AY2017 Self-Assessment Report

Ritsumeikan Asia Pacific University

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Prologue

In 2015 APU underwent an institutional certified evaluation (second accreditation round) conducted by the Japan University Accreditation Association (JUAA), and earned a passing grade.

Up to the second accreditation round, the basic approach to timing and method of self-assessment at APU was to follow an integrated assessment cycle in which the university drafts a Self-Assessment Report that is compliant with JUAA accreditation standards (university standards and assessment/evaluation parameters; hereafter referred to as "university standards"), conducts self-assessment based on this report (Self-Assessment Committee), and conducts an external evaluation (University Evaluation Committee) before undergoing certified evaluation (accreditation by JUAA).

After receiving accreditation in 2015, while maintaining the cycle outlined above, the Self-Assessment Committee embarked on a program of university-wide quality assurance initiatives in accordance with Internal Quality Assurance Initiatives in AY2016 and Beyond (University Senate Meeting, April 12, 2016). This move took into account the fact that the third accreditation round will place greater emphasis on internal quality assurance, as well as a recommendation made at the time of the 2015 accreditation stating that "although the regulations and authority are stipulated for the verification system of the various activities overall of the university, further improvements are expected in order to systematically arrange and establish a systematic internal quality assurance system." Moreover, it was acknowledged that APU's focus thus far has been on structures and implementation cycles for "self-assessment," and that greater importance should be attached to strengthening mechanisms for improvement and enhancement of assessment processes. The decision was made to create a substantial internal quality assurance system centered on the Self-Assessment Committee and conduct university activities for quality enhancement on an ongoing basis, using the following three steps: (1) formulation of an internal quality assurance policy; (2) revision of matters handled by the Self-Assessment Committee; (3) pursuit of self-assessment utilizing IR data (Our Response to the Japan University Accreditation Association's Accreditation Standards to Apply from AY2018 Onwards (Third Edition Standards) (Self-Assessment Committee , March 6, 2018)). Concrete initiatives in relation to internal quality assurance are detailed in Chapter 2 of this report.

In order to respond to individual issues including the two Issues Requiring Effort (irregularities in the syllabus, unfulfilled transfer admission quotas) and the 14 other flagged by the committee in the last accreditation round, together with the Areas for Improvement set out in the AY2014 Self-Assessment Report, a system of assessment items management sheets has been instituted and used to monitor progress in the bi-annual meetings of the Self-Assessment Committee. The assessment items management sheet is supposed to be filled out with challenges/standards for course completion, plans to handle/improve upon challenges (in academic year units), the status of implementation (midyear/year-end), and a four-step rating (4: Progress beyond plan; 3: Progress according to plan; 2:

Progress not according to plan; 1: Barely off the ground) to clarify the progress in each challenge. In particular, items rated as "2: Progress not according to plan" or "1: Barely off the ground" are subject to an intensive verification of their status and discussion of countermeasures at meetings of the Self-Assessment Committee. Responses and improvements in relation to individual issues are addressed in the applicable chapters of this report.

In this way, since the last accreditation APU has been working toward improvements and enhancements on an ongoing, university-wide basis.

1. Mission and Purpose

(1)　　Description of Current Conditions

Assessment/Evaluation Parameter (1): Are the mission and purpose of the university appropriately specified? Additionally, based on the foregoing, are the goals of the colleges and graduate schools appropriately specified?

> Evaluation Points
>
> ○ Specification of human resources development goals and other education and research goals for each college, department, and course at the undergraduate level, and for each graduate school and major at the graduate level; content of such goals
>
> ○ Correlation between mission and purpose of the university, and goals of the colleges and graduate schools

■　　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 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, Article 1).

"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. The university has already achieved (and continues to maintain) its Three 50s goal (Ref. 1-3), and aims to realize a more evolved global community and enhance the quality of its education by transcending ordinary multicultural exchange. To this end, it formulated a new Four 100s goal in AY2014, which includes the following objectives: 1) freshmen residency of dormitories as an educational venue: 100%, 2) classes using multicultural cooperative learning, etc.: 100%, 3) domestic students with overseas experience during enrollment: 100%, and 4) countries and regions represented by international students: 100. APU is pursuing its Four 100s goal on a university-wide basis as part of its objectives under the Top Global University Project (SGU) launched by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), and has thus far steadily achieved the objectives set for each academic year (Ref. 1-4).

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:

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 2017, five of 19 executives are foreign nationals). (Ref. 1-5)

*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'.

■ 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 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 2-2, Paragraph 3):

> 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.

Assessment/Evaluation Parameter (2): Are the mission and purpose of the university and the goals of the colleges and graduate schools appropriately indicated in the University Regulations or equivalent regulations, known to faculty, staff, and students, and publicly announced?

> Evaluation Points
> ○ Appropriate indicating of human resources development goals and other education and research goals for each college, department, and course at the undergraduate level, and for each graduate school and major at the graduate level
> ○ Dissemination and public announcement of the mission and purpose of the university and the goals of the colleges and graduate schools to faculty, staff, and students through printed, online, and other materials

APU's mission, consisting of its Declaration on the Occasion of the Opening of Ritsumeikan Asia Pacific University and its education and research goals (human resources development goals), is published on the official university website (Ref. 1-1; Ref. 1-6 http://www.apu.ac.jp/home/about/content36/) and included in the Undergraduate Academic Handbook (geared toward undergraduate students; available in Japanese and English) (Ref. 1-7), Graduate Academic Handbook (geared toward graduate students; only available in English) (Ref. 1-8), and other materials. In this way, it is broadly announced to faculty, staff, students, and the public. In addition, a plaque engraved with the 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.

The Undergraduate Academic Handbook is distributed to incoming freshmen at all colleges and also published on the official university website. All graduate students are notified that the Graduate Academic Handbook is published on the official university website.

Assessment/Evaluation Parameter (3): Has the university specified future-oriented, medium-to-long-term plans and other measures to achieve the mission and purpose of the university and the goals of the colleges and graduate schools?

> Evaluation Points
> ○ Specification of future-oriented, medium-to-long-term plans and other measures

APU formulated an APU2030 Vision (i.e., a vision of what APU will be like in 2030 and a vision of what the university wants APU to be like in 2030) in 2015. This vision is the core policy that underpins the APU2020 Second Half Plan, the university's action plan for AY2015–AY2020 (Ref. 1-9). APU is actively broadcasting the APU2030 Vision on and off-campus through activities such as

the creation of a plastic folder imprinted with the APU2030 Vision.

<u>Excerpt from the APU2030 Vision</u>

In our global society of many different cultures and values, conflict and friction are bound to occur. APU strives to cultivate global citizens who will build a peaceful world by understanding and accepting cultural and historical differences. Fostering graduates with these abilities is at the core of APU's ideals of Freedom, Peace, and Humanity; International Mutual Understanding; and the Future Shape of the Asia Pacific Region.

APU Graduates will pursue freedom and peace with a deep respect for human dignity. By acting for the sake of both individuals and society, they can change the world.

Individuals who can change the world:
- Cooperate and overcome conflict through dialog for the benefit of society.
- Tolerate cultural differences and unfamiliar challenges.
- Create new values incorporating diverse perspectives and ideas.
- Envision their own goals and continue to grow as lifelong learners.

To cultivate such individuals, APU will:
- Further utilize its preeminently multicultural campus to immerse students in a Global Learning Community that provides them with opportunities to grow.
- Create a new Global Learning standard by pursuing internationally compatible education and research.
- Strengthen ties with its invaluable stakeholders, from the local community to alumni around the world, working together to design the University and its educational programs.

