learning communities.

^{*1} A program in which students slated to enroll at APU are sent to St. Edward's University in the United States for approximately two weeks in the March preceding enrollment in order to conduct studies in English, experience a foreign culture, and

4. Educational Content, Methods and Outcomes
Outcomes

encourage them to draw up four-year plans for their studies at APU.

*2 A program in which second-year APU students are sent to St. Edward's University in the United States to take classes, after which they are dispatched to Thailand and/or Malaysia to conduct field work and engage in collaborative learning with students from St. Edward's University.

The following points can be raised with respect to the assessment indicators for educational objectives.

[1] Study time outside of class

To achieve our educational objectives, we use the various systems explained in Section 4-(3) (Methods of Instruction). Recognizing the importance of increasing the amount of time that students spending on studying outside of class, to focus primarily on review and preparation, we have defined study time outside of class as an assessment indicator. Overall, APU students spend more time studying outside of class than students at other Japanese universities; however, as shown below, international students study even more than domestic students.

| | APU-Domestic | APU-International | Japanese University Average |
|------------|--------------|-------------------|-----------------------------|
| ~1 hour: | 32% | 9% | 66.8% |
| 1-2 hours: | 35% | 33% | ↑ |
| 2-3 hours: | 20% | 26% | ↑ |
| 3-4 hours: | 6% | 13% | 33.2% |
| 4-5 hours: | 3% | 12% | ↓ |
| 5+ hours: | 2% | 5% | ↓ |

[2] Status of participants in overseas educational programs

For international students, coming to Japan is considered study abroad, so domestic students are the focus of this evaluation indicator. In AY2013, 316 domestic students participated in overseas educational programs.

At APU, the Freshman Survey and the Student Life Survey, a survey that targets all students, are conducted online, and the response rates for these surveys are higher than 90% for the former and just under 40% for the latter. Based on the data from these surveys (e.g., where APU ranked among the students preferences, concerns and expectations that students have at the time of enrollment etc.) and post-admission student grades, activities and job placement status, we strive to analyze the student situation.

With regard to post-graduation evaluations, networks of alumni are being strengthened in each country and region, and information is being collected from these alumni as needed through events in each region.

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◆ **College of Asia Pacific Studies**

Looking at the results of the Class Evaluation Survey, the levels of satisfaction and understanding are as outlined below, and we believe we are achieving generally appropriate educational outcomes.

| | Average Level of Satisfaction | Level of Understanding | | | | |
|---------------------|-------------------------------|------------------------|-------|-------|-------|--------|
| | | 0~20% | ~ 40% | ~ 60% | ~ 80% | ~ 100% |
| SP13, Undergraduate | 78.6% | 2.1% | 5.2% | 19.2% | 43.5% | 27.5% |
| 13FA, Undergraduate | 83.2% | 1.5% | 3.8% | 19.0% | 40.8% | 32.6% |

◆ **College of International Management**

APM is undertaking assurance of quality (AOL) initiatives as part of the AACSB accreditation process. In particular, the College utilizes a Curriculum Alignment Matrix (CAM) to measure learning objectives and has formulated improvement plans for the curriculum and class content. More specifically, the following initiatives have been planned (Ref. 4(4)-5).

- Set Business Ethics as a Core Subject under the next round of curriculum reforms
- Set International Management as a Core Subject under the next round of curriculum reforms
- Incorporate more practical and international elements into Core Subject and Major Subject content

Furthermore, looking at the results of the Class Evaluation Survey, the levels of satisfaction and understanding are as outlined below, and we believe we are achieving generally appropriate educational outcomes.

| | Average Level of Satisfaction | Level of Understanding | | | | |
|----------------------------|-------------------------------|------------------------|-------|-------|-------|--------|
| | | 0~20% | ~ 40% | ~ 60% | ~ 80% | ~ 100% |
| Spring 2013, Undergraduate | 73.1% | 3.3% | 5.3% | 19.7% | 39.6% | 29.3% |
| Fall 2013, Undergraduate | 76.1% | 2.2% | 4.7% | 16.7% | 40.8% | 32.6% |

◆ **Graduate School of Asia Pacific Studies**

Looking at the results of the Class Evaluation Survey, the levels of satisfaction and understanding are as outlined below, and we believe we are achieving generally appropriate

4. Educational Content, Methods and Outcomes
Outcomes

educational outcomes.

| | Category | Average Level of Satisfaction | Level of Understanding | | | | |
|-----------------------|----------------|-------------------------------|------------------------|-------|-------|-------|--------|
| | | | 0~20% | ~ 40% | ~ 60% | ~ 80% | ~ 100% |
| Spring 2013, Graduate | GSA Common | 94.2% | 0.0% | 0.0% | 0.0% | 34.6% | 63.5% |
| | APS | 100.0% | 0.0% | 0.0% | 0.0% | 27.6% | 72.4% |
| | ICP | 93.4% | 0.0% | 0.9% | 0.9% | 17.0% | 77.4% |
| | GSA/GSM Common | 84.8% | 1.5% | 6.1% | 6.1% | 36.4% | 48.5% |
| | GSAD | 100.0% | 0.0% | 0.0% | 0.0% | 50.0% | 50.0% |
| Fall 2013, Graduate | GSA Common | 96.4% | 0.0% | 0.0% | 2.4% | 23.8% | 67.9% |
| | APS | 100.0% | 0.0% | 0.0% | 0.0% | 28.6% | 71.4% |
| | ICP | 95.5% | 0.0% | 0.6% | 2.6% | 26.0% | 64.9% |
| | GSA/GSM Common | 86.5% | 1.4% | 0.0% | 17.6% | 39.2% | 40.5% |
| | GSAD | 100.0% | 0.0% | 0.0% | 0.0% | 42.9% | 57.1% |

- * GSA Common: Common Subjects in the Graduate School of Asia Pacific Studies Masters Programs
- * APS: Major in Asia Pacific Studies ICP: Major in International Cooperation Policy
- * GSA/GSM Common: Common Subjects in the Graduate School of Asia Pacific Studies Master's Programs and the Graduate School of Management
- * GSAD: Graduate School of Asia Pacific Studies Doctoral Program

◆ **Graduate School of Management**

GSM is undertaking assurance of learning (AOL) initiatives as part of the AACSB accreditation process. In particular, the School utilizes a Curriculum Alignment Matrix (CAM) to measure learning objectives and has formulated improvement plans for the curriculum and class content. More specifically, the following initiatives have been planned (Ref. 4(4)-6).

- Observe student learning under and analyze the effectiveness of the new curriculum adopted in AY2014
- Implement all items listed in "Future Actions (AY2013 - 2018)", such as strengthening business ethics

Furthermore, looking at the results of the Class Evaluation Survey, the levels of satisfaction and understanding are as outlined below, and we believe we are achieving generally appropriate educational outcomes.

4. Educational Content, Methods and Outcomes
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| | Category | Average Level of Satisfaction | Level of Understanding | | | | |
|-----------------------|----------------|-------------------------------|------------------------|-------|-------|-------|--------|
| | | | 0~20% | ~ 40% | ~ 60% | ~ 80% | ~ 100% |
| Spring 2013, Graduate | GSM | 89.1% | 1.4% | 0.0% | 8.8% | 40.8% | 49.0% |
| | GSA/GSM Common | 84.8% | 1.5% | 6.1% | 6.1% | 36.4% | 48.5% |
| Fall 2013, Graduate | GSM | 86.7% | 0.0% | 2.0% | 4.0% | 44.7% | 49.3% |
| | GSA/GSM Common | 86.5% | 1.4% | 0.0% | 17.6% | 39.2% | 40.5% |

* GSM: Graduate School of Management subjects

* GSA/GSM Common: Common Subjects in the Graduate School of Asia Pacific Studies Master's Programs and the Graduate School of Management (same as above)

(2) Is degree conferral (graduation / completion assessment) adequately implemented?

As previously described, degree conferral procedures are conducted in accordance with degree conferral standards based on the Standards for the Establishment of Universities.

◆ University-wide

In accordance with the Ritsumeikan Asia Pacific University University Regulations and the Ritsumeikan Asia Pacific University Higher Degree Regulations, the conferral of bachelor's degrees is decided by the President upon deliberation by the Division of Academic Affairs Meeting and the Faculty Council (Ref. 4(4)-7, Article 30; Ref. 4(4)-8, Article 7). The Ritsumeikan Asia Pacific University Faculty Council Regulations stipulate the Graduation Assessment Committee as the expert committee for deliberating student graduation, and said committee deliberates graduation on behalf of the Faculty Council. The results of these deliberations are reported to the Faculty Council (Ref. 4(4)-9, Article 3).

In accordance with the Ritsumeikan Asia Pacific University University Regulations and the Ritsumeikan Asia Pacific University Higher Degree Regulations, the conferral of master's and doctoral degrees is decided by the President upon deliberations by the Degree Committee set forth in Article 5 of said regulations, the Division of Academic Affairs Meeting, and the Faculty Council (Ref. 4(4)-7, Article 31; Ref. 4(4)-8, Articles 10 and 15). The Ritsumeikan Asia Pacific University Graduate School Faculty Council Regulations stipulate the Completion Assessment Committee as the expert committee for deliberating graduate student completion, and said committee deliberates completion on behalf of the Graduate

4. Educational Content, Methods and Outcomes
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School Faculty Council. The results of these deliberations are reported to Graduate School Faculty Council (Ref. 4(4)-10, Article 3).

◆ **College of Asia Pacific Studies**

The following subjects were established to enable students to integrate their learning: Major Seminar I / Major Seminar II (both 3rd-year subjects) and Research Seminar / Undergraduate Thesis (both 4th-year subjects). These subjects are not required for graduation, but 84.7% of those students who take Research Seminar go on to take Undergraduate Thesis. Of those students, 70% submit a thesis.

The status of degree conferral and job placement/advancement for September 2013 and March 2014 graduates is as follows.

September 2013 graduation: Graduation from the Accelerated Graduation Program for especially outstanding students

| | Total | 6th sem. graduation* | 7th sem. graduation* | 8th sem. graduation | 9th sem. or higher graduation | 8th sem. graduation rate |
|----------------------------------|-------|----------------------|----------------------|---------------------|-------------------------------|--------------------------|
| Students eligible for graduation | 272 | 2 | 1 | 129 | 140 | - |
| Successful graduates | 170 | 2 | 1 | 106 | 61 | 82.17% |
| Unsuccessful graduates | 102 | 0 | 0 | 23 | 79 | - |

March 2014 graduation: Graduation from the Accelerated Graduation Program for especially outstanding students

| | Total | 6th sem. graduation* | 7th sem. graduation* | 8th sem. Graduation | 9th sem. or higher graduation | 8th sem. graduation rate |
|----------------------------------|-------|----------------------|----------------------|---------------------|-------------------------------|--------------------------|
| Students eligible for graduation | 483 | 0 | 0 | 383 | 100 | - |
| Successful graduates | 351 | 0 | 0 | 300 | 51 | 78.33% |
| Unsuccessful graduates | 132 | 0 | 0 | 83 | 49 | - |

Job placement/advancement of September 2013 and March 2014 graduates

4. Educational Content, Methods and Outcomes
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| Graduates | Successful hires | Students advancing to other schools | Other | Unknown |
|-----------|------------------|-------------------------------------|-------|---------|
| 521 | 336 | 32 | 116 | 37 |

Job placement rate: 94.92% (Ratio of successful hires to job-seekers)

- * 1: The number of job-seekers was 354.
- * 2: Job-seekers refer to students scheduled for graduation who are seeking employment.

Successful hires: This figure includes students successfully hired (as a private company employee, public servant or faculty member), those who continue their studies while seeking employment, and those work in a family business, sign a professional sports contract or start a business.

Students advancing to other schools: This figure includes students advancing to graduate schools in Japan, universities or graduate schools in other countries, other universities and various other post-secondary schools.

Other: This figure refers to individuals who return to their home country and individuals who are preparing for certification testing, applying to a graduate school or continuing their job search as well as those with no intention of searching for employment.

Unknown: Students with an unclear status, working part-time or studying abroad etc.

◆ **College of International Management**

The following subjects were established to enable students to integrate their learning: Major Seminar I / Major Seminar II (both 3rd-year subjects) and Research Seminar / Undergraduate Thesis (both 4th-year subjects). These subjects are not required for graduation, but 79.1% of those students who take Research Seminar go on to take Undergraduate Thesis. Of those students, 65.5% submit a thesis.

The status of degree conferral and job placement/advancement for September 2013 and March 2014 graduates is as follows.

September 2013 graduation: Graduation from the Accelerated Graduation Program for especially outstanding students

| | Total | 6th sem. graduation* | 7th sem. graduation* | 8th sem. graduation | 9th sem. or higher graduation | 8th sem. graduation rate |
|-----------------------|-------|----------------------|----------------------|---------------------|-------------------------------|--------------------------|
| Students eligible for | 386 | 2 | 1 | 268 | 115 | - |

4. Educational Content, Methods and Outcomes
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| | | | | | | |
|------------------------|-----|---|---|-----|----|--------|
| graduation | | | | | | |
| Successful graduates | 273 | 2 | 1 | 227 | 43 | 84.70% |
| Unsuccessful graduates | 113 | 0 | 0 | 41 | 72 | - |

March 2014 graduation: Graduation from the Accelerated Graduation Program for especially outstanding students

| | Total | 6th sem. graduation* | 7th sem. graduation* | 8th sem. graduation | 9th sem. or higher graduation | 8th sem. graduation rate |
|----------------------------------|-------|----------------------|----------------------|---------------------|-------------------------------|--------------------------|
| Students eligible for graduation | 411 | 0 | 5 | 300 | 106 | - |
| Successful graduates | 324 | 0 | 5 | 255 | 64 | 85.00% |
| Unsuccessful graduates | 87 | 0 | 0 | 45 | 42 | - |

Job placement/advancement of September 2013 and March 2014 graduates

| Graduates | Successful hires | Students advancing to other schools | Other | Unknown |
|-----------|------------------|-------------------------------------|-------|---------|
| 597 | 359 | 40 | 117 | 81 |

Job placement rate: 93.01% (Ratio of successful hires to job-seekers)

*1: The number of job-seekers was 386.

◆ **Graduate School of Asia Pacific Studies**

Evaluation standards for theses and dissertations required to complete Master's and Doctoral Programs are established, and are clearly presented to students as part of degree conferral policies in the Graduate Academic Handbook. The status of master's and doctoral degree conferrals over the past three years are shown below (Ref. 4(4)-11, p.19; Ref. 4(4)-11, p.77).

Number of students obtaining degrees/Percentage of degrees awarded

| Program/Major | | 2011 SP | 2011 FA | 2012 SP | 2012 FA | 2013 SP | 2013 FA |
|---------------|--|---------|---------|---------|---------|---------|---------|
| | | | | | | | |

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| | | | | | | | |
|--|-----------------------|--------|--------|--------|--------|--------|--------|
| Master's Program / Major in Asia Pacific Studies | Number | 5 | 5 | 2 | 1 | 4 | 0 |
| | Scheduled | 7 | 7 | 5 | 3 | 5 | 1 |
| | Degree conferral rate | 71.43% | 71.43% | 40.0% | 33.33% | 80.0% | 0% |
| Master's Program / Major in International Cooperation Policy | Number | 56 | 12 | 47 | 8 | 35 | 6 |
| | Scheduled | 56 | 13 | 48 | 9 | 36 | 7 |
| | Degree conferral rate | 100.0% | 92.31% | 97.92% | 88.89% | 97.22% | 85.71% |
| Doctoral Program | Number | 3 | 3 | 13 | 10 | 6 | 5 |
| | Scheduled | 17 | 17 | 30 | 21 | 17 | 17 |
| | Degree conferral rate | 17.65% | 17.65% | 43.33% | 47.62% | 35.29% | 29.41% |

We reformed the curriculum in AY2014 and revised the screening framework for final written assignments (i.e., master's thesis, independent final report or case study). Now, two-person screening teams (the supervisor and another APU faculty member) screen both types of final written assignments, namely, master's theses and research reports. With regard to seminar supervision, regular presentations are held in each Division within the major where all of the faculty in the respective Divisions can verify the progress of students' research plans and provide guidance. With this system, students can receive objective evaluations from the point of enrollment onwards, thereby improving the objectivity, transparency and stringency of research supervision and screening.

In the GSA Doctoral Program, it has been stipulated that one external examiner is to be appointed in order to assure the objectivity and stringency of screenings of dissertations in partial fulfillment of the award of a PhD.

◆ **Graduate School of Management**

Evaluation standards for the master's thesis required to complete the program are established and are clearly presented to students as part of degree conferral policies in the Graduate Academic Handbook. The status of degree conferrals over the past three years are shown below (Ref. 4(4)-11, p.49).

4. Educational Content, Methods and Outcomes
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Number of students obtaining degrees/Percentage of degrees awarded

| | | 2011 SP | 2011 FA | 2012 SP | 2012 FA | 2013 SP | 2013 FA |
|-----------------|-----------------------|---------|---------|---------|---------|---------|---------|
| Master's | Number | 19 | 9 | 6 | 6 | 22 | 13 |
| | Scheduled | 20 | 10 | 6 | 7 | 23 | 13 |
| | Degree conferral rate | 95.0% | 90.0% | 100% | 85.71% | 95.65% | 100% |

We reformed the curriculum in AY2014 and revised the screening framework for final written assignments (i.e., master's thesis, independent final report or case study). Now, two-person screening teams (the supervisor and another APU faculty member) screen the final written assignments, and based on the results, the final screening results are confirmed by a Screening Committee established within the Graduate School. With regard to seminar supervision, all students are required to participate in a seminar in which they report on the progress of their research plans in their third semester (i.e., the semester before their final semester). In this way, we have improved the objectivity, transparency and stringency of research supervision and screening.

2. Assessment

(1) Items that are Showing Results

◆ University-wide

1) Development of methods to measure learning outcomes

The development of learning outcome measurement methods is making progress in language education, freshman education, overseas educational programs, and the AACSB accreditation process. A range of approaches is being used, including rubrics (language education, freshman education), portfolios (overseas educational programs) and comprehensive assessments of educational objectives (AACSB: rubrics, tests, etc.).

2) Study time outside of class

Due to aspects such as final exam score weight settings, Class Evaluation Surveys, faculty assessment and the use of GPAs for priority registration, other internal selections and scholarship selection, APU students study more outside of class than the average Japanese university students, as described above.

◆ **College of International Management**

◆ **Graduate School of Management**

1) Initiatives toward internationally-compatible education

APM and GSM are in the process of obtaining accreditation from AACSB and are slated to acquire said accreditation by the end of AY2015. For this accreditation evaluation, assurance of learning (AOL) is a very important standard, so it is necessary to clearly state learning goals and measure the learning objectives (i.e., quantifiable knowledge and abilities that should be acquired by students) which make up the learning goals. In approaches for AOL, quantifiers such as rubrics are used to measure learning objectives, and improvements are implemented for unmet goals in a total system (This is called “closing the loop” in the AACSB process) (Ref. 4(4)-12; Ref. 4(4)-13).

(2) Areas for Improvement

◆ **University-wide**

1) Surveys

Since we switched from a paper to an online questionnaire for the Student Life Survey, the response rate fell from 19.6% (2011) to 7.3% (2012). In AY2013, we reviewed the content and format of the survey and achieved an improved response rate of 38.4%, but we still need to boost this rate further. We also need to enhance surveys that seek to measure student growth aside from the Class Evaluation Survey.

3. Strategic Direction for the Future

(1) Items that are Showing Results

◆ **University-wide**

1) Development of methods to measure learning outcomes

We are working to measure learning outcomes, but many issues remain since our approach is piecemeal. For example, even though we recognize that companies view our students as talent who can work with others beyond the borders of ethnicity and nationality, we have not been able to objectively assess this skill. Going forward, we intend to make the quality of our education known both within and outside the university by visualizing and clarifying this measurement process and our achievements. Specific measures include plans for Institutional Research (IR), the measurement of learning outcomes, and work to develop comprehensive educational objective measurement methods (Ref. 4(4)-14).

2) Study time outside of class

There is no data that can objectively explain study time outside of class aside from the

Student Life Survey. To improve upon how we conduct the Student Life Survey, we will increase the amount of data we collect. Also, by interviewing certain segments of the student body, we will enact policies to boost student study time outside of class and seek to further improve the situation.

◆ **College of International Management**

◆ **Graduate School of Management**

1) Initiatives toward internationally-compatible education

Through the assurance of learning (AOL) framework, we will develop efforts to assure of learning quality even further, and we will promote internationally-compatible education.

(2) **Areas for Improvement**

◆ **University-wide**

1) Surveys

We are currently promoting Institutional Research (IR) as a means to visualize our achievements and issues, and we have dramatically improved the Student Life Survey. In the AY2014 Graduation Survey as well, we will associate individual data from the time of enrollment to that at the time of graduation and conduct an analysis thereof. Furthermore, we will work to improve the response rate on the Class Evaluation Survey.

4. Supporting Resources

- 4(4)-1: AAC&U VALUE RUBRIC
- 4(4)-2: Rubric for English language subjects
- 4(4)-3: AY2013 First-Year Student Workshop Preliminary and Follow-up Surveys
- 4(4)-4: Portfolio software used to visualize student growth through the formation of learning communities
- 4(4)-5: Standard 16: Undergraduate Learning Goals
- 4(4)-6: Standard 18: Master's Level General Management Learning Goals
- 4(4)-7: Ritsumeikan Asia Pacific University University Regulations (same as Ref. 1-2)
- 4(4)-8: Ritsumeikan Asia Pacific University Higher Degree Regulations
- 4(4)-9: Ritsumeikan Asia Pacific University Faculty Council Regulations (same as Ref. 2-2)
- 4(4)-10: Ritsumeikan Asia Pacific University Graduate School Faculty Council Regulations (same as Ref. 2-3)
- 4(4)-11: 2014 Graduate Academic Handbook (same as Ref. 1-9)
- 4(4)-12: College of International Management Curriculum Alignment Matrix, APU homepage (same as Ref. 4(1)-2)

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- 4(4)-13: Graduate School of Management Curriculum Alignment Matrix,
APU homepage (same as Ref. 4(1)-4)
- 4(4)-14: Academic Issues for AY2013: A Proposal

5. Enrollment

Description of Current Conditions

(1) Are admissions policies explicitly stated?

◆ University-wide

Since its inception, APU has attracted students from around the globe who possess suitable qualities (e.g., fundamental skills, language proficiency, motivation to learn etc.) and diverse personalities and with whom the university's basic ideals strike a chord. Admissions policies are stipulated for each College, Graduate School, Program and Major after careful discussions in the Faculty Council, Graduate School Faculty Council and the University Senate Meeting. This academic year, these policies were rewritten from a university-wide perspective to ensure consistency with the AACSB accreditation process and the AY2014 graduate school reforms (Ref. 5-1). These policies are published on the University homepage.

In addition, the admissions handbooks state that any physically disabled students who would like to receive assistance at the time of the entrance examination or after admission must notify the university in advance. Each case is then handled based on individual circumstances (Ref. 5-2, p. 80).

While enrolled at APU, undergraduate students are expected to take advantage of every opportunity presented by the university's multicultural campus in addition to acquiring the knowledge, skills and attitudes required to contribute to the world once they graduate. Prospective undergraduate students are expected to exhibit the following qualities (Ref. 5-3), which are clearly presented on the university homepage.

- 1) Basic Japanese or English communication skills;
- 2) Strong desire and aptitude to learn the non-basis language and aptitude therefor;
- 3) Required basic knowledge for university-level learning;
- 4) Analytical skills, creativity and aptitude to solve real problems
- 5) Motivation to actively take advantage of all learning opportunities with which one is presented;
- 6) Aptitude for coexistence in a multicultural environment.

In both of the Colleges, admissions qualifications for academic credentials are based on Article 90 of the School Education Act and Article 150 of the Ordinance for Enforcement of the School Education Act, and the following admissions qualifications have been established for each enrollment basis language to determine if applicants have the requisite knowledge to understand lectures in either Japanese or English. These are also clearly

5. Enrollment

stated in the admissions handbooks (Ref. 5-4, p.7).

| Language of Enrollment | Qualifications |
|------------------------|--|
| Japanese | Japanese proficiency equivalent to at least 90 points on Level N1, or at least 100 points on Level N2, of the Japanese Language Proficiency Test (JLPT), or at least 220 points on the Examination for Japanese University Admission for International Students (EJU) (excluding the written exam) |
| English | English proficiency equivalent to at least 61 points on the TOEFL-iBT, at least 500 points on the TOEFL-PBT, at least 5.5 points on the IELTS, at least 700 points on the TOEIC, or at least Grade Pre-1 of the EIKEN Test in Practical English Proficiency |

To contribute to the world upon graduation, graduate students are expected to acquire comprehensive, expert knowledge and research skills and to take full advantage of APU's multicultural campus to develop a global perspective and networks. Prospective graduate students are expected to exhibit the following qualities. These are stated in the admissions policy common to both Graduate Schools and are published on the university homepage (Ref. 5-3).

- 1) Basic English skills for learning and communication;
- 2) Specialized knowledge required to engage in advanced studies in one's graduate school and division;
- 3) Analytical skills, perceptiveness and aptitude to solve real problems;
- 4) Motivation to actively take advantage of all learning opportunities with which one is presented;
- 5) Aptitude for coexistence in a multicultural environment.

In both of the Graduate Schools, admissions qualifications for academic credentials are based on Article 102 of the School Education Act and Article 155 of the Ordinance for Enforcement of the School Education Act, and the following admissions qualifications have been established to determine if applicants have the requisite knowledge to understand lectures in English. These are also clearly stated in the admissions handbooks (Ref. 5-5, p.7).

| Language of Enrollment | Qualifications |
|------------------------|--|
| English | English proficiency equivalent to at least 80 points on the TOEFL-iBT, at least 550 points on the TOEFL-PBT, at least 6.0 points on the IELTS, or at least 780 points on the TOEIC |

◆ College of Asia Pacific Studies

The admissions policy for APS comprises the following three qualities, and it is published

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on the university homepage (Ref. 5-3).

- 1) Ability to integrate large amounts information, think about things from multiple angles and frame one's opinions;
- 2) Interest in the societies and cultures of the Asia Pacific region;
- 3) Insight into the society of the 21st century.

◆ College of International Management

The admissions policy for APM comprises the following three qualities, and it is published on the university homepage (Ref. 5-3).

- 3) Interest in business;
- 4) Strong ethical outlook and interest in developing the Asia Pacific region through business;
- 5) Insight into the society of the 21st century.

◆ Graduate School of Asia Pacific Studies

Graduate School of Asia Pacific Studies Master's Program in Asia Pacific Studies

The admissions policy for the GSA Major in Asia Pacific Studies comprises the following two qualities, and it is published on the university homepage (Ref. 5-3).

- 1) A keen interest in research pertaining to fields including international relations and social and cultural studies required for the development of the Asia Pacific;
- 2) A strong intention to contribute to sustainable development and coexistence in the Asia Pacific region;

Graduate School of Asia Pacific Studies Master's Program in International Cooperation Policy

The admissions policy for the GSA Major in International Cooperation Policy comprises the following two qualities, and it is published on the university homepage (Ref. 5-3).

- 1) A keen interest in research pertaining to fields including administration, environmental studies, development, health science and tourism required for the development of the Asia Pacific;
- 2) A strong intention to contribute to sustainable development and coexistence in the Asia Pacific region.

Graduate School of Asia Pacific Studies Doctoral Program in Asia Pacific Studies

The admissions policy for GSAD comprises the following three qualities, and it is published on the university homepage (Ref. 5-3).

- 1) A keen interest for pioneering new academic disciplines required for the development of the Asia Pacific.
- 2) Aptitude and skills for mastering new academic theories and applications as an

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independent researcher

- 3) A strong intention to contribute to sustainable development and coexistence in the Asia Pacific region

◆ Graduate School of Management

The admissions policy for GSM comprises the following two qualities, and it is published on the university homepage (Ref. 5-3).

- 1) A keen interest in companies in the Asia Pacific region and solving the management issues they face;
- 2) The ability to contribute to the sustainable development of the Asia Pacific region as an all-around manager or leader who possesses a highly ethical outlook.

GSM's admissions qualifications for required knowledge at the time of enrollment are either at least two years of work experience or a certain score on the Graduation Management Admissions Test (GMAT) (Ref. 5-5, p. 9).

(2) Are student recruitment and selection conducted fairly and appropriately in accordance with admission policies?

◆ University-wide

To ensure transparency in student selection, entrance examination types (e.g., selection methods, test subjects, grade distributions etc.), recruitment quotas and application qualifications are clearly indicated in the admissions handbooks and admissions guides and on the university homepage. The results of the previous year's admissions (e.g., number of applicants, number of examinees, number of accepted students, lowest passing scores etc.) are also published (Ref. 5-6).

As for the administrative framework, we employ teams of multiple faculty and staff to prevent mishandling or errors and ensure objectivity in the screening and scoring of documents and the holding of interviews in the selection stage.

Admissions assessments are deliberated and decided by the Admissions Assessment Committee, an expert committee of the Faculty Council, after a deliberation conducted in accordance with screening criteria stipulated by the Admissions Committee by a screening group composed of several faculty and staff members, including the Dean of Admissions. This series of multiple deliberations ensures the transparency and fairness of the process.

In the Colleges, separate student recruitment and admissions selection policies for domestic and international students are formulated every academic year, and these are finalized at the University Senate Meeting after a deliberation by the Admissions Committee. AO entrance examinations are conducted to select international students, and domestic students are selected by way of general entrance examinations, AO entrance examinations and special entrance examinations. These examinations are appropriately administered in accordance with relevant laws and the annual University Enrollee Selection Guidelines (a

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notification issued by the Director of the MEXT Higher Education Bureau). Assessments are conducted by the Admissions Assessment Committee, an expert committee established under the Faculty Council (Ref. 5-7, Article 3).

Student Selection Formats

| Student Type | | Examination Format | Examination Type |
|------------------------|-------------------|--------------------|---|
| International students | Residing in Japan | AO | Examination for international students residing in Japan Transfer entrance examination |
| | Residing abroad | AO | Examination for international students residing outside Japan Transfer entrance examination |
| Domestic students | | General | A Type, English-focused Type, Concurrent National Center Type, Center Type, March Exam Type, Center + Interview Type, Center Type (March) |
| | | AO | Comprehensive Evaluation Type, Activities and Achievements Type, English-basis AO Type, Fall AO Entrance Examination |
| | | Special | Admission by Recommendation (from a designated school, formal partner school, affiliated school or informal partner school), Returnee Student Examination A/B, Fall Returnee Examination A/B, Transfer Entrance Examination |

With regard to international student recruitment, we recruit primarily in countries and regions where we have local offices, and we aim to admit a wide variety of students without relying on any given set of countries or regions in order to maintain campus diversity. In the countries and regions where we have local offices, we work closely with office staff to conduct school visits, hold our own information sessions and propose study trips to APU. In the United States, Europe, Africa and other regions where we do not have offices, we take advantage of local educational fairs and other events.

For the sake of fair and proper student selection, we publish admissions handbooks to widely communicate accurate information, including the recruitment quotas, application qualifications, and entrance examination dates determined by the Admissions Committee (Ref. 5-4). We also strive to make this information widely available by posting it on the university homepage (Ref. 5-8). Students are selected with the AO entrance examination, which entails a document screening (i.e., a confirmation of application qualifications, language proficiency, and high school or university grades), after which all applicants are interviewed. Interviews are either conducted face-to-face in country or over the internet.

We recruit domestic students from all regions of Japan. With the objective of directly communicating the appeal of the university to high school students and their guardians, we hold Open Campus and Summer Camp events (i.e., study camp for high school students)

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on our campus, and we also offer information sessions and consultations in the six major cities where there are Ritsumeikan Plazas as well as at Ritsumeikan's Tokyo and Osaka Umeda Campuses. In AY2014, we held three Open Campuses and two Summer Camps (one for third-year high school students and one for first and second-year high school students), thereby exposing potential students to APU's multicultural campus first hand.

Using the Prospectus and the university homepage, we provide information on entrance examinations as well as information on academics and campus life. Throughout the year, we visit high schools and preparatory schools all over Japan as well as foreign high schools and schools for Japanese residing overseas to disseminate information (Ref. 5-6).

Also, for the sake of fair and proper student selection, we publish admissions handbooks and admissions guides to widely communicate accurate information, including the recruitment quotas, application qualifications, and entrance examination dates determined by the Admissions Committee. We also disclose this information on the university homepage (Ref. 5-2; Ref. 5-6). Selection relies heavily on the AO entrance examination, which serves to evaluate applicant qualities and skills comprehensively and multidimensionally, and approximately one-third of the domestic student recruitment quota (i.e., 215 of 610 students for both Colleges) is fulfilled with this examination. With a multi-track evaluation consisting of a document screening, an essay examination and an interview, we select students consistent with our admissions policy. In AY2014, 714 domestic students applied for the AO entrance examination, of which 267 passed and 183 were admitted. The remaining two-thirds of the recruitment quota is covered by general entrance examinations (including examinations that utilize the National Center for University Entrance Examinations test) and special entrance examinations, which include admission by recommendations from affiliated and other schools and returnee examinations.

◆ College of Asia Pacific Studies

The international student recruitment quota is set at 210, out of the enrollment capacity of 600. Faculty and staff travel to countries in East and Southeast Asia where we have offices as well as to the rest of Asia, Oceania, Europe, the United States, Africa and other regions to recruit students directly, and we set enrollment targets depending on the situation in each country. All applicants must submit a statement of intent, academic transcripts and other documents that are screened in advance and attend an interview. With this, we assess students' motivation to study abroad in Japan and their suitability therefor as well as their interest in the wider world. Compared to the AY2014 recruitment quota of 210, 484 students applied, 406 were accepted and 267 were admitted.

The domestic student recruitment quota is set at 390, out of the enrollment capacity of 600. We recruit and select these students in approximately even portions from each of the three types of entrance examinations—general, AO and special.

Selection relies particularly heavily on the AO entrance examination, which assesses the skills, ambitions, aptitude and interests indicated in the admissions policy with a

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combination of a screening of documents, including the statement of intent and application form, an essay test, and an interview. Compared to the AY2014 recruitment quota of 141 on the AO entrance examination, 469 students applied, 186 were accepted and 125 were admitted.

◆ College of International Management

The international student recruitment quota is set at 380, out of the enrollment capacity of 600. Faculty and staff travel to countries in East and Southeast Asia where we have offices as well as to the rest of Asia, Oceania, Europe, the United States, Africa and other regions to recruit students directly, and we set enrollment targets depending on the situation in each country. All applicants must submit a statement of intent, academic transcripts and other documents that are screened in advance and attend an interview. With this, we assess students' motivation to study abroad in Japan and their suitability therefor as well as their interest in the wider world. Compared to the AY2014 recruitment quota of 380, 792 students applied, 649 were accepted and 437 were admitted.

The domestic student recruitment quota is set at 220, out of the enrollment capacity of 600. We recruit and select these students in approximately even portions from each of the three types of entrance examinations—general, AO and special.

Selection relies particularly heavily on the AO entrance examination, which assesses the skills, ambitions, aptitude and interests indicated in the admissions policy with a combination of a screening of documents, including the statement of intent and application form, an essay test, and an interview. Compared to the AY2014 recruitment quota of 74 on the AO entrance examination, 245 students applied, 81 were accepted and 58 were admitted.

◆ Graduate School of Asia Pacific Studies

Master's Program

As with the undergraduate College, the Graduate School recruits students in accordance with the policy that is formulated every academic year. The basic approach is to conduct in-country recruitment activities in the same target areas as the undergraduate College. Recruitment methods include participation in fairs and information sessions organized by the university.

Doctoral Program

With a pre-screening system in place, we verify applicants' research content as well as the availability of their preferred fields and research supervisors before they submit their applications.

◆ Graduate School of Management

As with the undergraduate College, the Graduate School sets key recruitment goals in

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accordance with the policy that is formulated every academic year. The basic approach is to conduct in-country recruitment activities in the same target areas as the undergraduate College. Recruitment methods include participation in fairs and information sessions organized by the university.

(3) In addition to setting appropriate capacities for student enrollment, does the university properly manage the number of current enrollees based on intake capacities?

◆ University-wide

With regard to the proper management of intake capacities, the Admissions Assessment Committee conducts careful admissions assessments, ensuring no major discrepancies between the enrollment and intake capacities. In addition, the number of current enrollees and the number of scheduled enrollees are confirmed in the Admissions Committee, Faculty Council, Graduate School Faculty Council and University Senate Meeting.

Both Colleges fulfilled their enrollment capacities in AY2014 (April and September admission), but were unable to fulfill their second and third-year transfer capacities.

Compared to a total intake capacity of 5,033 for both Colleges, there were 5,517 current enrollees as of November 1, 2014, making for a 1.10 ratio of intake capacity to current enrollees (University Basic Data, Table 4).

◆ College of Asia Pacific Studies

Based on an enrollment capacity of 600 in AY2014 (total for April and September admissions), we admitted 267 international students and 429 domestic students, for a total of 696 students, resulting in a ratio of enrollment capacity to actual enrollees of 1.16. The ratio of enrollment capacity to actual enrollees has averaged 1.05 over the past five years (AY2010 - AY2014).

Compared to a second-year transfer enrollment capacity of 12 for AY2014 (total for April and September admissions), 0 international students and one domestic student (Total: 1 student) transferred, making for a 0.08 ratio of second-year transfer capacity to actual enrollees. Likewise, for third-year transfer enrollment, the total capacity was 18, but only three international students and 0 domestic students (Total: 3 students) transferred, resulting in a 0.17 ratio of third-year transfer capacity to actual enrollees.

Compared to an intake capacity of 2,490 in AY2014, there were 2,786 current enrollees as of November 1, 2014, making for a 1.12 ratio of intake capacity to current enrollees (University Basic Data, Table 4).

◆ College of International Management

Based on an enrollment capacity of 600 in AY2014 (total for April and September admissions), we admitted 437 international students and 264 domestic students, for a total

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of 701 students, resulting in a ratio of enrollment capacity to actual enrollees of 1.17. The ratio of enrollment capacity to actual enrollees has averaged 1.06 over the past five years (AY2010 - AY2014).