To achieve the goals in the APU2020 Second Half Plan, the university has formulated annual initiatives for all divisions, colleges, graduate schools, and other organizations. After conducting a mid-year assessment and based on progress at the end of the year, it formulates new initiatives for the next academic year. Such initiatives also reflect objectives pursued under the SGU Project (for which APU was selected) (Ref. 1-10), and cover goals and objectives targeted not only by the divisions, colleges, graduate schools, and other individual organizations, but by the university as a whole.

Furthermore, the heads of each division, college, graduate school, and other organization formulate project policies at the start of each academic year, and related initiatives for each academic year are shared with and discussed in detail at the University Senate Meeting.

(2)　　Strengths and distinctive features

Since its inception, APU has continued to broadcast the significance of its basic ideals and education and research activities in Japanese and English throughout the world. As a result, we have created a

rare multicultural campus where motivated young people from around the world with whom APU strikes a chord gather, and where roughly 50% of the student body and faculty are foreign nationals.

Amid the continuing globalization of 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 complex, 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 APU deems them to be appropriate. The College of International Management and Graduate School of Management, in particular, have formulated learning goals and learning objectives based on their education and research objectives as a business school. The subjects offered in the College and Graduate School were designed and are operated in such a way as to reflect these learning goals and learning objectives.

(3)   Problem Areas

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.

(4)   Summary

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.

Going forward, APU will continue to broadcast and disseminate the education and research goals of its colleges and graduate schools through its official website, pamphlets, and other printed materials, and provide opportunities such as orientations to share such goals with enrollees and ensure a firm understanding of the goals among them.

APU will celebrate its 20th anniversary in 2020, and will actively push forward with preparations to actively broadcast the university's mission, goals and social significance in the 20th Anniversary Project, which will start from April 2019.

2. Internal Quality Assurance

(1)   Description of Current Conditions

<u>Assessment/Evaluation Parameter (1): Are institution-wide policies and procedures for internal quality assurance being indicated where appropriate?</u>

> Evaluation Points
>
> ○Indication of institution-wide policies and procedures for internal quality assurance outfitted with the below conditions and indication of said policies and procedures where appropriate
> ・University's basic approach to internal quality assurance
> ・Authority and roles of institution-wide bodies that assume responsibility for the promotion of internal quality assurance and the division of roles between said bodies and Colleges/Graduate Schools and other bodies involved in internal quality assurance.
> ・Guidelines for the planning/design, administration, verification and improvement/enhancement of education (administration processes for PDCA cycles, etc.)

With regards to institution-wide policies and procedures for internal quality assurance, APU has set forth the Ritsumeikan Asia Pacific University Internal Quality Assurance Policy (2018.06.12 University Senate Meeting) (Ref.2-1). The university's specific approach to internal quality assurance consists of the following two points.

1)   In an effort to embody the ideals of the university established upon its inception and fulfill the university's social mission, we will conduct self-assessments of the university's teaching, research, and other myriad activities. Based on the results of these assessments, we will strive to continuously improve the quality of our activities on an institution-wide basis.

2)   The details of the self-assessments will be disclosed to the public

Institution-wide bodies, etc. that assume responsibility for the promotion of internal quality assurance and their roles are as follows.

1)   The University Senate Meeting will bear responsibility for promoting internal quality assurance for the entire university. The University Senate Meeting will issue its resolution on the proposals from the divisions, colleges, and graduate schools (hereinafter, "the internal bodies") outlining their respective action plans and targets, which form the basis of the self-assessment.

2)   The Self-Assessment Committee will assess items pertaining to the activities of the entire university and the internal bodies and verify the progress of improvements.

3)   The Self-Assessment Committee will report the results of its assessment to the University Senate Meeting and the President. Based on the results reported, the University Senate Meeting and the President will ask the heads of each internal body to make improvements.

4) The heads of the internal bodies will take responsibility for properly conducting a self-assessment of the items pertaining to their respective bodies. The heads of the internal bodies will report on the progress of their improvement plans to the Self-Assessment Committee.

5) The University Evaluation Committee will be established to review self-assessment activities. The University Evaluation Committee, upon the advice of the President, will evaluate the university's activities and report the results of said evaluation to the President. Based on the results reported, the President will ask the heads of each internal body to make improvements. The heads of the internal bodies will report on the improvement plans for the items deemed to require improvements as well as the results of said improvement plans to the Self-Assessment Committee.

Note that an overall image of the internal quality assurance system has been represented graphically in the "Diagram of Internal Quality Assurance System at Ritsumeikan Asia Pacific University" in order to elucidate that overall image (Ref. 2-2).

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. 2-3).

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 (JUAA)'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 JUAA accreditation screening, which is conducted once every seven years. In addition, the University Evaluation Committee will not convene in the year in which JUAA accreditation screening falls.

4) In years when neither a meeting of the University Evaluation Committee nor a JUAA 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.

A summary of guidelines for the planning/design, administration, verification and improvement/enhancement of education are summarily stated in the Educational Reform Implementation Guidelines (Ref. 2-4). The process for administering PDCA cycles is conducted

according to the following flow: 1) Investigation and analysis by the Division of Academic Affairs; 2) Exchange of opinions at Faculty Council/Faculty Discussion Meetings (Graduate School Faculty Council Meetings in cases involving Graduate Schools) and 3) Finalization by the University Senate (Details are stated below in Chapter 4.).

Assessment/Evaluation Parameter (2): Has an institution-wide framework that bears responsibility for the promotion of internal quality assurance been established?

> Evaluation Points
> ○Establishment of institution-wide body that bears responsibility for promotion of internal quality assurance
> ○Member composition of institution-wide bodies that bear responsibility for promotion of internal quality assurance

■ Establishment of institution-wide body that bears responsibility for promotion of internal quality assurance

As stated above, under the Ritsumeikan Asia Pacific University Internal Quality Assurance Policy (Ref.2-1), the University Senate bears responsibility for promoting internal quality assurance for the entire university. Additionally, the Self-Assessment Committee assesses items pertaining to the activities of the entire university and its internal bodies and verifies the progress of improvements made. This is the basis of the framework that the university has established.

The University Senate is a body that deliberates on 1) Items regarding the basic policy surrounding education, research, student assistance and university operation, 2) Items regarding organs, bodies and systems at the university, 3) Items regarding personnel affairs for faculty members, and 4) Other important items regarding education, research, student suppoprt and university operation. This body oversees the operation of the university as a whole (Ritsumeikan Asia Pacific University Regulations) (Ref.1-2). Additionally, under the "Ritsumeikan Asia Pacific University Self-Assessment Committee Regulations," the Self-Assessment Committee has been established as a body that "performs self-evaluations on education, research, bodies and their operation as well as facilities and equipment ("education and research, etc." below) at the university." (Ref.2-5).

■ Member composition of institution-wide bodies that bear responsibility for promotion of internal quality assurance

The member composition of the University Senate, which bears responsibility for promoting internal quality assurance for the entire university, and that of the Self-Assessment Committee, which performs assessments and verifies the progress of improvements, are as follows (Ref. 2-6). A vast majority of the members of both bodies overlaps, and they are tightly coordinated. Moreover, the below executives

as well as a Secretariat (consisting of Administrative Directors and Managers of each office) also attend meetings of the Self-Assessment Committee. They assume the role of linking each issue to actual operations and policy-formation.