Compared to a second-year transfer enrollment capacity of 22 for AY2014 (total for April and September admissions), one international student and zero domestic students (Total: 1 student) transferred, making for a 0.05 ratio of second-year transfer capacity to actual enrollees. Likewise, for third-year transfer enrollment, the total capacity was 31, but only nine international students and 0 domestic students (Total: 9 students) transferred, resulting in a 0.29 ratio of third-year transfer capacity to actual enrollees.

Compared to an intake capacity of 2,543 in AY2014, there were 2,731 current enrollees as of November 1, 2014, making for a 1.07 ratio of intake capacity to current enrollees (University Basic Data, Table 4).

In the AY2008 university evaluation, the College of International Management (then, the College of Asia Pacific Management) received a advice on its ratio of intake capacity to current enrollees and a recommendation regarding its ratio of enrollment capacity to actual enrollee numbers. However, these figures have since improved (University Basic Data, Table 4).

At present, the undergraduate transfer enrollment capacity and the graduate enrollment capacity remain unfulfilled.

◆ Graduate School of Asia Pacific Studies

Compared to the GSA Master's Program intake capacity of 120 as of November 1, 2014, there were 84 current enrollees, making for a 0.70 ratio of intake capacity to current enrollees. Based on an enrollment capacity of 60 in AY2014 (total for April and September admissions), GSA admitted 41 students, resulting in a ratio of enrollment capacity to actual enrollees of 0.68 (University Basic Data, Table 4).

Compared to the GSA Doctoral Program intake capacity of 30, there were 34 current enrollees, making for a 1.13 ratio of intake capacity to current enrollees—an improvement over the 1.77 mark from last academic year. Based on an enrollment capacity of 10 in AY2014 (total for April and September admissions), GSAD admitted 9 students, resulting in a ratio of enrollment capacity to actual enrollees of 0.90 (University Basic Data, Table 4).

◆ Graduate School of Management

Compared to the GSM Master's Program intake capacity of 80 as of November 1, 2014, there were 49 current enrollees, making for a 0.61 ratio of intake capacity to current enrollees. Based on an enrollment capacity of 40 in AY2014 (total for April and September admissions), GSM admitted 34 students, resulting in a ratio of enrollment capacity to actual enrollees of 0.85 (University Basic Data, Table 4). The intake capacity fulfillment rate in GSM is improving.

5. Enrollment

- (4) **Are regular reviews held to ensure that student recruitment and selection are conducted fairly and appropriately in accordance with admission policies?**

◆ **University-wide**

APU's student recruitment and selection policies are reviewed and examined every academic year, and policies for the upcoming academic year are finalized by the University Senate Meeting after a deliberation in the Admissions Committee.

The adequacy of intake and enrollment capacities is reviewed every time academic reforms are enacted. APU is unique in that students are admitted twice per year (in the Spring and Fall) and that international students account for nearly half of the student body, the latter of which is easily influenced by external factors such as the international situation and economic trends. As such, we manage current enrollee numbers on a semesterly basis and track scheduled international student enrollee numbers weekly. We share this information internally by way of regular reports at the University Senate Meeting, and we strive to properly manage our intake and enrollment capacities.

◆ **College of Asia Pacific Studies**

Entrance examination results for the undergraduate Colleges are shared throughout the university by way of semesterly reports at the Admissions Committee, Faculty Council, University Senate Meeting, Executive Board of Trustees and Board of Trustees.

◆ **College of International Management**

Entrance examination results for the undergraduate Colleges are shared throughout the university by way of semesterly reports at the Admissions Committee, Faculty Council, University Senate Meeting, Executive Board of Trustees and Board of Trustees.

◆ **Graduate School of Asia Pacific Studies**

Entrance examination results for the Graduate Schools are shared throughout the university by way of semesterly reports at the Admissions Committee, Graduate School Faculty Council, University Senate Meeting, Executive Board of Trustees and Board of Trustees.

◆ **Graduate School of Management**

Entrance examination results for the Graduate Schools are shared throughout the university by way of semesterly reports at the Admissions Committee, Graduate School Faculty Council, University Senate Meeting, Executive Board of Trustees and Board of Trustees.

2. Assessment

(1) Items that are Showing Results

◆ University-wide

1) Creating and maintaining a multicultural campus

We engage in recruitment activities to showcase APU's curriculum and unique features to high schools in Japan and around the world, and because of this, we have succeeded in attracting students from nearly 80 countries and regions (Ref. 5-8; Ref. 5-9). We strive to undertake recruitment activities so that, as much as possible, we can maintain the 1:1 ratio of domestic to international students. (As of November 1, 2014, there were 54.4% domestic students and 45.6% international students currently enrolled at APU in both the undergraduate and graduate levels.) Since our inception in 2000, China, Korea and the countries of East Asia have accounted for a large percentage of our international students, but we have increased the percentage of students from Southeast Asia and other regions as a means to ensure diversity.

(2) Areas for Improvement

◆ College of Asia Pacific Studies

1) Clearly presenting admissions policies in printed publications

The admissions policy is not printed in the admissions handbooks for AY2015.

2) Unfulfilled transfer capacity

The transfer enrollment capacity for AY2014 (for both April and September admissions) is below the 0.7 threshold recommended by the Japan University Accreditation Association.

◆ College of International Management

1) Clearly presenting admissions policies in printed publications

The admissions policy is not printed in the admissions handbooks for AY2015.

2) Unfulfilled transfer capacity

The transfer enrollment capacity for AY2014 (for both April and September admissions) is below the 0.7 threshold recommended by the Japan University Accreditation Association.

◆ Graduate School of Asia Pacific Studies

1) Clearly presenting admissions policies in printed publications

The admissions policy is not printed in the admissions handbooks for AY2015.

5. Enrollment

◆ Graduate School of Management

- 1) Clearly presenting admissions policies in printed publications

The admissions policy is not printed in the admissions handbooks for AY2015.

3. Strategic Direction for the Future

(1) Items that are Showing Results

◆ University-wide

- 1) Creating and maintaining a multicultural campus

As mentioned above, we have already realized a multicultural environment by attracting students from nearly 80 countries and regions and maintaining a near 1:1 ratio of domestic to international students, but our new goal under the Top Global University Project is to achieve the steady intake of international student from 100 countries and regions. To achieve this goal, we will expand the recruitment areas to which we send faculty and staff, cooperate with APU alumni around the globe, and build an eye-catching website for students who want to study abroad in Japan. In this way, we will work to attract students from more countries and regions.

(2) Areas for Improvement

◆ College of Asia Pacific Studies

- 1) Clearly presenting admissions policies in printed publications

We will print the admissions policy in the admissions handbooks for AY2016.

- 2) Unfulfilled transfer capacity

To fulfill the transfer capacity, we will strengthen publicity targeting students in junior colleges and technical schools both in Japan and overseas. We will also begin a review of the capacities stipulated in the University Regulations.

◆ College of International Management

- 1) Clearly presenting admissions policies in printed publications

We will print the admissions policy in the admissions handbooks for AY2016.

- 2) Unfulfilled transfer capacity

To fulfill the transfer capacity, we will strengthen publicity targeting students in junior colleges and technical schools both in Japan and overseas. We will also begin a review of the capacities stipulated in the University Regulations.

5. Enrollment

◆ Graduate School of Asia Pacific Studies

- 1) Clearly presenting admissions policies in printed publications

We will print the admissions policies for each graduate school, program and major in the admissions handbooks for AY2016.

◆ Graduate School of Management

- 1) Clearly presenting admissions policies in printed publications

We will print the admissions policy in the admissions handbooks for AY2016.

4. Supporting Resources

- 5-1: Formulation of Policies Pertaining to University Evaluation (Accreditation) (same as Ref. 4(1)-7)
- 5-2: AY2014 Undergraduate Admissions Handbook for Domestic Students
- 5-3: Information Disclosure, APU homepage (same as Ref. 4(1)-5)
- 5-4: AY2014 Undergraduate Admissions Handbook for International Students
- 5-5: Admissions Handbook and Application Form
- 5-6: APUmate.net (an APU-run information site for applicants)
- 5-7: Ritsumeikan Asia Pacific University Faculty Council Regulations (same as Ref. 2-2)
- 5-8: APU homepage, Undergraduate Admissions for International Students
- 5-9: Ritsumeikan Asia Pacific University Prospectuses (for Undergraduate Domestic Students / for Graduate Students)

6. Student Support

1. Description of Current Conditions

- (1) **Are policies regarding the student support required for students to focus on their studies and lead safe and comfortable lives on campus clearly stipulated?**

To create and maintain our multicultural campus and ensure that students with a diverse array of values and cultural backgrounds can devote themselves to their studies, we have strived to provide a range of services and student support since APU's inception. APU's ideal human resources are described in our education and research objectives and the diploma policy. In particular, our human resources development through student support is typified by the fact that students can closely interact and collaborate with others through their activities and daily lives. The experience of confronting and accepting each other's differences, be they cultural, religious or otherwise, and seeking to understand them while working toward a common goal is the first step in becoming human resources who can succeed in the global arena and "contribute to creating the future of the Asia Pacific region."

Students deepen their understanding of the languages, cultures, histories, societies and business affairs of the Asia Pacific region in regular lectures while experiencing self-directed activities and daily life, and taken together, this motivates students toward their future career. Creating a cycle in which students can accumulate knowledge (theories) and actual practice (experience) is the job of the university, which provides student support by cultivating human resources on a multicultural campus. In view of this, APU's basic policy for student support comprises the following six items (Ref. 6-1).

- [1] Multicultural student interaction and collaboration (i.e., encourage students to interact and cooperate with each other)
- [2] Emphasis on self-directed activities and enterprising spirit
- [3] Encouraging student peer support
- [4] Encouraging off-campus initiatives and regional exchange
- [5] Linking all activities to post-graduation careers
- [6] Career achievement support

1) Multinational student interaction through Multicultural Weeks

Multicultural Weeks are week-long series of events aimed at increasing understanding of a certain country or region by showcasing its culture, arts, cuisine, and so on. In AY2013, events were held for 12 countries and regions. Over 2,000 students joined Multicultural Weeks over the course of the year, and more or less equal numbers of students from the

6. Student Support

country in question, Japanese students, and other international students participated in the events. Multicultural Weeks have grown into one of APU's trademark extracurricular activities (Ref. 6-2). Our students also devise and implement a wide range of multinational exchange events, including but not limited to the Multicultural Camp for new freshmen (Ref. 6-3).

2) AP House: A multinational community for living and learning

At AP House, the on-campus international education dormitory, international students spend their first year adjusting to life in Japan before becoming actively involved in all aspects of student life thereafter. Every year, 1,000 students from 40 countries and regions, including Japan, come together in AP House where they develop intercultural understanding and communication skills and develop a sense of belonging to APU.

3) Peer learning driven by active student staff

Peer teaching and learning among students serves to encourage significant growth in both the learners and the teachers. Students who have been taught something by another student come to view that student as a role model, which provides a strong motivation to learn and grow. One typical example of this peer learning and peer support at APU is the Resident Assistant (RA) system that we adopted at the time of our inception to assist in the operation of our unprecedented international education dormitory. Using this as a precedent, we have incorporated peer learning and peer support in a variety of initiatives related to university administration.

(2) Is learning support for students being adequately implemented?

1) Consultations and guidance to facilitate effective learning

APU offers individual guidance to students who are struggling with completing a sufficient number of credits or who aren't attending enough classes. This support is provided by the Student Office and the Academic Office in cooperation with the faculty in charge of academic advising, the faculty who primarily teach Japanese and English subjects to freshmen, and the faculty who teach First-Year Student Workshop I and II. Also, to ensure that international students maintain their visa status and complete the required number of credits, there is a policy in place for dealing with international students who are absent from their Japanese language subjects for more than two weeks. The Academic Office, Student Office and the faculty who teach the Japanese language subjects share information with each other to provide appropriate support.

With regard to learning guidance and consultation, students with insufficient numbers of credits are classified into a range of categories every semester. We send them regular warnings in writing and via e-mail, and hold face-to-face meetings with them where necessary. In AY2013, we issued warnings to a total of 1,302 students. Also, at the end of

6. Student Support

the first semester after new students enroll, we hold academic advising sessions for those students who did not complete enough credits. In AY2013, 113 students participated in these sessions. Furthermore, interested students can reserve academic advising slots, and we provided study support to a total of 94 students.

Although international students can apply for a College Student visa that lasts four or more years, APU students are only granted the 2 years 3 months visa. When this visa expires in their third year, we screen a range of factors including credit completion status before deciding whether or not they should apply for a renewal. As with international students who reach their fifth year, we advise all students eligible for visa renewals to re-design their study plans. Many international students receive tuition reduction scholarships that require continuation screenings each semester, and we check their credit completion status and GPAs as part of those screenings. Students with poor academic performance are warned once, and if they continue to perform poorly, their tuition reductions are suspended (Ref. 6-4; Ref. 6-5).

[1] Supplementary education

To ensure that a diverse array of students can smoothly transition to university level learning, faculty in the Center for Language Education and the Education Development and Learning Support Center work with the Academic Office to provide pre-enrollment learning support. Examples of this include i) Campus Visit Day, which aims to provide scheduled enrollees and their guardians with a better understanding of APU, ii) the Schooling sessions held at four locations around Japan, iii) the pre-enrollment Basic Skills Brush-up Course, a retreat-style course held in the international education dormitory, and iv) the APU Notebook, a self-directed study assignment on countries or regions from which an international student hails.

The bulk of international students enroll with no prior knowledge of Japanese, so all international applicants are sent a Japanese language textbook called *Tobira* at the enrollment processing stage and are encouraged to study Japanese before coming to APU by completing the assignments in the book.

Also, we established a learning corner in the library in cooperation with Kumon Institute of Education as part of our supplementary education for students. The learning corner, which aims to strengthen students' basic Japanese, English and mathematics skills, is manned by a supervisor who provides support to students (AY2013 users: Japanese: 35 students; English: 37 students; Mathematics: 68 students). Furthermore, weekly supplementary sessions and summer break supplementary sessions are offered to freshmen with low English proficiency.

[2] Handling student leaves of absence and withdrawals

Requests for leave of absence and withdrawal are not permitted until students are interviewed by a Student Office staff member and cases are deliberated by the Student

6. Student Support

Status Committee, which comprises the Deans of the Colleges, the Deans of the Graduate Schools, the Vice President of Student Affairs, the Dean of Student Affairs, the Associate Dean of Student Affairs and members of the Division of Student Affairs (Ref. 6-6, Article 3). At APU, there is no system in place to allow students to repeat a year.

With regards to a leave of absence due to medical reasons, students are required to submit a doctor's certificate when they apply for the leave and another certificate when they apply for reinstatement. This will then be used to decide whether or not the student is ready to return to campus. Students who require mental or physical support upon reinstatement are assisted by the Student Office for campus life matters and the Academic Office for matters pertaining to their studies, in cooperation with the nurses in the Health Clinic and the counselors in the Counseling Room. In addition, we offer training to teach faculty and staff how to properly accommodate students with mental health issues and developmental disorders. Leaves of absence and withdrawals are reported to the Faculty Council by the Dean of Student Affairs.

Regarding international students who are unable to graduate in the minimum four-year standard period for graduation, a supervisor in the Student Office will meet with them and advise them on redesigning their study plan. The office also acts on behalf of students apply to the Immigration Bureau for the visa extension they need to continue studying in Japan.

[3] Learning support for disabled students

At APU, the Working Group for Disabled Student Support engaged in multiple discussions over the course of one year starting in December 2011 to formulate a policy for disabled student support. In December 2012, this was reported to the Faculty Discussion Meeting (Ref. 6-7). In AY2013, we provided support tailored to the needs of each disabled student, including providing reasonable accommodations in class, assigning note-takers, and providing enlarged question and answer sheets for examinations.

2) Financial aid

[1] Scholarships for undergraduate students (Ref. 6-4)

The Japan Student Services Organization (JASSO) Scholarship is the basic form of financial support provided to undergraduate domestic students, of whom 1,015 received this scholarship in AY2013. We also operate our own scholarship system to complement the JASSO system. APU's scholarships come in the form of either grants or tuition reductions. There are three types of aid: domestic student academic support scholarships, scholarships for students admitted by internal recommendation, and financial aid scholarships for domestic students. First two types are decided prior to admission while last type applies to the financial change happened after the entrance.

For international students, we operate our own tuition reduction system, which consists of 5-tiers of reductions (100%, 80%, 65%, 50% and 30%). Looking at the percentages for AY2013, 68.5% of international students received tuition reductions in the spring semester,

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while 73.5% received them in the fall semester. In addition, 932 international students have secured grant-type scholarships from private scholarship foundations outside of the university.

One scholarship that is open to both domestic and international students is the Makino Textbook Scholarship, which aims to offset the cost of textbooks. Original scholarships to provide financial support for diverse kinds of learning include the ANDO Momofuku Award, the ANDO Momofuku Honor Prize, the Domestic Student Academic Support Scholarship, the Resident Assistant Scholarship (for students appointed as Resident Assistants in the AP House dormitory), and the Kyushu Oil Labor Union Stork Scholarship—a scholarship that targets talented individuals who can contribute to regional development and encourages recipients to participate in regional exchange and contribution activities.

[2] Scholarships for graduate students (Ref. 6-5)

In terms of financial aid for graduate students, we operate our own tuition reduction system, which consists of 5-tiers of reductions (100%, 80%, 65%, 50% and 30%), for both domestic and international students. In AY2014, 52.9% of graduate students received scholarships.

Some graduate students also secure scholarships from foreign governments or other external sources, so the percentage of graduate students with some form of scholarship, including the aforementioned tuition reduction recipients, is 83.4%. Other aid for research include a subsidy program for Master's program field research and a system to support PhD students presenting at conferences. In AY2013, 28 graduate students received these subsidies.

3) Multicultural student interaction and collaboration

The core aspect of multicultural student interaction on campus is shared living in the AP House international education dormitory. As a rule, all international freshmen live in the dormitory for the first year so they can learn Japanese language and culture as well as residency rules while adjusting to life in Japan. In addition, around 50% of domestic freshmen reside in the dormitory. This means that, upon admission to APU, approximately 70% of all new students live side-by-side with international students from 57 countries and regions (as of May 2014). The university assigns rooms, and each floor (33 ~ 56 rooms) is home to students of several nationalities. There are 378 shared rooms, each of which accommodates one domestic-international student pair, and 932 single rooms in the dormitory. Floors are the fundamental unit of the dormitory, and two upperclassman Resident Assistants (RA) are assigned to each floor. Each floor holds a monthly meeting to assign a range of tasks, such as the cleaning of the communal kitchen and the separation and disposal of trash. RAs also plan floor events, and there are events held by each building and the entire dormitory. In this way, we encourage multinational student interaction through a wide range of events, including both student-led and university-organized initiatives.

6. Student Support

Multicultural student interaction also forms the basis of student activities. The balance of domestic and international student membership is an important factor we look at when approving student organizations. All told, 46.2% of students belong to a student organization, which suggests that multicultural student interaction is robust in student activities as well (Ref. 6-8).

4) Emphasis on self-directed activities and enterprising spirit

The interests of our students are wide and varied, and in many cases, our students belong to more than one student organization or start new clubs. As such, organizations are not required to continuously engage in activities to remain in the register. Every year, we screen existing organizations, as well as requests to establish new ones, to ensure a lively range of extracurricular activities. Furthermore, to encourage self-directed student activities, we also have a registered student event organization system that allows organizations established temporarily for a certain purpose or event (e.g., international competitions, student-organized volunteer projects etc.) access to campus facilities (Ref. 6-8).