University Senate:

Senate Chairman: President

Senate Members: Vice-Presidents, Deans (Colleges/Graduate Schools), Director of Center for Language Education, Director of Education Development and Learning Support Center, Director of Media Resource Center, Director of Ritsumeikan Center for Asia Pacific Studies, Dean of Academic Affairs, Dean of Student Affairs, Dean of Admissions, Dean of Careers, Dean of International Cooperation & Research, Dean of Social Collaboration and Director-General of University Administration and Student Services

Observers: Auditors and Assistant to the Trustees

Self-Assessment Committee:

Committee Chairman: Assistant to the Trustees

Committee Vice-Chairman: Vice-President, Dean of Academic Affairs

Committee Members: Assistant to the Trustees, Deans (Colleges/Graduate Schools), Dean of Student Affairs, Dean of Admissions, Dean of Careers, Dean of International Cooperation & Research, Dean of Social Collaboration and Director-General of University Administration and Student Services

Observers: President, Director of Center for Language Education and Director of Education Development and Learning Support Center

Assessment/Evaluation Parameter (3): Is the internal quality assurance system effectively functioning based on established policies and procedures?

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Evaluation Points

○Establishment of basic approach by entire university for formulating degree conferral policy, formation and implementation policy for curriculum, and student intake policy

○Initiatives by institution-wide body that bears responsibility for promoting internal quality assurance to ensure function of PDCA cycle for education in Colleges, Graduate Schools and other bodies

○Appropriate handling of matters pointed out by government agencies, accreditation institutions, etc. (including surveys on the performance status of establishment plans, etc.)

○Securing of objectivity and appropriateness in assessments

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■ Establishment of basic approach by entire university for formulating degree conferral policy, formation and implementation policy for curriculum, and student intake policy

We have established policies on the conferral of academic degrees and the design and implementation of educational programs across the university, but the basic university-wide approach to these policies has not yet been set.

■ Initiatives to ensure function of PDCA cycle for education

Initiatives to ensure the function of a PDCA cycle for education in Colleges, Graduate Schools and other bodies related to education are incorporated in the institution-wide cycle for internal quality assurance stated under Assessment/Evaluation Parameter (1) in this chapter. These initiatives are functioning appropriately. To be more specific, based on self-assessments and external assessment results as well as the content of the Medium-Term Plan, the Educational Reforms Implementation Guidelines, etc. set by the university under the APU2020 Second-Half Plan, the Academic Affairs Committee leads efforts to formulate full-year action targets (plans) for Colleges, Graduate Schools and other bodies and report/discuss them at meetings of the University Senate, which is an institution-wide body (Ref. 2-7). Additionally, under these initiatives, the verification of the progress of those plans and their incorporation into improvement plans for the next academic year are also examined at meetings of the Academic Affairs Committee, after which they are reported and discussed at meetings of the Self-Assessment Committee and the University Senate (Ref.2-8).

In addition, the College of International Management and Graduate School of Management are currently engaged in promoting international quality assurance and ongoing cycles of improvement in education, research and other areas in connection with the Association to Advance Collegiate Schools of Business (AACSB) accreditation acquired by those schools in AY2016. To give a specific example of those initiatives, both schools are engaged an Assurance of Learning (AOL) process in which they measure the degree to which they have achieved their adopted mission in education and proceed to work towards implementing improvements in accordance with the results yielded by that measurement (Details are stated below in Chapter 4.).

On an individual faculty member level, the university is promoting initiatives for improvements that concern "the classroom," a responsibility shared among all faculty, while establishing linkage between those improvements and a faculty assessment system (Education Quality Promotion Incentive). More specifically, the university is encouraging all faculty members to engage in the improvement of education quality through implementing the below PDCA cycle.

1) Plan (Course objectives and classroom planning)⇒Preparation of syllabi

2) Do (Classroom implementation)⇒Verification through classroom assessment questionnaires

3) Check (Grading)⇒Issuing of grade evaluation comments

4) Act (Improvement of educational content and methods)⇒Preparation of reviews of classes for previous academic year and points to improve going forward; improvement of syllabi/classes/grade evaluation comments for next academic year

Additionally, opportunities for an annual individual interview between each faculty member and the Dean or Center Director serving as their boss are arranged for as a means of verifying the nature of each individual faculty member's PDCA with the head of the body they belong to.

■　Handling of items pointed out in external assessments, etc.

At the time the university was accredited by JUAA in AY2015, two Issues Requiring Effort (irregularities in the syllabus, unfulfilled transfer admission quotas) were pointed out, as were fourteen other areas. For these items that were pointed out, the assessment items management sheet (Ref.2-8) is prepared and used to manage progress at meetings of the Self-Assessment Committee held twice a year. The assessment items management sheet is supposed to be filled out with challenges/standards for course completion, plans to handle/improve upon challenges (in academic year units), the status of implementation (midyear/year-end), and a four-step rating (4: Progress beyond plan; 3: Progress according to plan; 2: Progress not according to plan; 1: Barely off the ground) to clarify the progress in each challenge. In particular, items rated as "2: Progress not according to plan" or "1: Barely off the ground" are subject to an intensive verification of their status and discussion of countermeasures at meetings of the Self-Assessment Committee.

Additionally, the university has modified its regulations on increasing admission capacity in AY2017. However, these do not fall under the reminders issued by MEXT. In AY2017, the university submitted a "Report on Admissions Status for Universities that Changed Its Regulations on Admission Capacity" in accordance with a request issued by MEXT (Ref. 2-9).

With regards to AACSB accreditation, which the College of International Management and Graduate School of Management acquired in AY2016, initiatives and evaluation/assessment efforts will continue to be maintained in the improvement in items pointed out upon obtaining that accreditation.

■　Securing of objectivity and appropriateness in assessments

Objectivity and appropriateness in self-assessment activities are secured through the establishment of a University Evaluation Committee made up of external members and the convening of that Committee. The University Evaluation Committee conducts one external evaluation about once every two years as an advisory organ under the President. It is stipulated in regulations that the Committee evaluates the objectivity and appropriateness of the results of self-assessments by the university, and that the President incorporates the results of that assessment into the various plans of the Academy and the University (Ref. 2-10 Article 2, Paragraphs 1 and 2).

Most recently, the results of an external evaluation conducted by the University Evaluation Committee in AY2013 were reported to the President and the Self-Assessment Committee under the control of the University Evaluation Committee Chairman. Regarding the items pointed out as challenges, while each division pushes forth initiatives aimed at improvement, progress in those items

is managed using the assessment items management sheet and is reported to the Self-Assessment Committee twice a year (Ref. 2-8).

Additionally, the university is promoting Institutional Research (IR) in order to ascertain the actual situation surrounding students, etc. using objective data and apply findings towards the evaluation of progress in objectives/plans, policy-making and so forth. A database (Data Warehouse) that centrally accumulates the various data that exists across the entire university (data on student entrance exams, studies, extracurricular activities, career paths, satisfaction levels, actual sense of growth, etc.) was established in AY2013. Data that is gathered on a regular basis is analyzed and applied towards the evaluation of progress in objectives, etc., policy-making, and so forth (Ref. 2-11). The future implementation of a new alumni questionnaire is also being examined, and post-graduation date is scheduled to be utilized in assessment activities going forward.

Assessment/Evaluation Parameter (4): Is the status, etc. of education and research activities, self-assessment results, financial and other results and financial and other various activities being adequately disclosed? Is accountability to society for the foregoing being fulfilled?

Evaluation Points
○Disclosure of status, etc. of education and research activities, self-assessment results and financial and other various activities ○Accuracy and dependability of information disclosed ○Adequate updating of disclosed information

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. 2-12, 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 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. 2-13 http://www.ritsumeikan-trust.jp/publicinfo/disclosure/apu/).

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.