5) Encouraging student peer support

One unique aspect of APU's mechanism for encouraging student growth is student peer support. One example of how this has become part of everyday life is the aforementioned RA system. As upperclassmen who reside in the dormitory, RAs serve to provide support to new students for their entire freshman year. RAs not only serve as role models for new students, they also grow by helping others. Aside from the RA system, other platforms for student peer support include the following.

| | |
|---|--|
| Teaching Assistants (TA) | Students who assist with lectures. In First-Year Student Workshop, TAs facilitate group work. |
| Academic & Learning Resource Core Staff (ALRCS) | A student group that provides a range of support, such as leading database and presentation seminars and offering learning consultations, to help students engage in self-directed learning. |
| FeLlow Advisory Group (FLAG) | A student group that assists with freshman orientation, student-life and registration guidance sessions, making themselves available for all types of student consultations. |
| Student Activity Station (SAS) | A student group that supports and promotes various student-led local exchange events. |
| Technical Support Staff (TSS) | A student group that offers technical assistance, such as lighting and sound, for student-organized events like Multicultural Weeks. |
| Student Exchange Advisors (SEA) | A group of former student exchange program participants who offer advice to students who want to study abroad. |
| Peer Advisors (PA) | A group of students who teach each other languages. |

6. Student Support

| | |
|---|--|
| Scholarship, Honors, and Award Recipients Peer Support (SHARPS) | A group of top-performing scholarship recipients who support other scholarship recipients. |
|---|--|

(3) Is support for student life being adequately implemented?

1) Institutional initiatives

The APU campus is equipped with a Health Clinic, which is in charge of maintaining student, faculty and staff health and can provide support in both Japanese and English. The Clinic works closely with one general hospital in the region and other related institutions to offer bilingual support for most types of illnesses and injuries. Given our high student mobility, we place importance on medical examinations, and 94.6% of our students received them in spring 2014. Based on the results of these examinations, the Clinic recommends detailed examinations or treatments and takes measures to prevent infectious diseases.

We hold regular first aid and taping courses for students who belong to sports clubs. We also hold crisis management lectures for students participating in regular curriculum programs that include overseas travel and students who travel abroad as members of student organizations, and we advise these students to get vaccinated against infectious diseases.

Furthermore, the Student Health Management Support Network Meeting, which is chaired by the school physician and whose members include local medical and healthcare professionals from the Beppu Medical Association, the Eastern Oita Health Center, and the Beppu City Social Welfare Health Department, convenes once a semester to share information on student health management, exchange ideas and form a close-knit cooperative framework.

We formulated the Ritsumeikan Asia Pacific University Harassment Prevention Regulations and the Guidelines for the Prevention of Harassment, and the Administration Office serves as the secretariat for the Harassment Prevention Committee (Ref. 6-9; Ref. 6-10). Faculty and staff members are appointed to serve as advisors who provide day-to-day consultations. Students are notified of this information as well as awareness raising activities via the university homepage and leaflets. In AY2014, the Harassment Prevention Committee held two training sessions—one in April and one in September—for new faculty members, and one training session for management-level staff. Furthermore, in November 2014, a training session on sexual harassment prevention was held in the Faculty Discussion Meeting, which is attended by all faculty members.

2) Counseling Room

With one full-time receptionist, one full-time counselor and four part-time counselors, the Counseling Room offers counseling services to students, faculty and staff. In order to accommodate the diverse make-up of the APU faculty, staff and student body as much as

6. Student Support

possible, the Counseling Room offers consultations in four languages: Japanese, English, Chinese and Mongolian. In addition, the Counseling Room General Meeting is held once a semester with the Vice President of Student Affairs, the Dean of Student Affairs, Student Office staff members, Health Clinic nurses, and Counselors in attendance. They share information and exchange opinions regarding mental health support for students, faculty and staff and work to build a close cooperative relationship.

3) Support systems for protecting physical well-being and property

The Ritsumeikan Trust Risk Management Regulations have been formulated with the aim of preventing accidents and disasters in Ritsumeikan Trust facilities and protecting the life, physical well-being and property of all students, faculty, staff and other personnel of the Ritsumeikan Trust (Ref. 6-11). We have established the Ritsumeikan Asia Pacific University Safety Management Committee to ensure that these objectives are achieved.

There are seven automated external defibrillators (AEDs) on campus, and a first-aid training workshop is held for all faculty and staff. We have also organized a volunteer fire brigade, and we hold regular emergency drills with the cooperation of students, faculty and staff. At the AP House international education dormitory, we hold an evacuation drill for all residents once a semester.

4) Efforts to raise awareness of drug abuse prevention and smoking cessation

To help prevent drug abuse, we engage in awareness-raising activities during the spring and fall freshman orientations. With the mid-term objective of making APU a smoke-free campus, we have relegated smoking to the designated areas on campus, and there is an ongoing campaign to educate smokers about proper smoking etiquette and to encourage them to quit smoking.

(4) Is support for student job placement being conducted adequately?

1) On-Campus Recruiting

One of the biggest parts of our career support is on-campus recruiting. Companies primarily recruit in the major urban areas, which puts our students at a disadvantage since they have to spend their time and money to look for jobs. To help alleviate this burden, we invite companies to visit the campus to hold information sessions and interviews. At present, 355 companies (the number of companies recruiting AY2013 graduates) visit the campus, thus providing students with opportunities to enter a wide range of industries (Ref. 6-12). These initiatives also help students scheduled to graduate in the fall in their job search. Initially, many of these companies only recruited our international students, but now more than 70% of them recruit both international and domestic students.

2) Job placement and advancement guidance in the regular curriculum

6. Student Support

To incorporate a focus on career development in the regular curriculum from the first and second years, we offer Career Design I ~ III, which cover everything from self-analysis to industry research, as well as Internship, a subject that allows us to send students to companies and organizations with which we have cooperative agreements. The number of students who registered for these subjects in AY2013 was 192 for Career Design I, 287 for Career Design II, 81 for Career Design III, and 103 for Internship (for credit; 67 host companies).

Even as the need for global human resources heightens and companies hire more foreigners, most companies use the same hiring standards, including Japanese proficiency, for foreigners as they do for Japanese. For this reason, in addition to our regular Japanese language education, we offer Career Japanese in cooperation with the Division of Academic Affairs to those students who intend to seek employment in Japan. In AY2013, 117 students took this subject.

3) Office counter support and guidance sessions

The Division of Careers is responsible for the career support framework at APU. Under the supervision of the Dean of Careers (who is a faculty member), the Deputy Director and all Career Office staff work together to analyze the advancement and job placement trends and to draft, execute and improve upon policies. The Career Office has 19 staff members, of whom five permanent staff members and three contract specialists offer individual consultations in both Japanese and English. All permanent staff members possess application processor certification for status of residence applications and provide advice to students and companies in accordance with the Immigration Control and Refugee Recognition Act.

There are also two student-led support organizations. The first group, Junior Assistant advisers for Careers (JAC), focuses primarily on providing job placement support to second-year students. It works to raise students' career awareness through guidance sessions and other support activities and prepare them for their future job hunting activities. The second group, Student Career Advisers (SCA), is a group of fourth-year students who have already received job offers. Based on their own experiences, they provide job placement support to job-hunting third-year students. In addition to these support systems, the Career Office also conducts a variety of guidance sessions, events, seminars and lectures year-round (Ref. 6-13).

Furthermore, we provide counseling on job hunting and related activities in both Japanese and English. These consultations are available to first and second-year students as well as upper level job-hunting students, and in AY2013, we counseled a total of 2,088 students. Counseling services are also available at the Ritsumeikan Tokyo Campus and Ritsumeikan Osaka Campus in order to support job-hunting students in the metropolitan Tokyo and Kansai regions. Permanent APU staff members who understand our students' situation well are assigned to the Tokyo Campus, and we add more career counselors

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during busy periods (February ~ June: 2 additional counselors; July ~ September: 1 additional counselor).

2. Assessment

(1) Items that are Showing Results

1) Multicultural student interaction and collaboration

Multicultural student interaction and collaboration is put into practice in every aspect of campus life, including extracurricular activities, self-directed student activities and life in AP House. Of particular importance are 1) multicultural living in AP House, 2) student collaboration during the Multicultural Weeks, and 3) student peer support systems. With these kinds of initiatives, every student can engage in some form of multicultural interaction and collaboration during their time at APU.

2) Career support

Our job placement support for international students who want to work in Japan or for Japanese companies overseas is highly commendable because of our students' Japanese proficiency, adaptability to Japanese culture, understanding of Japan's unique job hunting situation, and understanding of the career paths in a Japanese company. This is evidenced by a 90.0% job placement rate in AY2013.

Our domestic students are also held in regard because they undergo intercultural experiences on a daily basis and can collaborate in multinational teams. This resulted in a 94.4% job placement rate in AY2013 (Ref. 6-14).

(2) Areas for Improvement

1) Learning support

At present, we have not analyzed the reasons underlying student withdrawals. We have many systems in place to prevent early withdrawals, but the correlation between these systems and actual withdrawals is unclear.

2) Career and Job Placement Committee

The Ritsumeikan Asia Pacific University Career and Job Placement Committee is set forth in the regulations, but it does not convene because the Career Office analyzes advancement and job placement trends and formulates policies (Ref. 6-15).

3) Support for students advancing to graduate school

Despite a track record of sending our graduates to the APU Graduate Schools, other graduate schools in Japan and renowned foreign graduate schools, we have not

6. Student Support

established a system to provide institutional support to students advancing to graduate school. We will need to consider academic frameworks and faculty-staff collaboration mechanisms for providing support to students advancing to graduate school.

3. Strategic Direction for the Future

(1) Items that are Showing Results

1) Multicultural student interaction and collaboration

Since our inception, we have developed a wide array of systems for promoting multicultural student interaction and collaboration. Going forward, we will need to qualitatively and quantitatively visualize student growth by determining which segments of the student population make use of these systems and how their involvement therein contributes to growth, and it will also be important to connect these efforts to the continuous improvement cycle.

2) Career support

In addition to the robust support we offer to students seeking jobs in Japanese companies, we will work to develop systems to offer job placement support to students who want to work overseas.

(2) Areas for Improvement

1) Learning support

We will analyze why students withdraw, verify the effectiveness of the various initiatives in place to prevent withdrawals, and seek to make improvements.

2) Career and Job Placement Committee

We will reconfirm the significance and roles of the Committee and work to make it function again as a body that regularly convenes to examine advancement and job placement support.

3) Support for students advancing to graduate school

As we reexamine the status of the Career and Job Placement Committee, we will also consider ways to provide support for students advancing to graduate school.

4. Supporting Resources

6-1: Formulation of Policies Pertaining to University Evaluation (Accreditation) (same

6. Student Support

as Ref. 4(1)-7)

- 6-2: Multicultural Week 2013 Report
- 6-3: AY2013 Overview and AY2014 Policy for Regional Exchange
- 6-4: Guide to Scholarships for Undergraduate Students
- 6-5: Scholarships for Graduate Students
- 6-6: Ritsumeikan Asia Pacific University Faculty Council Regulations (same as Ref. 2-2)
- 6-7: Report on Discussions by the Working Group for Disabled Student Support
- 6-8: AY2013 Overview and AY2014 Policy for Support for Extracurricular Clubs
- 6-9: Ritsumeikan Asia Pacific University Harassment Prevention Regulations
- 6-10: Guidelines for the Prevention of Harassment
- 6-11: Ritsumeikan Trust Risk Management Regulations
- 6-12: Report on On-Campus Recruiting Results for AY2013 Graduates
- 6-13: List of Career Office Events
- 6-14: Job Placement for AY2013 Graduates
- 6-15: Ritsumeikan Asia Pacific University Career and Job Placement Committee Regulations

7. Education and Research Environment

1. Description of Current Conditions

(1) Are policies concerning the development of the academic and research environment clearly stipulated?

In November 1996, we formulated the Basic Plan for the Establishment of Ritsumeikan Asia Pacific University in preparation for the opening of APU in April, 2000. Section 4 of this plan ("Basic Ideas for Campus Planning") outlined the following items (Ref. 7-1).

Basic Approaches to Campus Construction

- [1] A highly international world-class campus that Beppu City and Oita Prefecture can be proud of
- [2] A campus open to local residents that has a wealth of amenities in tune with nature and the environment
- [3] A global research hub
- [4] A multimedia campus
- [5] A campus that builds strong rapport between students and faculty
- [6] An out-of-town residential campus
- [7] A community-based campus
- [8] A campus with flexible facilities that can keep up with future demands
- [9] A campus with a 24-hour lifestyle

Since our inception, we have responded to new academic developments and increased student intake capacity by undertaking the following campus development measures. At present, the Review Committee for Campus Maintenance Planning is examining campus development issues (Ref. 7-2).

| | |
|------|--|
| 2003 | Construction of Building H concurrent with the establishment of the Graduate Schools |
| 2006 | Construction of Buildings, B II, E II and F II in line with academic reforms and increased intake capacity |
| 2007 | Construction of AP House II in line with academic reforms and increased intake capacity |
| 2012 | Establishment of a Learning Commons in the Library in line with academic reforms |
| | Relocation of the Self-Access Learning Center (August) |
| 2013 | Renovation of the 4th floor of Building A to add a new entrance to the guest |

7. Education and Research Environment

| | |
|------|---|
| | reception rooms |
| 2014 | Renovation of the 1st floor of Building A |

In developing the education and research environment, discussions are held and details are fleshed out prior to the year in which academic reforms are to be implemented. The academic policies in the APU Phase Three Plan (AY2011 ~2014) were confirmed in the document entitled "Outline for the AY2011 APU Academic Reforms" (Ref. 7-3). Research policies and the development of the research environment were confirmed in "Academy Vision R2020: Research Policy at APU" (Ref. 7-4), and a clear direction was established therefor.

The construction of a Learning Commons, which aims to bolster the learning support function of the library, was the main action taken under the AY2011 academic reforms to enhance library and academic information services. The basic approach for this was outlined in "APU Library Improvement: Aiming to Bolster Library Study Functions (Report)" (Ref. 7-5).

(2) Is there sufficient land, buildings and facilities in place?

The total area of land owned by Ritsumeikan Asia Pacific University is 423,419.41 m² of which 65,036 m² is building area. This is significantly more area than required by Standards for Establishing Universities (Table 5, Basic University Data).

We strive to create a comfortable campus with the following initiatives:

- In order to fit in with the surrounding environment, the buildings on campus are all earth tones, but roads and sidewalks have been kept a distinct separate color for aesthetic and safety reasons.
- To ensure that life on campus is comfortable, we installed a fountain and benches and planted shrubbery. We also separate waste into trash and recyclables. In addition, we are working to create a fully smoke-free campus.
- To support student life on campus, we built Building E (Student Union), which houses a cafeteria and student activity space, and Building E II (Student Union II), which houses a shop and student activity space, adjacent to each other. Meanwhile, AP House, our international education dormitory, provides accommodation for up to 1,310 students.
- The campus is also equipped with an athletic field (41,810 m²) and a gymnasium (2,950.67 m²).

We are implementing energy efficiency measures in accordance with the Act on the Rational Use of Energy ("Energy Conservation Act") and the Act on Promotion of Global Warming Countermeasures ("Global Warming Prevention Act"). In 2010, the Trust established the Environmental Committee, which has been undertaking activities ever since.

7. Education and Research Environment

In particular, the Committee has promoted the part-time usage of heating equipment, the installation of motion and brightness sensors for light fixtures, and the improvements of Central Security Office facilities.

All facility repair and maintenance and general campus management falls under the jurisdiction of the Administration Office, which works closely with the Trust's Office of Facilities Management on these duties.

With regard to IT devices and equipment, the basic policy is for the visual projection equipment (e.g. projectors and flat screen displays etc.), microphones and audio-visual devices installed and/or located in each of the classrooms to be replaced in order of age when i) equipment gets too old (i.e., at least eight years has passed since installation), and ii) installation and usage conditions have been standardized.

To ensure the safety and sanitation of facilities, we have installed and administer a central monitoring system that detects facility malfunctions and troubles with extraordinary speed. This system also allows us to remotely monitor and manage lighting and air conditioning operations, equipment malfunctions and room entry. The Office of Campus Management and Security, located beside the Central Security Office, is manned 24 hours a day, thereby enabling us to ascertain issues rapidly. This office also manages an in-house contact list and reporting system.

We also formulated the Ritsumeikan Trust Risk Management Regulations (Ref. 7-6), Ritsumeikan Trust Fire and Disaster Prevention Management Regulations (Ref. 7-7) and the Ritsumeikan Trust Faculty and Staff Health and Safety Management Regulations (Ref. 7-8) to ensure campus safety and sanitation control, prevent accidents and disasters, and protect the life, physical well-being and property of all members of the university.

(3) Are the library and academic information services functioning adequately?

1) Establishment of infrastructure to provide and promote the usage of academic information

As of the end of AY2013, the library stocked 189,442 books, 2,084 periodicals, 70 online databases and electronic journals (Ref. 7-9), and 4,504 audio-visual resources (Table 31, University Data Book). Combined with materials available from Ritsumeikan University via inter-library loan, a total of 3,253,161 books can be accessed, making for a distinctive yet well-balanced collection suited to the education and research fields at APU.

Of the approximately 10,000 new books purchased every year (Table 31, University Data Book), the majority are books listed in syllabi (i.e., reference books and textbooks recommended by faculty), books that students request the library to purchase, and academic titles pertaining to lectures. In this way, the collection spans a wide range of subject matter, including interdisciplinary fields and liberal arts.

The library has subscriptions to 1,354 Japanese and 694 foreign periodicals as well as

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70 online databases and electronic journals. Keeping in mind APU's unique features, we maintain a particularly robust collection of foreign periodicals. Furthermore, given the global scope of our activities, we have enhanced our databases and electronic journals so that students, faculty and staff can access them from anywhere. As of March 2014, we have subscriptions to 70 databases, including our own subscriptions and those for so-called core databases which we share with Ritsumeikan University. These can be accessed at any time from either the faculty offices or the open computer room via the on-campus LAN network. There is also a virtual private network (VPN) that can be used to access databases from off campus. Library users can use the library homepage to request photocopies, apply to borrow books from other institutions via inter-library loan (ILL) and reserve books, which enables us to offer highly convenient academic information services.

In AY2011, we adopted a Learning Commons to transform the library into a space where students can study individually or in groups and added booths where students can receive academic advising from faculty as well as booths that offer Japanese and English writing support.

2) Library literacy education and the development of an environment for using academic information

Using the Ritsumeikan Academic Information System (RUNNERS), library users can search for books, periodicals and electronic journals from the APU Library as well as the six Ritsumeikan University libraries; they can also reserve and request materials from any of the libraries in the system by way of inter-library loan.

In addition, we teach library literacy in First-Year Student Workshop I, which is required for all incoming freshmen, and in connection to this, we offer out-of-class sessions where students learn to search for books in the collection and search for information from online sources. This resulted in an increase in the average number of books borrowed by students from 16.8 in AY2012 to 17.9 in AY2013 (Ref. 7-10, p. 3). Furthermore, we engage in learning support in the form of library guidance sessions, which are held according to a yearly schedule and include in-class guidance sessions implemented in cooperation with faculty as well as guidance sessions targeting graduate students (Ref. 7-11).