In the regulations of the university, the following is stipulated with respect to self-assessments: "In order to endeavor to improve its education and research standards and achieve its purpose and social mission, the university will perform self-assessments with respect to the status of education and research activities, etc. at the university, and will disclose the results thereof" (Ref. 1-2). Initiatives geared towards internal quality assurance, the university's approach to accreditations, self-assessment reports, overviews of convenings of the University Assessment Committee and Committee Chairman summaries thereof, and university evaluation results and accreditation results by JUAA are disclosed on the university website (Ref. 2-14). Regarding self-assessments, these undergo a careful final review by the Self-Assessment Committee to secure the accuracy and dependability of the content to be disclosed. Additionally, with regards to fundamental university data prepared using forms designated by JUAA and various forms of data in university data collections (with some exceptions), this data is also disclosed on the university's website every year on a regular basis (Ref. 2-14). Moreover, after it is prepared by each relevant office, this data disclosed by the university is consolidated along with materials serving as evidence at the Office of the President, and is disclosed after undergoing a double-check to ensure its accuracy and dependability. Furthermore, all information disclosed by the university is in both the Japanese and English languages as a general rule so that the university fulfills its accountability not only to domestic parties, but also to international students and alumni as well as other overseas stakeholders that include the parents of international students.

Regarding education, research and community outreach activities by tenured faculty members, the accomplishments of those members are communicated far and wide both within and outside of Japan through the construction and operation of a "researcher database" unique to the university and efforts to promote the inputting of information into that database in conjunction with the faculty assessment system (Ref. 2-15 http://researcher.apu.ac.jp/scripts/WebSearch/index.htm?lang=ja). Meanwhile, with the agreement of faculty members, some of the data inputted into the researcher database is provided to "Researchmap," which is supplied by the Department of Databases for Information and Knowledge Infrastructure at the Japan Science and Technology Agency, another example of endeavors by the university to communicate information to a wide target audience.

Assessment/Evaluation Parameter (5): Is the adequacy of the internal quality assurance system periodically assessed? Are initiatives geared towards the improvement of that system conducted based on the results of said assessment?

Evaluation Points
○Adequacy and effectiveness of institution-wide PDCA cycles
○Assessments of internal quality assurance system based on adequate

> evidence (materials/information)
> ○Improvement and enhancement of system based on assessment results

■ Adequacy and effectiveness of institution-wide PDCA cycles

  The university formulated the APU2030 Vision in 2015 to represent the ideal and desired form of APU in 2030. Using this as its basic policy, the university formulated its "APU2020 Second-Half Plan" to serve as a concrete action plan between AY2015 and AY2020 (Ref. 1-9). This APU2020 Second-Half Plan also contains numerical targets, and APU is administering PDCA cycles university-wide using that plan as a pillar. To be more specific, every academic year, items to implement for various activities in each College and Graduate School are configured in accordance with the APU2020 Second-Half Plan, and the status of that implementation is checked across the university twice a year and reflected in improvement plans for the next academic year at the end of the current academic year. Furthermore, the university performs comprehensive assessments of its various activities by preparing self-assessment reports every other year, and obtains objective opinions the following year at meetings of the University Evaluation Committee, which is made up of external members. The above content is collectively reported at meetings of the Self-Assessment Committee and the University Senate, both of which are institution-wide bodies. There, the policies and progress of that content are verified, making for the adequate and effective implementation of PDCA cycles across the university. Additionally, for important items that have not satisfactorily progressed relative to goals or plans, a working group is set up directly under the President to form a framework for analyzing challenges and devising measures on a priority basis.

■ Assessments of internal quality assurance system based on adequate evidence
(materials/information)

  Assessments of the internal quality assurance system itself are primarily verified through an internal verification (once every two years) and an external evaluation of that verification by the University Evaluation Committee (once every two years) through the preparation of the Self-Assessment Report. Said report is prepared based on adequate evidence (materials/information), and is evaluated by the University Evaluation Committee, which consists of external experts, to guarantee the objectivity of the verification (Ref. 2-10). Furthermore, the progress of the status of initiatives geared towards findings based on the results of the verification by the University Evaluation Committee is managed using the assessment items management sheet, and said status is reported to the Self-Assessment Committee twice a year. Through this process, a PDCA cycle for assessments pertaining to the internal quality assessment system is being implemented (Ref. 2-8).

■ Improvement and enhancement of system based on assessment results

The following observation was made regarding the verification process at APU at the time it underwent a university evaluation as well: "although the regulations and authority are stipulated for the verification system of the various activities overall of the university, further improvements are expected in order to systematically arrange and establish a systematic internal quality assurance system." As this observes, internal quality assurance at the university up to this point had emphasis placed on "assessment," and there was a lack of efforts to build constant cycles to link assessment results to actual improvements and verify those results even further (Ref. 2-16). Based on this point, in order to substantiate an internal quality assurance system centered on the Self-Assessment Committee and conduct university activities regarding quality improvement on an ongoing basis, it was decided to verify the implementation of the following three points and commence accompanying initiatives starting from AY2018: 1) Formulation of internal quality assurance policy (system diagram included), 2) Revision of items handled by the Self-Assessment Committee and 3) Pursuit of self-checking with the use of IR data (Ref. 2-17).

(2)   Strengths and distinctive features

From the standpoint of aiming to create a university that is up to international standards, starting from AY2008, APU worked towards obtaining accreditation by AACSB, an international accreditation facility for business schools. The university's College of International Management and Graduate School of Management obtained that accreditation in AY2016 (Ref. 2-14). Furthermore, in AY2017, the university's College of Asia Pacific Studies obtained TedQual, an accreditation in tourism education granted by the UN World Tourism Organization (UNWTO) (Ref. 2-14). The university's efforts to establish internal quality assurance with international standards in its education, research, governance and other areas through the above process of obtaining those international qualifications could be termed as a strength and distinctive feature of internal quality assurance at APU.

With AACSB accreditation, particular emphasis is placed on initiatives that emphasize the mission of the institution, faculty qualifications, and AOL. Since obtaining that accreditation, initiatives in the accredited College of International Management and Graduate School of Management are progressing (Details on each initiative are stated in related chapters.). Furthermore, it should also be mentioned that similar initiatives are also in the process of spreading to other Colleges and Graduate Schools as well. As there is a re-accreditation process for AACSB every five years after it has been acquired, the university is implementing ongoing initiatives aimed at preserving that accreditation.

Additionally, the Governing Advisory Board, which concurrently performs the functions of the University Evaluation Committee slated to convene in AY2018, is planning on inviting experts from overseas as well as from within Japan to serve as Committee members. This carries the promise of evaluations and suggestions from an international perspective.

(3)   Problem areas

  As stated above in this chapter, while the university is in the process of tackling improvements to its internal quality assurance system, as it aims to establish a systemic internal quality assurance system, the university needs to sophisticate that system while continuing to check the status of its operation in the future.

  Additionally, in order to improve university operation and education quality, APU is conducting initiatives where it uses questionnaires, direct informal talks with College Deans and other efforts to gauge student needs and feedback. However, mechanisms for constantly incorporating that feedback into PDCA cycles for improving quality have not been sufficiently established (Ref. 2-11). The university is planning to continue administering alumni surveys in the future; however, it must proceed to establish mechanisms for leveraging quality improvement initiatives while also factoring in analysis of the post-graduation status of alumni and their feedback.

(4)   Summary

  With regards to verification efforts for various activities at the university, in addition self-assessments by the Self-Assessment Committee, external assessments by the University Evaluation Committee made up of external experts and university evaluations by JUAA are incorporated into the continuous flow for internal quality assurance. Additionally, for items that have been clearly shown to require improvement based on self-assessments and external evaluations, in addition to each body formulating response and improvement plans using the "control sheet" and executing those plans, the Self-Assessment Committee is verifying the progress of those plans and encouraging improvements.

  Also, in recent years, verification efforts with internationality and objective evidence in mind have also been progressing. These include international accreditations such as AACSB and initiatives for internal quality assurance utilizing data through the reinforcement of IR. In AY2017, the university has been implementing educational reforms based on the challenges present up to this point, and the verification of those reforms will continue to be necessary in the future. Going forward, the Self-Assessment Committee will spearhead efforts to ensure that each individual initiative functions as well as promote those initiatives to bring about systemic internal quality assurance for the entire university.

3. Education and Research Organization

(1) Description of Current Conditions

Assessment/Evaluation Parameter (1): Are the colleges, graduate schools, affiliated research institutions, centers and other organizations appropriately established in light of the university's mission and purpose?

> Evaluation Points
>
> ○ Alignment between university mission and purpose, and college (departments and courses) and graduate school (graduate school and major) structure
>
> ○ Alignment between university mission and purpose, and organizations such as affiliated research institutions and centers
>
> ○ Education and research organization, academic trends, social demands, consideration of factors such as international environment that surrounds university

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.

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. 1-1). 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 1-1).

To support its research objectives, the university has not only established the International Cooperation and Research Division (ICRD) as a university organization, but also set up the Ritsumeikan Center for Asia Pacific Studies (RCAPS), which covers a diverse range of disciplines.

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

[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 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

　　RCAPS collaborates with ICRD to promote research related to the Asia Pacific region and disseminate related research achievements.

　　RCAPS was established in 1996, four years before APU opened. Its major activities are as follows:

・　Convocation of the Asia Pacific Conference, an international academic conference, once per year;

・　Publication of Ritsumeikan Journal of Asia Pacific Studies (once per year) and the APU Journal of Language Research (once per year; succeeded Polyglossia from AY2016)

・　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; Research Center for Muslim Affairs (RCMA)

　To elaborate on the "creation of a new academic discipline" set forth in the Opening Declaration, APU in 2010 played a leading role in the establishment of the International Association for Asia Pacific Studies (IAAPS), which holds international academic conferences every year and publishes a journal called Asia Pacific World twice a year. However, because RCAPS engages in a comprehensive range of activities and the AP Conference has become more international, APU discontinued the International Association for Asia Pacific Studies conference from AY2015, incorporating related activities under RCAPS.

2) Progress since Inception

Considering the fact that APU is a young university (having opened in 2000) and that it has an extremely unique mission and purpose, the university has worked to carefully analyze the activities of its alumni in Japan and abroad, and to examine its educational structures and establish and change its organizations, while keeping an eye on both domestic and international trends.

More specifically, APU has (1) 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, (2) implemented academic reforms associated with interdisciplinary fields and also increased student intake capacity (in AY2006), and (3) established the Educational Development and Learning Support Center (EDLSC; in AY2008) mainly to respond to domestic and international educational trends and strengthen faculty development (FD).

Moreover, the university has undertaken measures as needed in response to social trends both at home and abroad, including changes in advancement to 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).

APU also aspires to comprehensively engage in research on the Asia Pacific by leveraging RCAPS, its all-encompassing university-wide research organization. In response to the demands of society, it flexibly administers limited-term, externally-funded research centers under the auspices of RCAPS, and engages in liaison activities through ICRD.

Assessment/Evaluation Parameter (2): Is the faculty organization regularly assessed and evaluated for suitability? Are efforts made to improve the faculty organization based on these reviews?

Evaluation Points
○ Assessment/Evaluation conducted based on adequate evidence (i.e., documents and data)
○ Improvements made based on assessment/evaluation outcomes

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 AY2017 academic reforms (Ref. 3-1; Ref. 3-2; Ref. 3-3). The first full cycle of these academic reforms concluded in AY2020, and after a comprehensive review thereof, we will plan the next round of academic reforms in or after AY2021.

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 University Senate Meeting (Ref. 3-4).

(2)　Strengths and distinctive features

APU restructures organizations as needed in response to education and research challenges, with examples including the establishment of the EDLSC in AY2008, the renaming of the College of Asia Pacific Management in AY2009, and the incorporation of IAAPS under RCAPS in AY2015 (Ref. 3-5, 3-6).

Based on the need to improve the teaching ability of its faculty and develop the competence of staff who support the university's education and research activities, APU launched the Institute for Professional Excellence in Global Learning (IPG) in AY2016 (Ref. 3-7). The institute provides long-term career development programs in which members learn alongside each other with the aim of helping faculty and staff to enhance the quality of education, research, and administration, which forms the backbone of global learning at the unique education environment offered by APU, and to efficiently provide and implement education, research, and administration. Going forward, the institute also plans to open up some parts of its programs and curriculum to faculty and staff of other universities as it aims to become a hub for FD/SD activities in the Asia Pacific region.

(3)　Problem areas

APU reviews outstanding issues centered on various educational organizations in its academic reforms, but as the reforms for the colleges and graduate schools are held in different periods, the university has not sufficiently implemented reforms that consider the correlation between the curricula for the colleges and graduate schools. The connection between freshmen education subjects, language subjects, and major subjects must be improved, and there is a need for academic reforms based on coordination between the Education Development and Learning Support Center, the Center for Language Education, and the colleges.

The umbrella organization that laterally organizes research at APU is RCAPS, but the university also operates ICRD as an internal institution. Although APU conducts timely reviews of the responsibilities allocated to each organization, the activities of RCAPS have expanded beyond categories related to Asia Pacific studies (the original scope of its mandate), resulting in an unclear

focus. Accordingly, there is a need for continual discussion at both ICRD and RCAPS.

(4) Summary

APU reviews its academic reforms every several years, and revises education and research organizations in response to social demands. Using a four to six-year academic reform cycle, the university will continue to examine how its education and research organizations align with the university's mission and purpose. In particular, it will focus its review on international compatibility, which is a key focus area.

APU deems its present research organization to be adequate based on the scale of the university and its fields of specialization. The ICRD Meeting is led by the appointed Vice President, the College Deans, and Associate Deans, who are joined by nearly 10 other members including the RCAPS Director and Deputy Director. The Research Office serves as the Secretariat. The ICRD Meeting is operated through close collaboration between the ICRD, RCAPS, and the Secretariat. Decisions are made in a relatively short time, and major issues are elevated to the University Senate Meeting. The ICRD Meeting and RCAPS Steering Committee Meeting are both held in English, and committee members span a range of nationalities (half of APU's faculty body consists of foreign nationals) and the effort made to ensure there are no gaps in the information flow (Ref. 3-8; Ref. 3-9).

ICRD and RCAPS formulate annual plans for various activities, report achievements to the University Senate Meeting at the end of the academic year, and accordingly establish a PDCA cycle. While research activities are driven by the efforts of individual researchers, ICRD and RCAPS work to support and energize such efforts as organizational initiatives (Ref. 3-10; Ref. 3-11; Ref. 3-12).

4. Educational Program and Outcomes

(1) Description of Current Conditions

Assessment/Evaluation Parameter (1): Is a degree conferral policy set forth for each type of degree conferred? Have those policies been disclosed?

> Evaluation Points
>
> ○Adequate establishment and disclosure of degree conferral policy that indicates where appropriate the learning outcomes suitable for the degree in question, including the knowledge, skills and posture that students are asked to acquire upon completing the relevant curriculum

■ Adequate establishment and disclosure of degree conferral policy that indicates learning outcomes where appropriate

The degree conferral policy that indicates learning outcomes where appropriate was decided upon by the University Senate in AY2014 following deliberation at meetings of the Faculty Council of each College and Graduate School alongside revisions, etc. of the "Educational Objectives" of the university and each of its education and research bodies. This policy is disclosed on the APU website (Ref. 1-6 http://www.apu.ac.jp/home/about/content36/). However, the content of curricular reforms carried out by each College in AY2017 has not been properly reflected in the degree conferral policy that is currently disclosed.