3) Library overview

The library covers an area of 3578.73 m² and has 851 seats (Ref. 7-12). It has a Reserve Corner, which provides one-stop access to the books designated as Required Readings and Further Readings for every subject as well as to regular books. It also has a section for periodicals and magazines, an audio-visual corner, an information search corner, academic advising booths, a Writing Center, which provides Japanese and English writing support, group study rooms and a Multimedia Room. In AY2013, the library was open for 339 days, attracted approximately 540,000 users and lent out nearly 100,000 books (Table 32, University Data Book).

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Librarian-qualified staff from an outsourcing company assist users at the main counter and the Reference Counter. Reference Counter staff are also involved in some of the library guidance sessions held to promote library literacy. Student staff are also involved in library operations. They shelve books, run guidance sessions, provide quick reference services and engage in publicity activities.

Through NACSIS-Webcat (a comprehensive catalogue database) and ILL with the National Diet Library, the National Institute of Informatics, and other domestic and international universities, we can access and share a wide range of academic information and catalogued data, thus ensuring the effective usage of resources.

4) Effective budget management

The collection management policy and other policies were reviewed in AY2012, after which we began using e-books for the Required Readings and Further Readings stipulated in the syllabi for all subjects. We also increased the upper limit for purchasing books recommended by faculty from ¥200,000 per faculty member in AY2012 to ¥250,000 per faculty member in AY2013. In this way, we have striven to manage the budget more effectively (Ref. 7-13).

(4) Is there sufficient infrastructure and conditions in place to support education and research?

1) Establishment of infrastructure to support education and research

With the adoption of the Learning Commons, we established spaces for group learning, which is a feature of many of our classes, and we set up the Self-Access Learning Center (SALC) as a place where students can receive language learning support outside of class. In addition, we introduced the online tool Blackboard to complement our classroom lectures, and in student exchange programs subsidized by MEXT's Re-Inventing Japan Project, we started using Manaba Folio, an e-portfolio that visualizes and enables the sharing of student growth. In this way, we have established sufficient infrastructure and conditions to support education and research.

We operate two systems to provide academic support in lectures, graduate student Teaching Assistants and undergraduate Peer Advisors. In AY2013, we employed 639 students under these systems.

In case of Peer Advisors, upperclassmen who previously took First-Year Student Workshop I and II, which is required for all freshmen, are employed as Peer Advisors in the same subjects to answer students' questions and to assist with the creation of materials and classroom operations, thus supporting both the faculty and fellow students. This enables smooth classroom management and makes for more interactive classes. We also hire students to perform a range of other functions. We also employ specialized staff who provide technical assistance in educational settings and students who offer support in the

7. Education and Research Environment

library.

2) Bilingual support: The foundation of an international university

We admit large numbers of international students with no Japanese language proficiency at the time of enrollment. For this reason all signage on campus is in both Japanese and English, all offices are equipped to deal with students in both Japanese and English, and the homepage has been written in both Japanese and English since our inception. Since opening, we have operated our registration support system and issued academic transcripts and other official certificates and notifications in both Japanese and English.

3) Support for faculty research

Regarding research allowances, tenured faculty, fixed-term faculty, and specially-appointed faculty all receive ¥200,000 in individual research materials expenses and ¥100,000 in research travel expenses every academic year (Ref. 7-14).

In addition, we operate the following systems, including internal research subsidies, in an effort to enhance research support for our faculty.

| | Budget |
|---|----------------------------|
| Ritsumeikan Asia Pacific University Academic Research Subsidies (Grant-in-Aid-Linked / General) (Ref. 7-15) | ¥22,000,000 (Ref. 7-17) |
| Ritsumeikan Asia Pacific University Academic Conference Presentation Subsidy System (Ref. 7-16; Ref. 7-17) | |
| Ritsumeikan Asia Pacific University Academic Publication Subsidies (Ref. 7-18) | ¥3,500,000 |
| Ritsumeikan Asia Pacific University International Conference Subsidy System (Ref. 7-19) | ¥1,000,000 |

These funds are equivalent to ¥220,833 per full-time faculty member. (This applies to 120 full-time faculty members excluding Lecturers, who are not eligible for these systems.) In addition, we operate the Ritsumeikan Asia Pacific University Academic Development Leave (ADL) system, which exempts up to eight tenured faculty per year from classes so they can focus on their research during a sabbatical (Ref. 7-20).

Under the aforementioned Faculty Assessment System, the faculty member who receives the Special Award for Research is provided with a subsidy to be used for either publication or research as well as priority in applying for ADL (Ref.7-21 p7).

As was mentioned earlier, the Ritsumeikan Center for Asia Pacific Studies was established at APU in 1996 to promote Asia Pacific-related research and disseminate research achievements. In AY2010, we established the International Association for Asia Pacific Studies to elaborate upon the “creation of a new academic discipline” set forth in the Opening Declaration. This Association aims to shape and promote Asia Pacific studies and

7. Education and Research Environment

become an intellectual hub that can globally accumulate and disseminate research results in various academic disciplines as they pertain to the sub-regions of the Asia Pacific.

(5) Are the necessary measures in place to ensure compliance with research ethics guidelines?

With regard to research ethics, we have formulated the Ritsumeikan Asia Pacific University Research Code of Ethics (Ref. 7-22). With this Code of Ethics, in addition to guaranteeing researchers the right to freely engage in research based on their good conscience as academics, the Code of Ethics, we aim to create a shared ethical outlook for the entire university so that both APU and its researchers can fulfill their responsibilities to society in a self-directed manner. We also aim to protect the individuals and/or organizations being researched and the researchers themselves against any rights violations during the research process. Through the appropriate and efficient execution of research at APU, we hope to earn the trust of the public and maintain it over the long term. We also formulated the Ritsumeikan Asia Pacific University Guidelines for Ethical Conduct in Research Involving Human Subjects, and all faculty whose research is applied by these guidelines were notified individually by the office. We also posted them on our homepage (Ref. 7-23).

To enforce the Ritsumeikan Asia Pacific University Research Code of Ethics, we established the Ritsumeikan Asia Pacific University Research Ethics Committee. When deemed necessary, the Committee issues guidance to our researchers (Ref. 7-24). The Committee also handles i) questions and complaints about researchers who commit violations stipulated in the Code of Ethics, ii) questions and complaints from people who claim to have been treated improperly or unfairly by a researcher, and iii) reports of falsifications, fabrication and plagiarism.

2. Assessment

(1) Items that are Showing Results

1) Library infrastructure for learning support

To build a collection of books relevant to the academic content of subjects at APU, the library, as a general rule, purchases two copies of every book listed in the syllabi (Books listed as Further Reading: up to 15 for undergraduate subjects and 30 for graduate subjects; Required Reading: up to three each for undergraduate and graduate subjects). Also, when classes are in session, the library shelves the books denoted as Required Reading and Further Reading in the syllabi in the Reserve Corner as part of its efforts to support student learning. Since the adoption of the Learning Commons, the percentage of students using the library has increased (Ref. 7-10 p5). In AY2013, the library employed 63 Academic & Learning Resource Core Staffs (ALRCS). In this way, our efforts to create an environment

7. Education and Research Environment

to encourage learning are commendable (Ref. 7-11).

2) Full-time faculty research funds

In AY2014, the Ritsumeikan Asia Pacific University Academic Research Subsidy system was revised to urge faculty to apply for Grant-in-Aid and provide them with generous financial support to that end. The result of this is a more clearly defined purpose for research since we can now assure fairer distribution of internal research subsidies while promoting the acquisition of Grant-in-Aid, thereby raising the level of our research activities.

(2) Areas for Improvement

1) Research ethics

In light of the Ritsumeikan Asia Pacific University Research Code of Ethics, the Ritsumeikan Asia Pacific University Research Ethics Committee issues the necessary guidance and advice concerning research ethics to researchers, but some researchers say the consultation procedures and screening process have become opaque. Furthermore, as the number of consultations on research ethics and compliance increases every year, we are not always able to respond quickly under the existing system.

3. Strategic Direction for the Future

(1) Items that are Showing Results

1) Library infrastructure for learning support

We have determined there to be a high correlation between the number of library visits and GPA, so we will continue developing systems that encourage students to get into the habit of using the library regularly.

2) Full-time faculty research funds

In AY2015, we will reach the final year of the process launched in AY2014 to improve the operation of the Ritsumeikan Asia Pacific University Academic Research Subsidy system. This means that the general internal research subsidies that are not linked to Grant-in-Aid applications will be discontinued, leaving only the Grant-in-Aid-linked type; therefore, we will strive to design a new system that not only provides research funds to faculty preparing to apply for Grant-in-Aid, but also disbursed additional research funds as a special in to those faculty who have secured Grants-in-Aid.

7. Education and Research Environment

(2) Areas for Improvement

1) Research ethics

Keeping an eye on policy trends at the national level, we will strive to enhance our efforts to raise awareness about research ethics. We will also formulate guidelines containing detailed procedures to ensure that researchers do not commit research misconduct stemming from an inadequate understanding of ethics. Also, since the number of consultations regarding research plans involving human subjects is on the rise, we will develop a screening framework under the supervision of the Research Ethics Committee to ensure a swift and proper response thereto.

4. Supporting Resources

- 7-1: Basic Plan for the Establishment of Ritsumeikan Asia Pacific University
- 7-2: "On the Establishment of the Review Committee for Campus Maintenance Planning"
- 7-3: "Outline for the AY2011 APU Academic Reforms—Cultivating Human Resources with International Currency through Assurance of Quality in Learning"
- 7-4: "Academy Vision R2020: Research Policy at APU"
- 7-5: "APU Library Improvement: Aiming to Bolster Library Study Functions—Creating a Learning Commons where Students Can Learn, Interact and Grow—(Report)"
- 7-6: Ritsumeikan Trust Risk Management Regulations
- 7-7: Ritsumeikan Trust Fire and Disaster Prevention Management Regulations
- 7-8: Ritsumeikan Trust Faculty and Staff Health and Safety Management Regulations
- 7-9: List of online databases available from the APU Library, APU homepage
- 7-10: AY2013 Annual Report
- 7-11: AY2014 Policy for Learning Support Activities in the APU Library Learning Commons (Proposal)
- 7-12: Area covered by APU Library facilities
- 7-13: "Handling of the AY2014 APU Library Book Budget (Draft)"
- 7-14: Ritsumeikan Asia Pacific Regulations on the Handling of Individual Research Funds
- 7-15: Application Guidelines for AY2014 APU Academic Research Subsidies (Grant-In-Aid Linked and General Types)
- 7-16: Application Guidelines for the AY2014 APU Academic Conference Presentation Subsidy
- 7-17: "AY2014 APU Academic Research Subsidy: Screening Policy for the Conference Presentation Subsidy"
- 7-18: Application Guidelines for the Ritsumeikan Asia Pacific University Academic Publication Subsidy Regulations

7. Education and Research Environment

- 7-19: "Regarding the AY2014 Ritsumeikan Asia Pacific University International Conference Subsidy System"
- 7-20: Ritsumeikan Asia Pacific University Regulations for Academic Development Leave
- 7-21: Partial Correction of the Faculty Assessment System (Assessment of AY2014 Activities)
- 7-22: Ritsumeikan Asia Pacific University Research Code of Ethics
- 7-23: Ritsumeikan Asia Pacific University Guidelines for Ethical Conduct in Research Involving Human Subjects
- 7-24: Ritsumeikan Asia Pacific University Research Ethics Committee Regulations

8. Social Cooperation and Contribution

1. Description of Current Conditions

(1) Are policies regarding social cooperation and contribution stipulated?

Cooperation with the region has been one of APU's fundamental objectives since its inception. In June 1999 APU published "Proposals from APU", a basic set of guidelines for regional contribution activities, and distributed it widely among local residents of Beppu City and interested parties within Oita Prefecture. These guidelines set forth the following three pillars:

- [1] Develop human resources who will be the future leaders of the international community as an institution charged with cultivating human resources for the Asia Pacific era;
- [2] Develop a town that shines globally in academia, culture, tourism and industry;
- [3] Develop networks that let the university and its students connect Beppu and Oita to the world.

In our 10th year, we discussed APU's roles and responsibilities for contributing to the world and the local community the next 10 years and incorporated these into the APU2020 Vision.

Excerpt from the APU2020 Vision

"APU was opened in a public-private collaboration between Oita Prefecture, the City of Beppu and the Ritsumeikan Trust. For this reason, contributing to regional development and internationalization through education and research activities is one of APU's mission. To realize this mission students, faculty and staff have striven to develop APU as a 'university loved by the people'. ... Based on the founding ideals of Freedom, Peace and Humanity, International Mutual Understanding and Creation of the Future of the Asia Pacific, faculty and staff will continue developing the future leaders of the world, who will tie nations to other nations and regions to other regions, and APU will promote university development that contributes to furthering ties with society."

(2) Do education and research achievements appropriately give something back to the community?

1) International cooperation and contribution

Since our inception, we have emphasized international cooperation by way of contribution activities and partnerships. One such effort that enables us to give our research outcomes

8. Social Cooperation and Contribution

back to society are the commissioned international cooperation projects operated in accordance with the cooperative agreement we signed with the Japan International Cooperation Agency (JICA) in 2010. Theoretical and practical research into the One Village One Product Movement and Onpaku are two areas where we make the most of APU's unique characteristics (Ref. 8-1; Ref. 8-2).

As for technical cooperation, we accept between seven and 10 JICA-commissioned training projects (by country and topic) every year. Since we began accepting trainees in AY2006 up through the end of the 2013 academic year, we have implemented 48 training sessions for a total of 633 short-term trainees from 66 countries. In AY2014, we are scheduled to conduct nine sessions through the end of the academic year (Ref. 8-3; Ref. 8-4).

Oita Prefecture is the origin of the One Village One Product Movement (an initiative to promote regional revitalization by encouraging each municipality to develop its own specialty products) and Onpaku (short for 'onsen exposition'; a city-wide, multi-venue showcase of experiences and services). As such, we cooperate with local companies and organizations to design and implement training sessions where trainees from different countries and regions can learn first-hand about how to develop regional development methods based on the One Village One Product model. These efforts have been well received. We were also commissioned, together with Beppu City, under the Grassroots Technical Cooperation Program, to provide support to Surin Province, Thailand for the creation of a regional development scheme, which included an Onpaku event, and for efforts to increase the income of the local community. These efforts culminated in the convocation of an Onpaku in Surin Province in January 2013 (Ref. 8-5).

2) Regional contribution

The Asia Pacific Innovation Management Center (AP-IMAC), a research center comprised of College of International Management faculty, was commissioned by Oita Prefecture to offer a series of lectures for the general public entitled "Introduction to the Management of Technology". These have been offered every year since AY2006 (Ref. 8-6). AP-IMAC was also commissioned by the Japan Society for the Promotion of Science to use its research results to teach local high school students as part of the Hirameki-Tokimeki Science project (Ref. 8-7).

3) Partnerships with industry and researchers in Japan and around the world

Based on our mission to cultivate global leaders who can contribute to creating the future of the Asia Pacific region, we have developed a network of leaders and advisors in academia as well as in the political and business realms.

The backbone of this network is the Advisory Committee (AC). In 1996, four years before the university opened, 75 leading figures from the political, business, government and academic spheres were appointed as committee members. HIRAIWA Gaishi, Honorary

8. Social Cooperation and Contribution

Chairman of Nippon Keidanren, was made an Honorary Member, while HIGUCHI Hirotaro, Chairman of Asahi Beer, HIRAMATSU Morihiko, Governor of Oita Prefecture, and ONAMI Masateru, Chancellor of the Ritsumeikan Trust, were named Executive Directors. As of May 1, 2014, the AC now counts 300 members, including former heads of state, ambassadors, and the leaders of preeminent Japanese corporations. The Committee contributes to the improvement and advancement of APU's academic affairs in myriad ways.

To date, we have worked with AC member companies on a range of initiatives, including: i) providing scholarships to students primarily from developing countries (¥3.8 billion), ii) inviting senior executives from major companies to speak to students as part of the Top Executive Lecture Series (17 lectures held since inception), iii) holding Advisory Committee Appreciation Parties, and iv) offering regular curriculum cooperative lectures taught by instructors sent from AC companies.

We have also established a group of Academic Advisors who support our education and research. This group of 50 renowned Japanese and foreign researchers and scholars gives special lectures and seminars.

4) Partnerships with the local community

In light of the fact that APU was founded with tremendous support from Oita Prefecture, Beppu City and the local residents, we actively engage in cooperation and exchange with the local community. To date, we have concluded friendship agreements with all 19 municipalities in Oita Prefecture as well as with Iida City in Nagano Prefecture, and we implement exchange projects based thereupon.

5) Corporate partnerships

Since AY2010, we have been operating Global Competency Enhancement Programs (GCEP), which are short-term training programs of two to four months for the employees of global companies. GCEP was designed to respond to the demands of companies that want to cultivate human resources who can adapt to the globalizing business environment. It provides participants with language proficiency and the ability to understand and adapt to other cultures and negotiate across cultures by participating in discussions with students from many different countries, taking lectures from our talented faculty, and living in our international education dormitory. Between AY2011 and September 2014, we accepted 43 employees from 13 companies.

In AY2013, we began offering a new program for the foreign employees of Japanese companies called the Japanese Language Educational Program (J-LEP). The aim of J-LEP is to improve the Japanese proficiency of employees at foreign branches of Japanese companies and strengthen their ability to respond to Japanese corporate customers. In AY2013, we accepted 11 employees from the Asian branches of the Bank of Tokyo-Mitsubishi UFJ.

8. Social Cooperation and Contribution

6) International exchange projects

In AY2013, we received requests to join 121 local exchange events, and 654 students participated therein. This is only the number of students that the university recruited and sent out to participate, so if we add the number of students who participated of their own accord, the figure is estimated to be over 1000. Of these requests, 30 came from schools and kindergartens, 25 from the Boards of Education in the prefecture and 66 from companies and other institutions. One example of a program in which our students participate is the Elementary School Students' International Exchange Activity Promotion Program—a program started by the Oita Board of Education in 2012 to transform elementary school children into global human resources by way of exchange with international students living in the Prefecture. Under this program, we received 10 requests for one-day exchange visits to the APU campus. Another international exchange project has seen 114 of international students participate in local home-stays.

2. Assessment

(1) Items that are Showing Results

- 1) Education and research activities and university administration based on a keen awareness of cooperation and collaboration with the local community, the global community and industry

Even before the university officially opened, we have engaged in administration with a keen eye on networking with the local and international communities and industry. In addition to setting up the Advisory Committee and appointing Academic Advisors, we have signed cooperative agreements with Oita Prefecture and its municipalities as well as with JICA, and we continue to engage in wide-ranging social cooperation and contribution projects.

- 2) Using our unique features to offer programs for companies

GCEP takes advantage of APU's unique features, including its dual language education system and multicultural campus, to help Japanese companies faced with the challenge of global human resources development (Ref. 8-8).

(2) Areas for Improvement

Nothing in particular

3. Strategic Direction for the Future

(1) Items that are Showing Results

- 1) Education and research activities and university administration based on a keen awareness of cooperation and collaboration with the local community, the global community and industry

Keeping in mind our basic ideals, we will review the effectiveness of existing cooperation and collaboration projects and programs as we strive to respond to the rapidly changing demands from partners within and outside Japan.