Alongside an institution-wide movement to promote "Assurance of Learning" (AOL) which the College of International Management got a head start on, each College and Graduate School has been moving forward with an examination of revisions of their degree conferral policy. AOL refers to the entire process of measuring the extent to which an educational mission espoused by a College or Graduate School is being achieved, and proceeding to facilitate improvements based on the results of those measurements. The College of International Management has already set Learning Goals (LG) (Shape that the College wants its students to attain by the time they acquire their degree) based on that mission, as well as two to three "Learning Objectives" (LO) (Skills that the College wants its students to acquire in more concrete form) for each of those LG. Furthermore, the College has also established a "Curriculum Alignment Matrix" (CAM) to indicate how each subject corresponds to LO. The College measures the degree to which its students achieve their LO in each subject, and takes measures based on the results of that measurement (Ref. 4-1 http://www.apu.ac.jp/home/study/content46/).

LG and LO under AOL carry the same meaning as "learning objectives" that should be indicated where appropriate under the degree conferral policy. Each College and Graduate School at the university are moving forward with the examination and establishment of LG, LO and CAM in accordance with the established objective (mission) of the education and research conducted in each College/School.

To use the College of Asian Pacific Studies as an example, "learning outcomes" under the degree conferral policy are scheduled to be revised in the following manner.

Existing Policy

(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

Proposed Revisions

(Learning outcomes)

1. Academic knowledge and understanding

1-a. The student has acquired fundamental knowledge regarding global society, particularly that regarding the Asia Pacific region.

1-b. The student has a systemic understanding of one of the following four areas of study: "Environment and Development, "Hospitality and Tourism," "International Relations and Peace Studies" and "Culture, Society and Media."

1-c. The student has a cross-disciplinary understanding of a continuously-changing global society.

2. Abilities and skills

2-a. The student is capable of logical and critical thinking.

2-b. The student has acquired specialized and technical skills.

2-c. The student is capable of demonstrating creativity when thinking or expressing their own thoughts.

3. Social involvement

3-a. The student is well-versed in at least one second language.

3-b. The student is able to communicate adequately with other individuals with differing culture and values in global society.

3-c. The student is able to take responsible action from a global perspective while demonstrating leadership.

Assessment/Evaluation Parameter (2): Is a curriculum policy set forth for each type of degree conferred? Have those policies been disclosed?

Evaluation Points

○Adequate establishment and disclosure of curriculum policy outfitted with the below content

・Curriculum system and educational content

> ・Class subject divisions, class configurations, etc. that make up curriculum
> ○Adequate linkage between curriculum policy and degree conferral policy

■　Adequate establishment and disclosure of curriculum policy

　The degree conferral policy that indicates learning outcomes where appropriate was decided upon by the University Senate in AY2014 following deliberation at meetings of the Faculty Council of each College and Graduate School alongside revisions, etc. of the "Educational Objectives" of the university and each of its education and research bodies. This policy is disclosed on the APU website (Ref. 1-6 http://www.apu.ac.jp/home/about/content36/). However, the content of curricular reforms carried out by each College in AY2017 has not been properly reflected in the degree conferral policy that is currently disclosed.

　In addition to their degree conferral policy, each College and Graduate School has been moving forward with examination efforts to revise their curriculum policy and establish a curriculum map. In that examination, each College and Graduate School will keep conformity between their degree conferral policy and their curriculum policy and curriculum map in mind, and shall indicate the class subject divisions, class configurations and methods, etc. that make up the curriculum where appropriate.

Assessment/Evaluation Parameter (3): Are class subjects suitable for each type of degree conferred offered and has the curriculum been systemically organized in accordance with the curriculum policy?

> Evaluation Points
> ○Measures for adequately organizing the curriculum in each College/Graduate School
> ・Conformity of curriculum with curriculum policy
> ・Consideration towards successiveness and systematicity in organizing curriculum
> ・Configuration of credits in line with intent of credit system
> ・Content and methods of individual class subjects
> ・Positioning of class subjects (required, elective, etc.)
> ・Establishment of educational content suitable for each type of degree conferred
> <Bachelor's degree program> Consideration towards first-year education and high school/university matriculation, adequate assignment of liberal arts education and specialized education, etc.
> <Master's/Doctoral programs> Consideration towards education that adequately combines coursework and research work, etc.

■　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 AY2017 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 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, Economic 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.

Additionally, "Study Skill Academic Writing" and "Multicultural Cooperative Workshops" have been established for the purpose of having students make the transition to independent, active, self-initiated learning in order for them to personally identify and resolve problems and for the purpose of sustaining smooth learning at APU by the students who come together at the university, bringing with them 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 and Computer Literacy
200 series (for second-year students)	Data Mining, Internet Technology Integration and GIS Fundamentals
300 series subjects (for third and fourth-year students)	Database Systems

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.

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 l (APS), Research Seminar (APM), Research Seminar ll (APS), and Undergraduate Thesis (APM) round out the six subjects (14 credits).

■　College of Asia Pacific Studies

Major Education Subjects in the College of Asia Pacific Studies are assigned in order to form specialization regarding the various challenges of the Asia Pacific Region and comprehensive

problem-solving capability with a core of basic knowledge in the diverse cultures, history, societies, natural environments, historical conditions, etc. and working ability in language. These Major Education Subjects are assigned according to the following four separate clusters (i.e. courses) for students who will systemically study expert knowledge in a certain area: "Environment and Development, "Hospitality and Tourism," "International Relations and Peace Studies" and "Culture, Society and Media."

As a part of graduation requirements, it is stipulated that students are to register for one of the above courses and take at least two credits in the required subjects for the area in question (Common Liberal Arts Subjects) and at least 28 credits in Major Education Subjects for said area.

Note that the percentage of credits required to graduate accounted for by Major Education Subjects is set at a minimum of 50% (62 out of 124 credits).

Additionally, subjects offered for each course in line with University Regulations are as follows: 27 subjects including "Development Policy" and "Environment Policy" for the Environment and Development Course (54 credits), 29 subjects including "Cultural Anthropology" and "Multicultural Social Theory" in the Culture, Society and Media Course (58 credits), 26 subjects including "Sociology of Tourism" and "Tourism and Hospitality Law" for the Hospitality and Tourism Course (52 credits), and 31 subjects including "International Law" and "International Organizations" for the International Relations and Peace Studies Course (62 credits).

■　College of International Management

The College of International Management offers a curriculum that, while steeped in a broad understanding of the diverse societies, cultures and traditions of the Asia Pacific, nurtures values for new business and social awareness and simultaneously develops human resources who are rich in intellect and imagination and are capable of playing active roles at the forefront of Asia's dynamic, up-and-coming business society. Alongside facilitating the improvement of the basic academic ability in economics and management studies and high working ability in language and intercultural communication skill needed for that purpose, the College administers specialized education and research across the following four established courses: "Accounting and Finance," "Marketing," "Strategic Management and Organization," and "Innovation and Economics."

The College of International Management sets the following as required subjects: "Introduction to Management," "Statistics," "Accounting I," "Introduction to Economics," "Introduction to Marketing," "Finance," "Management of Human Resources and Organizational Behavior," "Production Management," "Legal Strategy in Business" and "Business Ethics." Additionally, "Global Management" has also been established as a Capstone Subject that serves as a comprehensive survey of four years of study for outfitting students with an understanding of themes and systemic understanding of the above four areas of study through deep learning and discussion (Credits for

required subjects: 22 credits across 11 subjects).

 "Fundamental Mathematics" and "Advanced Mathematics" have also been set as required subjects in mathematics. Students in the College of International Management must invariably take at least one of these subjects.

 Additionally, subjects offered for each course in line with University Regulations are as follows: 11 subjects including "Management Strategy" and "International Logistics" for the Strategic Management and Organization Course (22 credits), 12 subjects including "Macroeconomics" and "Technology Management" in the Innovation and Economics Course (24 credits), 11 subjects including "Consumer Behavior" and "Marketing Research" for the Marketing Course (22 credits), and 15 subjects including "Financial Accounting I" and "Management Accounting" for the Accounting and Finance Course (30 credits).

 Moreover, the College of International Management prepares a CAM every academic year and discloses it on its website from the standpoint of evaluations for AACSB accreditation (Ref. 4-1 http://www.apu.ac.jp/home/study/content47/). CAM serves to clarify the relationship between LG/LO and Major Education Subjects in the College through a matrix, and enables students to understand with ease which subjects, if taken, will enable them to acquire certain abilities. Likewise, CAM enables the College to understand which Major Education Subjects should be reinforced in accordance with the academic status of students.

■   Graduate School of Asia Pacific Studies

<u>Masters Programs in the Graduate School of Asia Pacific Studies</u>

 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 Peace Studies 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 Education 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 Education Subjects (Division Major Education Subjects and Core Related Subjects)

The Major in Asia Pacific Studies offers Major Education Subjects in two Divisions, International Relations and Peace Studies 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 Education 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 Education 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.

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 Education Subjects	10 credits[*1]	

*1　Students must complete at least 10 credits of Major Education Subjects from their respective Division.
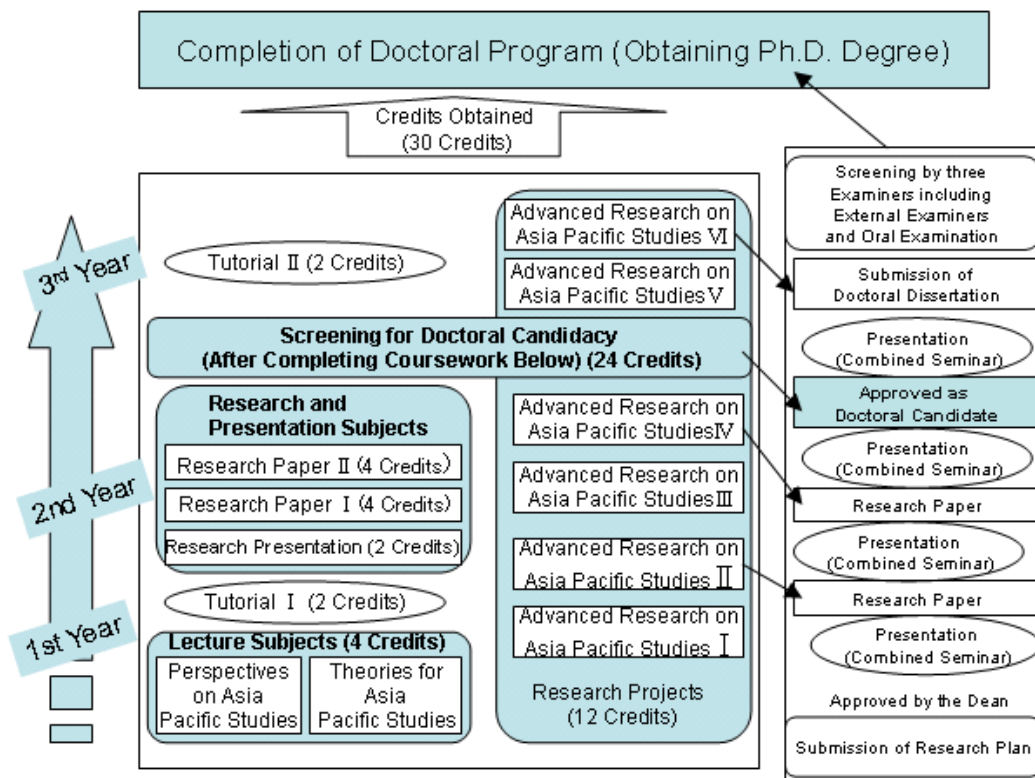
*2　In addition to the credits stipulated for each category, the credits that students earn by taking Core Subjects on the Asia Pacific Region, Seminars, Division Major Education Subjects, and Core Related Subjects can be included in the number of credits required for completion.

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.

■ Graduate School of Management

The Graduate School of Management has four established Divisions: "Japanese Management," "Accounting and Finance," "Marketing and Management" and "Innovation and Operations Management." To enable each student to acquire a good balance of knowledge on common challenges regarding business management and deep knowledge in their Division, the curriculum at the School is composed of Analytical Foundation Subjects, Core Business Fundamentals, Capstone Subjects, Electives, Seminars, Core Related Subjects, and Free Subjects. These have been placed so that students can take them systematically with their relevant Division at the core.

1) Analytical Foundation Subjects

Students study "Data Analysis and Statistics" and "Managerial Economics" as two required subjects for mastering investigative analysis methods and writing skills, which are considered to be fundamental research abilities required in the education and research administered in the Graduate School of Management.

2) Core Business Fundamentals

Students are required to study a wide range of basic knowledge regarding business management, including "Marketing Research," "Organizational Behavior Research" and "Business Ethnics." A total of eight Core Business Fundamentals (2 credits each) are offered.

3) Capstone Subjects

Students study "Strategic Management" as a required subject for integrating studies under a Major in Business Administration.

4) Major Education Subjects (Electives/Seminars, Core Related Subjects)

The following Major Education Subject groups have been placed with the aim of having students acquire expert knowledge in their area of research: "Japanese Management," "Accounting and Finance," "Marketing and Management" and "Innovation and Operations Management." Students are allowed to take Major Education Subjects outside of their Division, making a broad range of education and research possible. Furthermore, by taking Seminars, students are able to tie their takeaways from such coursework into summaries of their research results through their graduate thesis or specific assignments (final reports/case studies based on an internship).

Major in Business Administration

Category	Number of Required Credits	
Analytical Foundation Subjects (Required)	4 credits	
Core Business Fundamentals (Required)	16 credits	
Capstone Subjects (Required)	2 credits	44 credits
Electives	At least 8 credits	
Seminars (Required)	6 credits	

The Graduate School of Management prepares a CAM every academic year and discloses it on its website from the standpoint of evaluations for AACSB accreditation (Ref. 4-2 http://www.apu.ac.jp/home/study/content47/). CAM serves to clarify the relationship between LG/LO and Major Education Subjects in the School through a matrix, and enables students to understand with ease which subjects, if taken, will enable them to acquire certain abilities. Likewise, CAM enables the School to understand which Major Education Subjects should be reinforced in accordance with the academic status of students.

Assessment/Evaluation Parameter (4): Are various measures being taken to invigorate student learning and administer effective education?

Evaluation Points
○Measures to invigorate student learning inside and outside the classroom and administer effective education in each College/Graduate School
・Measures for facilitating substantiation of credits in accordance with attributes of each degree program (Establishment of upper limit on course registration credits for one-year period or for

each semester, etc.)

・Syllabi content (Purpose of classes, standards of course completion, indicators for learning outcomes, classroom content and methods, classroom plans, instructions for classroom preparation, and indication of grading methods, standards, etc. where appropriate) and implementation (securing of conformity between classroom content and syllabi, etc.)