- 2) Using our unique features to offer programs for companies

Given our regional location, programs for companies are educationally significant in that they provide our students with opportunities to interact with actively working businesspersons. Going forward, we will promote even more interaction between our students and employees dispatched from companies.

(2) Areas for Improvement

Nothing in particular

4. Supporting Resources

- 8-1: "Academy Vision R2020: Research Policy at APU"
- 8-2: Cooperative Agreement between Ritsumeikan Asia Pacific University and the Japan International Cooperation Agency (JICA)
- 8-3: JICA Training Project, International & Regional Cooperation, APU homepage
- 8-4 AY2014 JICA-commissioned training projects by country and topic
- 8-5: JICA Grassroots International Cooperation Project, International & Regional Cooperation, APU homepage
- 8-6: "Results of the FY2013 Oita City Industrial Development Plaza-sponsored 'Introduction to the Management of Technology (MOT)' Industry-University Collaboration Workshop"
- 8-7: "Report on the FY2013 Hirameki-Tokimeki Science—Welcome to the University Laboratory-KAKENHI"
- 8-8: Global Competency Enhancement Program (GCEP)

9. Administration and Finance

[Administration]

1. Description of Current Conditions

(1) Are administration policies clearly stipulated with an eye on realizing the university's mission and purpose?

At APU, the President is the top-most executive, and the necessary matters concerning university administration are deliberated by the Committees for each Division. Items pertaining to academic affairs are primarily discussed by the Division of the Academic Affairs, the Faculty Council and the Graduate School Faculty Council. Based on these deliberations, these items are then deliberated and decided by the University Senate.

Only action plans, budgets, regulations and other necessary matters are sent to Trust bodies (i.e., Executive Board of Trustees, Board of Trustees, Trust Council) for deliberations and resolutions that include Trust-level managerial decisions.

1) Formulation of administration policies and notifying members of the university thereof

Under the leadership of the President, APU employs 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, and the execution of routine duties is facilitated by delegating authority over some items to these committees. Meanwhile, the Faculty Council delegate's authority over some items to expert committees in order to refine the discussion items it handles as much as possible, thereby allowing faculty to concentrate on the core duties of teaching and research.

In line with this administration policy, the items for discussion by the following bodies are stipulated in the University Regulations and other regulations.

- (1) University Senate Meeting (Ref. 9(1)-1, Article 6)
- (2) Student Affairs Committee (Ref. 9(1)-2, Article 5)
- (3) Career and Job Placement Committee (Ref. 9(1)-3, Article 5)
- (4) Admissions Committee (Ref. 9(1)-4, Article 5)
- (5) Faculty Council (Ref. 9(1)-5, Article 2)
- (6) Graduate School Faculty Council (Ref. 9(1)-6, Article 2)

2) Participation of all members of the university in vision development

Our decision-making process is relatively simple with centralized authority, but we place emphasis on the participation of as many faculty and staff as possible in the development

9. Administration and Finance [Administration]

of the university's vision. For example, we urged a large number of APU faculty and staff to participate in the planning of a future outlook when we formulated the APU2020 Vision in AY2010, and we took measures to incorporate the opinions of students and alumni as well (Ref. 9(1)-7). Furthermore, any faculty or staff member can attend the APU Reviews, which are meetings held once or twice a year to discuss mid- to long-term issues, as observers.

(2) Is administration conducted in accordance with documented regulations?

The administration of the entire Trust is conducted in accordance with the Act of Endowment, which is based on the Private School Act, the Ritsumeikan Trust Act of Endowment Bylaws, and the Ritsumeikan Trust Code (hereinafter, "Trust Code") (Ref. 9(1)-8; Ref. 9(1)-9). Academic affairs are managed in accordance with the University Regulations, which are based on the School Education Act and related laws. The Act of Endowment stipulates matters including the composition of and selection methods for executives and the membership of and processing for the Board of Trustees and the University Senate Meeting. Meanwhile, the Ritsumeikan Asia Pacific University University Regulations stipulate matters including the decision-making rules for items pertaining to academic affairs and the proceedings for official meetings such as the Faculty Council. Together, these regulations are the foundation upon which the Academy is administered (Ref. 9(1)-1).

The responsibilities and authority of the President, College Deans and Graduate School Deans are as set forth in the respective regulations. In accordance with the Ritsumeikan Trust Act of Endowment, the President of APU is appointed by the Chancellor of the Ritsumeikan Trust and also serves concurrently as the Vice Chancellor of the Ritsumeikan Trust (Ref. 9(1)-10, Article 6, Paragraph 4; Article 7, Paragraph 1, Item 3, Sub-Item (b)). According to the University Regulations, the President is the representative of the university and oversees all matters concerning education and research (Ref. 9(1)-1, Article 4-2).

The Deans of the Colleges and Graduate Schools at APU are appointed by the President in accordance with stipulations in the University Regulations, the Ritsumeikan Asia Pacific University Faculty Council Regulations and the Ritsumeikan Asia Pacific University Graduate School Faculty Council Regulations (Ref 9(1)-5, Article 5, Paragraph 1; Ref. 9(1)-6, Article 5, Paragraph 1). As stipulated in the Ritsumeikan Asia Pacific University Faculty Council Regulations, the Deans of the Colleges carry out the resolutions of the Faculty Council and oversee the Colleges (Ref 9(1)-5, Article 5). Meanwhile, the Act of Endowment stipulates that the Deans of the Colleges shall serve as Trustees of the Ritsumeikan Trust (Ref. 9(1)-8, Article 7, Paragraph 1, Item (3), Sub-item (d)). College Deans, who also serve as Trustees, are responsible for discussing College or Graduate School and Trust-wide policies and executing the day-to-day management of their Colleges. They also support the Board of Trustees, which is the highest decision-making body of the Trust, and with

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academic affairs as their top priority, they serve to assure the fairness and rational operation of their Colleges. The Dean-Trustee System plays the role of incorporating the intent of the Colleges into Trust-wide policies, and the Deans, as Trustees, are responsible for ensuring that the Board of Trustees' Trust-wide management policies that affect the faculty in their respective Colleges are thoroughly enforced. With Deans who assume these two roles and two sets of responsibilities, we are able to more accurately send Trust-wide management policies to the Faculty Councils for deliberation and incorporate the opinions of those Faculty Councils into Academy-wide measures.

As stipulated in the Ritsumeikan Asia Pacific University Graduate School Faculty Council Regulations, the Deans of Graduate Schools carry out the resolutions of the Graduate School Faculty Council and oversee the Graduate Schools (Ref 9(1)-6, Article 5).

(3) Are the administrative organizations that have been established to assist in the performance of university duties functioning adequately?

To realize our mission and purpose and the basic ideals of Freedom, Peace and Humanity, International Mutual Understanding and the Future Shape of the Asia Pacific, we welcome students and faculty from a diverse array of countries and regions. Non-Japanese staff and Japanese staff who can speak English are assigned to every office, which enables us to effectively execute a wide range of duties, including teaching and research, student support, student recruitment and official meetings, in both Japanese and English.

1) Administrative framework

At the core, the administrative organization of APU is like that at any other school or university, but some elements, such as general affairs, financial affairs and facilities management, are administered by the Ritsumeikan Trust, as are the systems that APU shares with Ritsumeikan University. This system places priority on education and research and contributes to organizational streamlining by avoiding the duplication of duties at the Trust and university levels.

Under the umbrella of University Administration and Student Services, there are eight offices at APU: Student Office, Career Office, Academic Office, Research Office, Admissions Office-International, Admissions Office-Domestic, Administration Office and the Office of the President.

Staff are categorized into permanent staff, designated staff, contract staff (specialist and administrative), and administrative assistants (part-time staff). As was mentioned earlier, providing support in both Japanese and English is essential for us to achieve our mission and purpose. Under this framework, we currently employ 28 non-Japanese staff members. In addition, approximately 35.8% of our Japanese staff have TOEIC scores above 800.

The administrative frameworks for each office as of May 1, 2014 are as follows. The ratio of students to permanent staff is 66.03 (5,745 ÷ 87), and this falls to 28.16 (5,745 ÷ 204)

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[Administration]

when designated and contract staff are included in the equation.

| Office | Director-General | Deputy Director | Permanent staff | Designated staff | Contract staff | Total |
|--|------------------|-----------------|-----------------|------------------|----------------|-------|
| University Administration and Student Services | 1 | 3 | | | 7 | 11 |
| Student Office | | | 10 | 1 | 15 | 26 |
| Career Office | | | 6 | | 9 | 15 |
| Academic Office | | | 27 | 4 | 32 | 63 |
| Research Office | | | 5 | | 10 | 15 |
| Admissions Office-International | | | 11 | 3 | 10 | 24 |
| Admissions Office-Domestic | | | 9 | | 6 | 15 |
| Administration Office | | | 6 | | 9 | 15 |
| Office of the President | | | 9 | 1 | 10 | 20 |
| Total | 1 | 3 | 83 | 9 | 108 | 204 |

2) Structural improvements and operational reforms

As a university that recruits students from around the globe, APU must undertake continuous improvement and strive to streamline its operations in light of intensifying global competition.

We used to hire fixed-term specialist contract staff to provide bilingual support in the offices, but given the increasingly advanced nature of the duties and the difficulty in securing human resources in Oita Prefecture, we established the designated staff member system in AY2010. This has allowed us to secure staff without fixed terms who can provide bilingual support and handle advanced duties (Ref. 9(1)-11).

Furthermore, since conducting a full review of the duties undertaken by University Administration and Student Services in AY2011, we have striven to standardize, formally specify and concentrate back office duties and promote the outsourcing thereof.

In addition to the already outsourced tasks of campus cleaning, campus management, library administration and IT systems administration etc., we increased the scope of outsourcing to include routine duties that can be standardized (i.e., some academic, admissions and accounting tasks). By expanding the scope of the duties we outsource, we aim to cut overall costs, visualize and rationalize administrative processes and promote long-term stability as we create a system in which our staff can concentrate on more

9. Administration and Finance [Administration]

advanced tasks.

(4) Are there measures in place to improve staff motivation and qualifications?

Our staff, as members of a Japanese institute of higher education, are not only expected to possess the knowledge and skills required to execute their duties, they must be able to collect and analyze information pertaining to tertiary education trends around the globe as well as to cutting-edge educational content and teaching methods and methods of university administration. Staff are also expected to take a proactive stance toward reform and improvement, both at the university and individual project levels, by proposing policies in collaboration with executives and faculty.

Therefore, we have established a staff evaluation system to encourage staff to face new challenges without shying away from change and to raise their awareness of the need to improve, advance and streamline operations. In terms of staff development, we actively send staff to participate in international conferences and visit foreign universities so they may become internationally viable.

1) Setting and evaluating administrative objectives

We launched a trial version of the staff evaluation system in upon our inception in 2000, and we have reflected the results of those examinations in staff benefits since AY2004. In AY2006, our staff system was integrated into a single Ritsumeikan Trust staff system, but we continue to employ our own staff evaluation system.

With regard to evaluating staff performance based on goal management, the Assistant Manager and staff members in each office set work goals and formulate specific measures and policies at the beginning of each academic year based on office work plans and objectives. Staff are interviewed by the Managers of their respective offices about their goals. Mid-term interviews are held in September to assess progress and discuss the way to proceed for the second half of the year. Final interviews are held at the end of the academic year, after which the Manager, Deputy Director and Director-General conduct a final evaluation and give feedback to each staff member. Staff deemed as outstanding as a result of this evaluation are rewarded with benefits including first preference for participation in training sessions held in Japan or overseas.

2) Staff development (SD) initiatives

APU'S SD initiatives can be classified into three types: i) external SD training, ii) Ritsumeikan Trust-wide training, and iii) proprietary APU training. The following is an overview of initiatives implemented in AY2013.

Regarding external SD training, four staff members were sent to attend a training session sponsored by the Japan Association of Private Universities and Colleges and five staff

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members were sent to International Christian University to attend the University Globalization Training Session for Faculty and Staff held jointly by five international universities including APU. We also sent one staff member on a British Council Inward Mission to the United Kingdom.

Regarding Ritsumeikan Trust-wide training, one staff member spent one year on a university administrators training course, one staff member spent two years obtaining a master's degree from the University of Minnesota as part of a domestic/international management training initiative, and one staff member who recorded the highest marks on the university administrators training course was sent to the United States for one year. We also hold annual training sessions for new staff, second-year staff, third-year staff and managers.

Meanwhile, proprietary APU training plays an extremely important role in enhancing our international compatibility and enabling us to maintain our bilingual administration system. Throughout the 2013 academic year, 12 staff members participated in English conversation training, 13 staff members participated in interpreting training and three staff members were sent overseas on the INU Staff Shadowing Program.

We also invited a guest lecturer to run a workshop on LGBT issues for faculty and staff, held a lecture comparing research support in Japan and the United States, held an intercultural understanding training session and conducted a practical workshop for personnel affairs supervisors of the Global 5 Universities.

2. Assessment

(1) Items that are Showing Results

1) Support for dual language education and other systems

By assigning non-Japanese staff and Japanese staff who can speak English to every office, we have been able to effectively provide dual language education and operate a bilingual university administration system.

2) Staff development

Our efforts to implement the necessary training for staff development as an international university are commendable.

(2) Areas for Improvement

Nothing in particular

3. Strategic Direction for the Future

(1) Items that are Showing Results

1) Support for dual language education and other systems

We formulate a mid-term administrative systems development policy to respond to intensifying international competition and cope with an environment that is becoming increasingly more diverse and complicated. We also aim to improve the functionality of the entire administrative system by clarifying the roles and expectations for each job type and by encouraging the standardization, formal specification, concentration and outsourcing of back office duties.

2) Staff development

Based on the results of training sessions, we strive to define the overarching framework and formulate policies for the Staff Development Plan and training system. Going forward, we would like to clarify the objectives of training and further enhance the content thereof.

(2) Areas for Improvement

Nothing in particular

4. Supporting Resources

- 9(1)-1: Ritsumeikan Asia Pacific University University Regulations (same as Ref. 1-2)
- 9(1)-2: Ritsumeikan Asia Pacific University Student Affairs Committee Regulations
- 9(1)-3: Ritsumeikan Asia Pacific University Career and Job Placement Committee Regulations
- 9(1)-4: Ritsumeikan Asia Pacific University Admissions Committee Regulations
- 9(1)-5: Ritsumeikan Asia Pacific University Faculty Council Regulations (same as Ref. 2-2)
- 9(1)-6: Ritsumeikan Asia Pacific University Graduate School Faculty Council Regulations (same as Ref. 2-3)
- 9(1)-7: "Discussions on the APU2020 Vision, the Ritsumeikan Asia Pacific University Master Plan and the Phase Three Plan"
- 9(1)-8: Ritsumeikan Trust Act of Endowment Bylaws
- 9(1)-9: Ritsumeikan Trust Code
- 9(1)-10: Ritsumeikan Trust Act of Endowment
- 9(1)-11: Work Regulations for the Designated Staff Members of Ritsumeikan Asia

9. Administration and Finance
[Administration]

Pacific University

[Finance]

1. Description of Current Conditions

(1) Has the necessary and sufficient financial base for the steady implementation of education and research been established?

1) Basic Policy on the Financial Operations of the Ritsumeikan Trust

The Ritsumeikan Trust has formulated the Academy Vision R2020, which depicts the Ritsumeikan of 2020, and a mid-term master plan entitled “R2020: Creating the Future—The Ritsumeikan Academy Master Plan—Phase One (AY2011-AY2015)” as well as a mid-term financial plan and financial operations policy called the "Basic Policy on Financial Operations for the First Half of the R2020 Plan" (Ref. 9(2)-1; Ref. 9(2)-2; Ref. 9(2)-3). To improve the quality of education and research as stated in the R2020 Plan while ensuring the financial stability and continuity demanded of the Trust, the following financial operations policy has been compiled. In addition, the initiatives for each activity outlined in annual operations reports are disclosed to our stakeholders (Ref. 9(2)-4).

Basic Policy on Financial Operations

- [1] While maintaining balance sheet indicators and incorporating an updated plan for mid to long-term fixed assets based on a break-even policy for each Division (or School), we will ensure long-term stability in Academy finances by keeping expenditures in line with revenues.
- [2] Our financial plan will encompass the five-year Academic Management Plan for the first half of the R2020 Plan. Now more than ever, we shall strive for well-planned Academy management and financial management and increase the interplay between the two. When we undertake new projects and campus development initiatives, our plans will emphasize the future outlook.
- [3] In light of the R2020 Plan Phase One Outline, we will aim to engage in financial management that supports the improvement of quality in our education and research. In other words, we will spend more boldly than ever on efforts to improve the quality of our education and research.
- [4] We will focus every effort on providing learning communities and learner-centered education based on current levels of tuition revenue while keeping in mind the tuition burden. To assess whether expenditures are contributing to increased quality, we will improve the Academy's system for stringent self-evaluation.
- [5] In light of the overall fiscal framework (i.e., basic budget estimates), we will formulate and execute concrete plans for campus development, faculty and staff organization development and property expenditures to serve as the primary

roadmap for budget expenditures for the improvement of quality in education and research.

- [6] Based on the current level of tuition revenue, we will set the following important financial issues for the first phase of the R2020 Plan, in an effort to further improve quality in education and research during the second phase of the R2020 Plan: 1) formulate a policy for boosting non-tuition revenue, and 2) formulate a policy for streamlining workflow and reducing expenses.

Furthermore, given the fact that most of our revenues come from student tuition and subsidies, the basic policy of the Trust is to uphold financial discipline in the operation of the various schools while taking a unified view of education and research activities and financial affairs. In accordance with the aforementioned Basic Policy on Financial Operations, we will continue to adhere to this policy of financial autonomy for each division (and school).

2) Status of efforts to strengthen non-tuition revenue

Every year, we receive approximately ¥800 million in ordinary expense subsidies for private universities. We also proactively promote reforms using Support for University Education Reform throughout National, Public and Private Universities (i.e., university reform subsidies) offered by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). More recently, we were selected for the Re-Inventing Japan Project in AY2011 and the Project for the Promotion of Global Human Resources Development in AY2012, which resulted in us receiving total annual subsidies of over ¥200 million. Furthermore, in AY2014, we were selected for the Top Global University Project, effectively receiving yet another subsidy that enables us to pursue ongoing university reforms.

With regard to Grants-in-Aid for Scientific Research for AY2014, we submitted 34 applications (one less than the previous academic year) and were awarded 10 new grants and 19 continuing grants worth a total of ¥42 million (Ref. 9(2)-5). To encourage faculty to actively apply for and secure Grants-in-Aid, we overhauled the Ritsumeikan Asia Pacific University Academic Research Subsidy system in AY2014 and are gradually switching to a system in which we provide faculty with funding they can use to prepare Grant-in-Aid applications as well as research funds linked to the application results. (Ref. 9(2)-6).

As for commissioned research funds, we receive approximately ¥60 million every year, with ¥63.5 million in AY2011, ¥55 million in AY2012 and ¥57 million in AY2013. The core of our commissioned projects is the regional development training program that we have conducted for government officials from Africa, Asia, South America and other regions since AY2006 under the auspices of the Japan International Cooperation Agency (JICA). We also accept actively working businesspersons as part-time students under the Global Competency Enhancement Program (GCEP), which takes full advantage of our multicultural campus. In AY2012, we accepted 14 employees from five companies, and in

AY2013, these numbers increased to 38 employees from 11 companies. Revenue from part-time student admissions, which is comprised primarily of these trainees, increased from ¥17.38 million in AY2011 to ¥40.6 million in AY2012 and again to ¥41.35 million in AY2013.

As mentioned above, boosting non-tuition revenue is defined as a key financial issue, and at the institutional level, we make an effort to consider proactive measures for increasing revenues.

3) Financial status of the Trust

The soundness of university management can be verified from the various financial statements (Ref. 9(2)-7; Ref. 9(2)-8; Ref. 9(2)-9; Ref. 9(2)-10; Ref. 9(2)-11). Looking at the financial ratios for the Statement of Financial Activities (Table 7, University Basic Data), when we compare our figures at the close of the 2013 fiscal year to the national average (See: Values for universities with multiple colleges including humanities colleges in "FY2013 Private School Financials" published by the Promotion and Mutual Aid Corporation for Private Schools of Japan), our personnel expense ratio is lower (APU: 38.1%; National average: 52.2%), but our ratios for education and research expenses (APU: 48.1%; National average: 30.6%) and management expenses (APU: 14.3%; National average: 8.3%) are higher. This is due to factors unique to APU, namely, the large amount of tuition reduction scholarships we grant to international students and the operation of an international education dormitory to house said students.

On the other hand, our subsidy revenue ratio remains high due to proactive efforts to apply for and secure subsidies (APU: 11.7%; National average: 8.0% (AY2013)). As for our balance of payments, since AY2011, our ratio of income from ordinary operations has remained in negative territory. In accordance with the Basic Policy on Financial Operations, we put funds on reserve to cover medium to long-term facilities upgrades, but securing a solid stream of revenue remains an issue in term of maintaining our financial soundness.

The financial status of the Academy is as shown in the financial ratios for the Statement of Financial Position (Table 8, University Basic Data). In the assets category, fixed assets account for the majority of assets (Fixed asset ratio, AY2013: 92.6%). This is because the Academy has stockpiled the necessary funds (i.e., specified assets for future provisions (fixed assets)) to maintain the long-term stability of the education and research environment while making improvements to facilities in the name of Academy development. As a result, the ratio of liquid to total assets is low (7.4% in AY2013), but the liquidity of assets relative to liabilities is sufficient as evidenced by the liquidity ratio and the advances received ratio.

Looking at total assets, the ratio of total liabilities to total funds fell from 10.7% in AY2009 to 9.6% in AY2013, while the funds-on-hand ratio increased from 89.3% in AY2009 to 90.4% in AY2013. As for cumulative net income/loss, spending outstripped revenues in AY2010, but since this figure represents the total after transfers to the capital funds, we still have the necessary funds-on-hand, thereby ensuring financial stability.

(2) Are budget-making and execution adequate?

1) Budget-making

The finances of the Trust are typified by inelasticity. Since a large portion of our revenues is derived from student tuition and subsidies, the sources of our funds are highly public in nature, and it is difficult to increase revenues to counter increased expenditures. A mid-to long term financial plan to support Academic development and academic planning and a budget system that allows for the proper management of the university both play vital roles in maintaining the financial soundness while enabling the sustainable undertaking of education and research activities.

At APU, as we strive to firmly establish the PDCA Cycle, the Academic Management Planning Committee established under the Executive Board of Trustees presents a basic policy for academic management every academic year. It also formulates a comprehensive overview, including progress reports on the plans for each organization (i.e., schools, graduate schools, affiliated schools and administrative organizations) as well as the related budget-making policy and draft budgets. The budget for each academic year is formulated using the following steps: [1] Present basic policy; [2] Hold hearings on each Division's action plans for the upcoming academic year (These sessions are conducted by Division of Financial Affairs. At APU, they are conducted by University Administration and Student Services); [3] Present Division budget quota based on the hearings; [4] Finalize a budget-making policy that incorporates the demands of each Division; [5] Formulate a draft budget after refining the budget for revenues and assessing demands; [6] Finalize the budget in meetings of the Board of Trustees and Ritsumeikan Trust Council (Ref. 9(2)-12, Article 30).

Division budget quotas are used in the formulation of the budget for the upcoming academic year after hearings are held with the Division of Financial Affairs (or, at APU, University Administration and Student Services) in light of each Division's task performance. At APU, our basic approach is to adopt a zero ceiling policy. The Administration Office reviews the budget based on a balance sheet analysis, and the various offices exchange opinions in the preparation of the final budget.

Day-to-day budget management and execution is conducted via a computerized accounting and administration system. Budget usage is approved in accordance with the Ritsumeikan Trust Regulations for Accounting Operations and Decision-Making, and tools in the system prevent excess distribution of funds and input errors; they also enable searches of budget balances and the details of funds disbursed. In this way, we engage in stringent yet efficient budget management.

2) Financial auditing

As it becomes increasingly difficult to run a private school, financial auditing is becoming ever more important as a means to shed light on the financial situation and ensure the

soundness of management. In accordance with Article 37, Paragraph 3 of the Private School Act and Article 16 of the Ritsumeikan Trust Act of Endowment, the Trust conducts audits by an auditor, and in accordance with Article 14, Paragraph 3 of the Private School Promotion Subsidy Act, the Trust implements accounting audits by an auditing firm and internal audits based on the Internal Auditing Regulations (Ref. 9(2)-12, Article16; Ref. 9(2)-13).

Our auditing framework used to only consist of part-time auditors, but in November 2008, we appointed one of our three auditors on a full-time basis to enhance our auditing capacity in light of revisions to the Private School Act. The full-time auditor attends important meetings (e.g., Board of Trustees, Trust Council and Executive Board of Trustees). He also works closely with the office in charge of internal audits to collect the information he needs on a daily basis and conducts scheduled audits of the Trust's operations based on the Auditing Plan. At APU, the auditors attend the University Senate Meeting three to four times a year and conduct audits as needed.

The auditors receive reports on accounting audits from our certified public accountant halfway through the fiscal year and at the close of the fiscal year in meetings attended by the Chairman of the Board of Trustees and the Executive Trustees; they also conduct audits of the Trust's property. We have taken efforts to strengthen cooperation among the auditors by holding regular Auditors Meetings, i.e., venues where the auditors can exchange opinions, and discussion meetings between the full-time auditor and our certified public accountant. Reports on internal audits are also presented in the Auditors Meetings. The outcomes of our audit in AY2013 were deemed appropriate.

Accounting audits by an auditing firm are conducted based on the Auditing Plan formulated at the beginning of the academic year, and these consist of tangible fixed assets assessments, cash-on-hand and deposit assessments and audits at the end of the accounting period. The outcomes of our audit in AY2013 were deemed appropriate.

Internal audits are handled by the Office of Auditing, which reports directly to the Chairman of the Board of Trustees. In accordance with the Internal Audit Plan, we conduct both operational audits and accounting audits.

2. Assessment

(1) Items that are Showing Results

1) Boosting non-tuition revenue

At APU, we undertake educational reforms and actively seek out university reform subsidies. We have boosted non-tuition revenue by securing subsidies under the Re-Inventing Japan Project (AY2011), the Project for the Promotion of Global Human Resources Development (AY2012) and the Top Global University Project (AY2014). We have also sought to diversify our sources of revenue by actively developing programs such

as the Global Competency Enhancement Program.

2) Operational streamlining and cost-cutting

We have proactively reviewed all tasks (and eliminated or reduced tasks in some cases), and we are striving to thoroughly streamline operations and cut costs by standardizing, formally specifying and concentrating and outsourcing back office duties. Compared to figures from the close of the 2011 fiscal year, we reduced our expenses by approximately 25% at the close of fiscal 2012 and 22% at the close of fiscal 2013 (Statement of Cash Flow, University Basic Data).

(2) Areas for Improvement

1) Unfulfilled undergraduate transfer enrollment and graduate enrollment capacities and lost revenue stemming from withdrawals

Due to efforts to carefully manage capacities, revenue from tuition in AY2013 increased ¥23 million over AY2012 to approximately ¥6.9 billion (Statement of Cash Flow, University Basic Data). At present, we have fulfilled our undergraduate enrollment capacities, but our undergraduate transfer enrollment and graduate enrollment capacities remain unfulfilled. Also, revenue from student tuition is affected by the fact that a considerable number of students take leave of absences to travel overseas (about 450 every year). To improve the balance of payments, it is important to steadily secure revenue from fee-paying students as it is the basic source of revenue we use to operate the school.

3. Strategic Direction for the Future

(1) Items that are Showing Results

1) Boosting non-tuition revenue

As donations continue to increase from ¥26.9 million in AY2011 to ¥45.5 million in AY2012 and again to ¥47.9 million in AY2013, we will work to further increase revenue from donations (Statement of Cash Flow, University Basic Data). We will strengthen efforts to solicit small-scale individual donations primarily from alumni as we strive to create a constant stream of revenue from donations.

2) Operational streamlining and cost-cutting

We will continue reviewing tasks and promoting the standardization, formal specification, concentration and outsourcing of back office duties. We will also review our administrative systems in a well-planned manner. Furthermore, we will strive to improve systems and methods for analyzing and verifying the effectiveness of budget execution. By doing this, we will realize reduced expenses over the medium term.

(2) Areas for Improvement

- 1) Unfulfilled undergraduate transfer enrollment and graduate enrollment capacities and lost revenue stemming from withdrawals

We will ensure that we fulfill our undergraduate transfer enrollment and graduate enrollment capacities. We will strive to secure revenue from student tuition by a) improving study abroad program offerings and reducing the number of students taking leaves of absence to pursue privately-funded study abroad, b) increasing the number of fee-based short-term exchange students, d) increasing the number of corporate trainees on programs such as GCEP, and e) working to reduce the withdrawal rate by ascertaining the student situation.

Furthermore, in accordance with the Trust's basic policy of maintaining the operational and financial discipline of each school, we will need to strengthen efforts to secure revenue from student tuition, which is our core revenue, in order to improve upon the negative ratio of income from ordinary operations that we have maintained in recent years (2011~2013) and to carry out academic reforms whose primary aim is to dramatically improve the quality of our internationally-viable education. Therefore, we will revise our tuition rates for AY2015 enrollees (Ref. 9(2)-14).

4. Supporting Resources

- 9(2)-1: Academy Vision R2020
- 9(2)-2: R2020: Creating the Future—The Ritsumeikan Academy Master Plan—Phase One (AY2011-AY2015) [Summary]
- 9(2)-3: Basic Policy on Financial Operations for the First Half of the R2020 Plan—Final Report of the Academy Financial Review Committee
- 9(2)-4: AY2013 Operations Report
- 9(2)-5: AY2014 Selection Results for Grant-in-Aid for Scientific Research
- 9(2)-6: Application Guidelines for AY2014 APU Academic Research Subsidies (Grant-In-Aid Linked and General Types) (same as Ref. 7-15)
- 9(2)-7: Financial Statements
- 9(2)-8: Five-Year Consolidated Statement of Cash Flow (University-Level / Trust-Level)
- 9(2)-9: Five-Year Consolidated Statement of Financial Activities (University-Level / Trust-Level)
- 9(2)-10: Five-Year Consolidated Statement of Financial Position
- 9(2)-11: Asset Inventory
- 9(2)-12: Ritsumeikan Trust Act of Endowment (same as 9(1)-10)
- 9(2)-13: AY2014 List of Executives (as of July 21, 2014)

9. Administration and Finance
[Finance]

9(2)-14: APU Tuition Revisions for AY2015

10. Internal Quality Assurance

1. Description of Current Conditions

(1) Is the university fulfilling its social responsibility by assessing its activities and disclosing outcomes of those assessments?

At APU, items pertaining to internal quality assurance initiatives, the university's basic policy on accreditation and the disclosure of accreditation results are stipulated in the University Regulations, and we endeavor on an institution-wide basis to improve the quality of our education (Ref. 10-1, Article 1).

Meanwhile, university-wide self-assessments are conducted by the Self-Assessment Committee. Major achievements in recent years include the formulation of the AY2012 Self-Assessment Report and the implementation of an external evaluation (by the University Evaluation Committee) in AY2013 based on said report. We take the improvements proposed by this objective third-party seriously and strive to improve the quality of our activities.

Also, to engage in university development according to international standards, we are actively pursuing accreditation from an international accreditation body. More specifically, the College of International Management and the Graduate School of Management are scheduled to obtain accreditation from AACSB, an international business school accreditation agency, by the end of the 2014 academic year.

The results of the certified evaluation (i.e., accreditation) by the Japan University Accreditation Association (JUAA) in AY2008 are published on the university homepage (Ref. 10-2). This homepage contains the following information: University Basic Data (an annual data sheet based on a JUAA's specified format), data from the University Data Book (with some exceptions), the aforementioned AY2012 Self-Assessment Report and the summary issued by the Chairman of the University Evaluation Committee during the external evaluation in AY2013.

With regard to information disclosure, APU's parent institution, the Ritsumeikan Trust, formulated the Ritsumeikan Trust Information Disclosure Regulations in AY2010, which apply to all schools established by the Trust. These regulations "aim to fulfill our social responsibility with regard to various activities including administration, education and research, to realize fair and highly transparent management, and to contribute to improving the quality of self-rule by our constituent members and education and research and activities" (Ref. 10-3, Article 1). Article 4, Paragraph 1 of these regulations stipulate the disclosure of information to the general public, including information pertaining to "the status of education and research activities" stipulated in Article 172-2, Paragraph 1 of the

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Ordinance for Enforcement of the School Education Act. In line with this, APU also discloses information on the Ritsumeikan Asia Pacific University Information Disclosure Page on the Ritsumeikan Trust's homepage (Ref. 10-4).

In addition, we also respond to requests for the disclosure of information as per Article 3, Paragraph 2 of these regulations, which stipulate that "information will be released in accordance to disclosure request procedures stipulated in these regulations." In sum, the intent of these regulations is to define two types of information disclosure—the disclosure of information for wider audience and the disclosure of information limited to individuals who meet certain conditions—while keeping personal information and other confidential information private (Ref. 10-3, Article 3).

(2) Is there an internal quality assurance system in place?

1) Internal quality assurance cycle and system

With regard to internal quality assurance, we ensure the functioning of a comprehensive verification cycle comprising a) a self-assessment (by the Self-Assessment Committee) based on a Self-Assessment Report created in compliance with JUAA's accreditation standards (i.e., University Standards and Self-Assessment Items (hereinafter collectively referred to as "University Standards"), b) an external evaluation by the University Evaluation Committee, and c) accreditation by JUAA (Ref. 10-5).

- [1] The basic policy regarding self-assessment methods is that APU should create a Self-Assessment Report in compliance with the Japan University Accreditation Association's University Standards once every two years.
- [2] In the academic year following the year in which said Self-Assessment Report was formulated, the University Evaluation Committee shall convene to conduct an external evaluation of the university based thereupon. (The Committee shall meet once every two years in principle.)
- [3] APU will opt not to formulate a Self-Assessment Report in the academic year following the Japan University Accreditation Association accreditation screening, which is conducted once every seven years. In addition, the University Evaluation Committee will not convene in the year in which the Japan University Accreditation Association accreditation screening falls.
- [4] In years when neither a meeting of the University Evaluation Committee nor a Japan University Accreditation Association accreditation screening is held, the Self-Assessment Committee will follow up on those items pointed out by said external evaluation bodies to ensure the effective operation of the university's verification cycle.

We have established the Self-Assessment Committee as the university-level body in

10. Internal Quality Assurance

charge of promoting internal quality assurance. It is chaired by a Vice President and all of the Deans are members. The regulations governing this committee stipulate that it "... shall conduct an annual self-assessment of education, research, organizations, operations, facilities and equipment for each academic organization" (Ref. 10-6, Article 2).

Another body that oversees internal quality assurance is the University Evaluation Committee. The University Evaluation Committee was established to conduct external evaluations of the university, and its members consist of several outside stakeholders. This committee evaluates the objectivity and adequacy of APU's self-assessments (Ref. 10-7, Articles 1 and 3).

To contribute to this process of self-assessment and improvement, the Self-Assessment Committee Regulations state that "The committee shall report results [of self-assessments] to the President and the Ritsumeikan Asia Pacific University University Evaluation Committee; [and] the President, upon receiving assessment results, shall reflect them in university plans" (Ref. 10-6, Article 4, Paragraphs 1 and 2).

In accordance with this, the results of our self-assessments have been reported twice, once in AY2011 and once in AY2013, to the University Evaluation Committee and the President, and based on an evaluation and comprehensive review of those results, efforts to make improvements have been incorporated into action plans and new curricula (Ref. 10-6, Article 2, Paragraphs 1 and 2; Ref. 10-8; Ref. 10-9).

2) Compliance initiatives

APU's parent institution, the Ritsumeikan Trust, formulated the Ritsumeikan Trust Compliance Committee Regulations which stipulate the following matters pertaining to the authority of the Compliance Committee, one of its permanent committees (Ref. 10-10, Article 2).

(Duties of the Compliance Committee)

Article 2

1 The duties of the Compliance Committee are listed as follows:

- (1) To propose important policies and policy revisions pertaining to the promotion of compliance in the Ritsumeikan Trust and the schools established thereunder to the Chairman of the Board;
- (2) To plan and implement training and awareness-raising initiatives in the Ritsumeikan Trust and the schools established thereunder for the promotion of compliance;
- (3) To process cases of compliance promotion policy violations in the Ritsumeikan Trust and the schools established thereunder and propose measures to prevent reoccurrence to the Chairman of the Board;
- (4) To notify the Chairman of the Board of the measures stipulated in Article

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- 15, Paragraph 2, Item 2 of the Ritsumeikan Trust Regulations for Confidential Informant Claim Processing;
- (5) To disclose initiatives concerning the promotion of compliance;
 - (6) Any other items deemed necessary by the Committee for the promotion of compliance.

Furthermore, an investigative committee can be established to handle each individual case and the authority of that committee is as stipulated below (Ref. 10-10, Article 6).

(Investigative Committee)

Article 6

- 1 When compliance promotion policy violations or suspected are uncovered and investigations become necessary, an Investigative Committee may be established under the Compliance Committee.
- 2 The Director of the Office of Legal Compliance shall establish an Investigative Committee upon the approval of the Compliance Committee Chairman.
- 3 The Director of the Office of Legal Compliance, after establishing an Investigative Committee, must issue a report to the Compliance Committee.
- 4 Necessary items concerning the Investigative Committee's investigation procedures shall be stipulated separately.
- 5 When deemed urgent by the Investigative Committee, the Chairman of the Board must halt the actions of an organization or individual suspected to be compliance promotion policy violations and enact any other required measures.

Separate from the roles of the Compliance Committee, the duties and authority of the Office of Legal Compliance are stipulated in the Ritsumeikan Trust Compliance Promotion Regulations as follows (Ref. 10-11, Article 8).

(Duties and Authority of the Director of the Office of Legal Compliance)

Article 8

- 1 Duties and authority of the Director of the Office of Legal Compliance are listed as follows:
 - (1) To collect information and ascertain the compliance situation in each organization;
 - (2) To conduct processing procedures for cases of compliance issues or investigations on claims stipulated in the Ritsumeikan Trust Confidential Informant Claim Processing Regulations;
 - (3) To report the findings of the investigations concerned in the preceding item to the Compliance Committee and request decisions as needed;

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- (4) To request organizations to make improvements when the Compliance Committee determines there have been actions that constitute compliance issues;
- (5) To report the details of processing mentioned in the preceding item to the Chairman of the Board;
- (6) To conduct legal reviews of documents and request necessary corrections;
- (7) To enact any other measures required to prevent actions of non-compliance from occurring;
- (8) To undertake consultation pertaining to compliance;
- (9) Any other items ordered by the Chairman of the Board.

In terms of measures for assisting the Chairman of the Board, both the Office of Auditing and the Office of Legal Compliance carry out this role, with audits functioning to ascertain any problems found after conducting a review of enforcement outcomes. The Office of Legal Compliance, however, deals in preventative measures to ensure that inappropriate decisions are not made and that the decision-making and execution processes are conducted appropriately.

Likewise, the Compliance Committee carries out the role of supervising compliance initiatives, ascertaining how incidents that arise are being handled, and advising the Chairman of the Board on any internal control issues and corrective measures.

(3) Does the internal quality assurance system function adequately?

As mentioned earlier, the Self-Assessment Committee plays the central role in ensuring that university-wide internal quality assurance is achieved. When it comes to light that some kind of action must be taken as a result of self-assessment work, the executive in charge will request the relevant Divisions to undertake said action. If said action needs to be approved by the university, a proposal is sent to the University Senate Meeting.

The general timing and details of this process are outlined below.

| | | | |
|--------|---------------------------------|--------|---|
| AY2009 | University Evaluation Committee | AY2012 | Create Self-Assessment Report |
| AY2010 | Create Self-Assessment Report | AY2013 | University Evaluation Committee |
| AY2011 | University Evaluation Committee | AY2014 | Create Self-Assessment Report and submit it to Japan University Accreditation Association |

10. Internal Quality Assurance

1) Self-assessment activities at the organizational and individual level

At the organizational level, based on the results of self-assessments and external evaluation, we clarify the Division in charge, formulate action plans and set feasible targets and timelines to ensure the effective operation of the PDCA Cycle.

In addition, 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 with the ultimate aim of obtaining accreditation from AACSB.

At the level of the individual faculty member, we have conducted the Class Evaluation Survey since 2000. As was mentioned in Chapter 3, these evaluations and a comprehensive review of their results are conducted as part of the Faculty Assessment System. Under this system, faculty are urged to conduct self-assessments of their activities on the fields of teaching, research and community service, after which they are interviewed by their Dean or Center Director. In this way, the system encourages faculty to make improvements across a range of fields.

With regard to research, faculty must draw up and submit an Individual Research Allowance Performance Report and Research Plan to receive their individual research allowances and research travel allowances. Then, they are encouraged to reflect on whether their research has progressed as planned and if they have used their research allowances appropriately (Ref. 10-12).

In the offices, staff in management positions are given an opportunity to reflect on the office organization and the roles they have played over the course of the year based on self-assessment reports conducted by office managers and the Director-General. This serves to improve the management capacity of each office. In addition, each staff member must draw up and submit an APU Permanent Staff Member Goal and Evaluation Sheet and a Career Sheet, and they receive regular follow-up and feedback by way of interviews with their managers. These documents are also used as a reference in the consideration of personnel transfers.

2) Development of an education and research activity database and the promotion of institutional research (IR)

With regard to research activities, we built and operate our own Researcher Database, which is used to disseminate the research achievements of our faculty far and wide (Ref. 10-13). With the consent of our faculty, we strive to make the data entered into the Researcher Database available to an even wider audience by providing it to ReaD & Researchmap, a database administered by the Japan Science and Technology Agency (JST) and the National Institute of Informatics (NII). The entry of data into the Researcher Database is linked to the aforementioned Faculty Assessment System and must be completed for faculty to receive their individual research allowances. Incentivizing data entry in this way has helped us improve the content of the database (Ref. 10-13; Ref. 10-14, p.4).

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In AY2012, we launched the institutional research (IR) project in an effort to ascertain and verify the situation surrounding students, faculty and classes using objective data. To monitor the student situation, we have started an enrollment management system in which we analyze a variety of student data—from entrance examination scores and learning progress to extracurricular activities and career/advancement information—stored in our data warehouse.

3) Responding to recommendations from external evaluation bodies

To incorporate the opinions of outside stakeholders in our self-assessment activities, we established the aforementioned University Evaluation Committee, a body composed of several external members that advises the President. This committee typically meets once every two years to conduct external evaluations. The regulations state that the University Evaluation Committee shall assess the objectivity and adequacy of our self-assessment results and that the President shall incorporate the results of said evaluation into the various plans of the Academy and the university (Ref. 10-7, Article 2, Paragraphs 1 and 2).

Most recently, this committee conducted an external evaluation in AY2013, and its results along with the summary issued by the Chairman were reported to the President and the Self-Assessment Committee. We take all of the committee's recommendations seriously, and each Division strives to address them as part of improvement efforts (Ref. 10-9).

We also respond carefully to recommendations issued by MEXT and accreditation agencies. In AY2008, when we underwent an accreditation screening by JUAA, we received 9 advices and one recommendation. We compiled the efforts undertaken in the Colleges and Graduate Schools to respond to these advices and recommendation in an Improvement Report which was submitted to JUAA on July 26, 2012 after being confirmed by the Self-Assessment Committee. In its response to our report, which was delivered to APU on March 15, 2013, JUAA said: "The Association can see ... that the university has taken these advices and recommendations seriously and is motivated to make improvements." However, it remarked on the section entitled "Degree Conferral and Approval of Completion", which was the subject of its second advice, as follows: "...the issue of assuring the transparency, objectivity and stringency of the screenings of research reports that take the place of Master's theses is still in the discussion phase, so we expect positive outcomes in the future."

Ways to ensure the transparency, objectivity and stringency of screenings for these reports were debated during the discussions on the 2014 Graduate School of Asia Pacific Studies and Graduate School of Management curriculum reforms, and the process was improved by 1) holding joint research presentations within each Division, 2) making students submit their research proposals for screening, and 3) including faculty other than the supervisors in the screening process (Ref. 10-15, p.8).

2. Assessment

(1) Items that are Showing Results

1) International quality assurance initiatives

By striving to obtain AACSB accreditation for the College of International Management and the Graduate School of Management, we have started to develop an internal quality assurance framework that takes into account international quality assurance (Ref. 10-16).

(2) Areas for Improvement

1) Undeveloped approach to assessment items that should be prioritized

The role of the Self-Assessment Committee is to define the university's approach to self-assessment, but this remains undeveloped and undecided.

3. Strategic Direction for the Future

(1) Items that are Showing Results

1) International quality assurance initiatives

We are working to spread the College of International Management and Graduate School of Management's initiatives toward obtaining AACSB accreditation throughout the rest of the university as best practices. The College of Asia Pacific Studies and Graduate School of Asia Pacific Studies are already planning to strengthen their quality assurance initiatives as part of the undergraduate curriculum reforms slated for AY2017.

(2) Areas for Improvement

1) Undeveloped approach to assessment items that should be prioritized

With a keen eye on the next round of undergraduate curriculum reforms scheduled for either AY2017 or AY2018, the Self-Assessment Committee will define an approach for assessments, which is a priority issue for the university, in AY2016 and enact a policy for future self-assessment activities.

4. Supporting Resources

10-1: Ritsumeikan Asia Pacific University University Regulations (same as Ref. 1-2)

10-2: University Accreditation, APU homepage

10-3: Ritsumeikan Trust Information Disclosure Regulations

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- 10-4: Ritsumeikan Asia Pacific University Information Disclosure Page
- 10-5: Confirmation of Policy on Self-Assessment Timing and Methods and Revisions to Relevant Regulations
- 10-6: Ritsumeikan Asia Pacific University Self-Assessment Committee Regulations
- 10-7: Ritsumeikan Asia Pacific University University Evaluation Committee Regulations
- 10-8: AY2014 Office Operational Plan Sheet (Standard Form)
- 10-9: AY2013 University Evaluation Committee Report
- 10-10: Ritsumeikan Trust Compliance Committee Regulations
- 10-11: Ritsumeikan Trust Compliance Promotion Regulations
- 10-12: AY2014 Individual Research Allowance Disbursement Procedures
- 10-13: Regarding the Provision of Information to Read & Researchmap and the Renewal Thereof
- 10-14: Faculty Assessment (Assessment of Activities and Achievements in AY2013) (same as Ref. 3-16)
- 10-15: AY2014 Curriculum Reforms in the Graduate School of Asia Pacific Studies Master's Program and Graduate School of Management Master's Program
- 10-16: AACSB Self-Evaluation Report

Final Chapter

1. Chapter Summary

(1) Mission and Goals

APU's mission and goals are clearly stated in the "Declaration on the Occasion of the Opening of APU" upon its inauguration in April 2000. The principles of the mission were re-inspected at the time of the educational reform which was the biggest reform since inauguration, and were affirmed to be a guiding force that our university must continue to firmly adhere to. APU's mission is deeply entrenched in the minds of students, faculty, and staff as embodying the direction of our university's aims. Additionally, the educational and research objectives (human resource development goals) that can be derived from the Opening Declaration are prescribed for the respective undergraduate colleges and graduate schools (majors) and specified in the university regulations.

As touched on above, it can be said that APU's mission and goals were appropriately established and have been made widely and publically known. However, there are issues with regards to a deep understanding of the undergraduate colleges and graduate school's (major) educational and research objectives (human resource development goals) in comparison to the Opening Declaration that has enamored many students and stakeholders. We will endeavor to promote wider awareness and understanding among students and stakeholders from here on.

(2) Educational and Research Structure

APU's educational and research structure has been established in line with the university's mission and goals. Despite the short 15 years of history since its founding, there has been structural reform in accordance with the university's mission and educational and research needs, and it can be said that APU has acted in response to academic developments and societal requests. We will continue to ceaselessly validate and work to maintain the educational and research structure necessary for the university.

(3) Faculty Members and Faculty Structure

Both the type of faculty that the university aims to attract and its faculty structure organization policy is clearly set in accordance with our mission. Hiring and promotion decisions are made based on this policy. The university-wide faculty structure will continue to be designed to ensure that half of the faculty is from overseas and that APU's dual language education in Japanese and English is possible. Within this, we will make efforts for quality improvement in line with international accreditation such as AACSB faculty standards, etc.

(4) Educational Program, Instruction, and Outcomes

1) Educational Objective, Diploma Policy, Curriculum Design and Implementation Policy

APU's educational program, diploma policy, and curriculum policy is set in accordance with the educational and research objectives established in line with the university's mission and goals. Based on the curriculum design policy, the "course offering policy" is confirmed as the curriculum policy for the academic year and implemented appropriately. These policies are made public online, and although this information is widely known among university faculty and staff, we will endeavor to make a greater effort in notifying students especially through the use of printed materials.

In addition to the self-assessment process, the verification of the adequacy of these policies is comprehensively reviewed at times of academic reform. In the AY2011 curriculum reform (undergraduate colleges) and the AY2014 curriculum reform (graduate school), these policies were verified appropriately and the verification was reflected.

2) Educational Program

A detailed curriculum has been configured along with the establishment of an educational program that corresponds to APU's educational objectives, diploma policy, and curriculum policy.

The undergraduate program is based on a dual language education in Japanese and English and composed of Common Education Subjects (Language Education Subjects and Common Liberal Arts Subjects) and Major Education Subjects. Common Education Subjects are common across the colleges. APU has been developing fulfilling 1st year student seminars intended for students who come from varied educational backgrounds. The content of Major Education Subjects is aligned with the objectives of each college.

The graduate school curriculum is in English only. Seminars are arranged for the respective graduate schools for the completion of coursework and the graduate thesis.

3) Educational Instruction

Educational instruction in line with the curriculum objectives is being appropriately institutionalized with regards to matters such as the maximum number of registerable credits, the formation of a grading system that promotes proactive participation from students, syllabus content and administrative checks, etc. With regards to improvements to the curriculum, educational program, and instruction, it can be said that we are progressing with reform as needed. We have been collaborating with overseas universities in the implementation of a systematic training program in addition to the practice of incorporating faculty members' own voluntary initiatives which has become a tradition since the founding of the university.

It is necessary to further pursue initiatives that encourage the analysis and application of course evaluation survey results as well as the implementation of training programs that fit the special characteristics of APU.

4) Outcomes

With regards to gauging outcomes, APU has been progressing with indicator development and assessment for language education, 1st year student seminars, College of International Management and Graduate School of Management (AACSB), and one part of the overseas active learning programs. From here on, it is necessary to implement learning outcome assessment within the colleges and graduate programs that are currently not employing this practice, comprehensively analyze data (Institutional Research) including past and present student grade evaluations, and construct an all-encompassing system to measure outcomes.

Degree conferral is strictly managed by the colleges and graduate schools based on degree conferral criteria.

(5) Student Admissions

APU admissions policy is set in accordance with the respective colleges and graduate schools' educational and research objectives (human resource development goals) and has been made public online.

Roughly half of the undergraduate admissions slots are reserved for international student enrollees. Due to the dual enrollment system in both spring and fall, detailed admission policy with regards to student recruiting and screening has been defined and implemented for each recruiting period and target region. We will continue to strive to secure students from 100 countries and regions to further enhance our diversity.

With regards to intake capacity management, both the graduate school and transfer student intake is not at full capacity. The insufficient number of transfer student enrollees is especially a problem requiring an urgent solution. As of the present, the number of transfer student enrollees is less than Japan University Accreditation Association's recommended guideline of 0.7.

(6) Student Services

Policies regarding student services are clearly defined. International students make up approximately half of the student body and there are many services available to them especially in the form of scholarships (tuition reduction system), initiatives that provide support for international students' daily lives, and career assistance. Support services place a priority on student growth through student-led activities making use of APU's multicultural environment. In light of the above, it can be said that student services are being carried out in an appropriate manner.

(7) Educational and Research Environment

A "Campus Plan Basic Ideas" has been established and a "Campus Maintenance and Renewal Plans Committee" has been set up to identify issues as we progress with our efforts to preserve and improve campus facilities and equipment. APU is equipped with

an extensive amount of land and buildings that exceed the set “Standards for Establishment of Universities.” Taking into account our location and distinguishing characteristics, we aim to improve our educational and research environment in the form of our library and academic information services, as well as upgrade the amenities offered on campus.

(8) Social Cooperation and Social Contribution

Given the background behind the opening of APU as a result of the support and cooperation of Oita Prefecture, Beppu City, and others, we have clearly set local and international social contribution as a priority since the opening of the university. It can be said that we have promoted development through the utilization of our unique characteristics. We have given back through education and research. Another way that our contribution has manifested itself is in the formation of strong ties to the local communities through student activities, etc.

(9) Administration and Financial Affairs

1) Administration

University administration and management is appropriately carried out in accordance with documented regulations based on the policy concerning the administration process and various committees involved in university administration. The administrative structure has been designed as a body capable of managing an international university and it can be affirmed that such administrative duties, where staff must be able to work in both Japanese and English, have been carried out appropriately since the university’s founding.

2) Financial Affairs

Basic Policies for Fiscal Administration have been clearly established beginning with policy that includes, “To ensure stable and permanent management of Trust finances by keeping spending within the range of income and reflecting the mid-term update plan of fixed assets based on the income and expenditure of each division (school) whilst paying attention to maintaining balance sheet indicators.” It can be said that budget drafting and use is being carried out appropriately in line with the set policy and that the university has attained financial security as of the present.

We have had some success in increasing the amount of non-tuition revenue income in the form of increased revenue from subsidies. However, because the stable procurement of tuition revenue income is our bedrock, we are aware that there are many important issues confronting us that require looking into matters such as the insufficient number of graduate school and transfer student enrollees and improvements to the numbers of students taking leave of absences or withdrawing from the university. It is also imperative to work towards increasing revenue via alternate methods such as donations, etc.

(1 0) Internal Quality Assurance

APU practices self-assessment, undergoes a university evaluation and accreditation by external organizations as mandated by university regulations. Given this, it can be said that APU has constructed an appropriate internal quality assurance mechanism. All of these results as well as a disclosure of basic university data are made public online in an effort to fulfill our social accountability. We are proactively working towards international recognition in the form of AACSB accreditation with our priorities set on international viability.

APU has reviewed and evaluated each criterion in the self-assessment process however; the checks and evaluations that were not considered sufficient, such as the establishment of a comprehensive university-wide ranking of prioritized issues, are considered to be items requiring improvement.

2. Achievement Status of Overall Objectives

The achievement status of the overall objectives has been assessed as follows.

(1) Objectives have been highly achieved

- ① Mission and Goals
- ② Educational and Research Structure
- ③ Faculty Members and Faculty Structure
- ④-1 Educational Program, Instruction, and Outcomes (Educational Objectives, Diploma Policy, Curriculum Design and Implementation Policy)
- ④-2 Educational Program, Instruction, and Outcomes (Educational Program)
- ④-3 Educational Program, Instruction, and Outcomes (Instruction)
- ⑥ Student Services
- ⑦ Educational and Research Environment
- ⑧ Social Cooperation and Social Contribution

(2) Objectives have not been achieved sufficiently

- ④-4 Education Program, Instruction, and Outcomes (Outcomes)
- ⑤ Student Admissions
- ⑨ Administration and Financial Affairs
- ⑩ Internal Quality Assurance

3. Prioritized Issues

The following issues are thought to be enveloping the entire university and deserving of prioritized status as touched on in the “Developing Policies to the Future” section of the Self-Assessment Report and above in “1. Chapter Summary.”

(1) Education Program, Instruction, and Outcomes (Outcomes)

The measurement of learning outcomes is the bedrock of our quest to validate our

university's educational approaches; however, these efforts (measuring learning outcomes) are currently stalled and are only being applied to one part of APU's educational initiatives. We must first expand this movement and incorporate IR (institutional research) in order to construct a system that measures the overall learning outcomes during a student's four years at APU.

(2) Student Admissions

Above anything else, it is imperative that the university takes action to resolve the intake capacity vacancies of graduate students and transfer student enrollees. This is a problem requiring an urgent solution especially in the case of transfer student enrollees as the number is less than Japan University Accreditation Association's recommended guideline of 0.7.

(3) Administration and Financial Affairs

The university is thought to have attained financial security as of the present, however, improvements to the balance of revenue and expenditures must be undertaken for permanent financial security. Again, the issues of filling the intake capacity and supervision of these capacity numbers are in need of improvement.

(4) Internal Quality Assurance

The process of self-assessment has been established as a viable mechanism; however, an overall review from a university-wide perspective, such as prioritizing issues, is necessary in order to link this process with tangible improvements to the university as a whole. Together with these efforts, the creation of a culture in addition to an accumulation and succession of knowledge and experience is needed so that we will be able to understand the ideas behind self-assessment with regards to each criterion as well as understand the fundamentals of the process in order to be able to properly assess ourselves.

4. Future Prospects

We are proceeding to draw up a plan for the APU2030 Vision in the midst of the changing landscapes encompassing the university which are constantly moving at a rapid pace both domestically and internationally. Our university must come up with initiatives that will lead to the creation of the next stage of APU incorporating the internal quality assurance mechanism as an intrinsic component.