・Classroom configuration, content and methods for facilitating autonomous participation by students

\<Bachelor's degree program\>

・Student count per class with consideration accorded to classroom configuration

・Administration of adequate course guidance

\<Master's/Doctoral programs\>

・Indication of research guidance plan (content and methods of research guidance and full-year schedule) where appropriate and administration of research guidance in accordance with said plan

A maximum number of credits that students can register for each semester is established in order to facilitate the substantiation of credits. In each College, the established maximum number of credits is 18 credits in the First and Second Semesters, 20 credits between the Third and Sixth Semesters, and 24 credits from the Seventh Semester and beyond. In the Graduate School of Asia Pacific Studies Master's Program in Asia Pacific Studies and Graduate School of Management, the maximum number of credits for all semesters is 22. In the Graduate School of Asia Pacific Studies Doctoral Program in Asia Pacific Studies, the established maximum number of credits is 6 credits in the First Semester, 10 credits in the Second Semester, 6 credits in the Third Semester, 10 credits in the Fourth Semester, 6 credits in the Fifth Semester, and 4 credits in the Sixth Semester (Ref. 1-7).

Across all Colleges and Graduate Schools, syllabi indicate lecture areas, course-taking guidelines, class summaries, standards for course completion, classroom methods, overviews of each class, class preparation and review, grading methods, implementation methods for multicultural cooperative learning, requests for students, and information on textbooks and further reading. In addition to the above items, the College of International Management and Graduate School of Management indicate where appropriate the content that students are expected to learn through the LG in the established CAM (Ref. 4-1 http://www.apu.ac.jp/home/study/content46/; Ref. 4-2 http://www.apu.ac.jp/home/study/content47/).

Course guidance is offered during Office Hours, at the Academic Officer counter, etc. at all times. During the orientation period, multiple consultation counters at student dorms, the Cafeteria and other locations are set up to enhance opportunities for students to new students to receive advice on course-taking.

Research guidance at Graduate Schools is mainly administered through the likes of seminars and research progress presentations.

Assessment/Evaluation Parameter (5): Are grading, credit transfers and degree conferral being properly conducted?

> Evaluation Points
> ○Measures for adequately conducting grading and credit transfers
> ・Credit transfers based on intent of credit system
> ・Adequate recognition of credits already obtained
> ・Measures for guaranteeing the objectivity and strictness of grading
> ・Indication of graduation/completion requirements where appropriate
> ○Measures for adequately conferring degrees
> ・Indication of degree thesis screening standards where appropriate in cases where said screening is present
> ・Measures for securing accountability and strictness of degree screening and completion recognition
> ・Indication of accountability framework and procedures related to degree conferral where appropriate
> ・Adequate degree conferral

■   Adequacy of grading/credit transfers

APU has used the GPA system since its inception, and we employ two types of GPA 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 http://www.apu.ac.jp/home/study/content9/).

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. 4-4; Ref. 4-5). The rate of disclosure for grade evaluation comments in the AY2016 Fall Semester was 91.2% for Colleges and 90.9% for Graduate Schools (Ref. 4-6).

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. 4-7 Article74). If no correlation can be made 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. 4-7 Article74). 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).

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.

Graduate School of Asia Pacific Studies (Major in International Cooperation Policy) 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. 4-8). 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.

■ Adequacy of degree conferral

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

<u>University-wide</u>

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. 1-2, Article 30; Ref. 4-9, 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. 3-1, 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. 1-2, Article 31; Ref. 4-9, 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 School Faculty Council. The results of these deliberations are reported to Graduate School Faculty Council (Ref. 3-2, 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.

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.

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 number of students upon which a Doctoral degree was conferred was one for students graduating in September 2016 and three for students graduating in March 2017. 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. 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.

Assessment/Evaluation Parameter (6): Are student learning outcomes as indicated in degree conferral policies where appropriate adequately grasped and evaluated?

Evaluation Points

○Adequate establishment of indicators for measuring learning outcomes that correspond to the attributes of the areas of each degree program

○Development of methods for grasping and evaluating learning outcomes

Examples of measurement methods for learning outcomes:

・Assessment tests

・Measurement with use of rubrics

・Student surveys intended to measure learning outcomes

・Hearings of feedback from alumni and their places of employment

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■ Grasp of learning outcomes through AOL

As an initiative for grasping and evaluating learning outcomes and verifying the status of educational objectives, the university has been pushing forward with the institution-wide introduction of AOL, one of the standards of the AACSB international accreditation obtained by the College of International Management and Graduate School of Management in AY2016. The College of International Management and Graduate School of Management have been promoting AOL activities since AY2009, which precedes their acquisition of AACSB accreditation. The College of Asia Pacific Studies and Graduate School of Asia Pacific Studies have been promoting similar activities since AY2017. In AY2018, plans call for the establishment of a "University-Wide AOL Promotion Committee" chaired by the President of APU in order to put a framework in place to promote AOL activities in all educational bodies at the university.

AOL refers to the entire process of measuring the extent to which an educational mission espoused by a College or Graduate School is being achieved, and proceeding to facilitate improvements based on the results of those measurements. Each College and Graduate School has set Learning Goals (LG) (Shape that the College wants its students to attain by the time they acquire their degree) for the degree programs established based on their respective mission, as well as t "Learning Objectives" (LO) for which those LG have been inputted into the skills, etc. that each College and Graduate School wants its students to acquire in more concrete form. Furthermore, each College and Graduate School has also established a "Curriculum Alignment Matrix" (CAM) to indicate how each subject corresponds to those LO. Through that CAM, the learning outcomes expected of students in each subject are indicated to them in advance where appropriate, thereby encouraging students to take courses in a methodical manner.

While methods for measuring the degree to which LO have been achieved differ according to the subject, rubrics with universality have been established and are being utilized for each individual educational body. Measurement results for LO are visualized in the form of figures, which become the basis for improvements made to the curriculum and educational activities in Colleges and Graduate Schools.

To use the College of International Management as an example, according to measurement and analysis results for AOL in subjects offered in FY2016, student performance was trending low in domains for which quantitative evaluations are utilized (finance/accounting/economics), leading to the conclusion that many students lack ability and experience in accurately analyzing figures. As a remedial countermeasure, in October 2017, the "Analytics and Math Center" (AMC), which is coordinated by College of International Management faculty, was established on campus, thereby resulting in the establishment of a framework for individual instruction in mathematics, statistics, etc. for students taking those subjects (Ref. 4-10).

■　　Student/alumni surveys and hearings of feedback from places of employment

For hearings of feedback from alumni, surveys are administered to alumni upon graduation as part of Institutional Research (IR) activities. As a result of altering survey response methods starting with AY2015 Fall alumni and intensifying efforts through means such as calling on students to respond to the survey up to the day of their graduation ceremony, a system is now entrenched that enables the university to secure a response rate of at least 90%. The content of the questionnaires consists of questions based on the APU Value Rubric (Ref. 4-11). The performance of cross-analysis between those questionnaires and the enrollment questionnaires and existing student questionnaires that are simultaneously administered enables the composite analysis of student responses when they first enter the university, while they are enrolled there and when they graduate and the measurement of learning outcomes. Group interviews of alumni were conducted and tentative questionnaire items were

prepared in AY2017 in preparation for the concretization of questionnaires to be administered to alumni for which additional years have passed since graduation.

In order to grasp whether learning outcomes are being tied into appropriate career choices, the Division of Careers prepared a draft "Career Rubric" in 2015 (Ref. 4-12). The Division is presently pushing forward with endeavors to have students use that sheet to visualize where and how they gained core competencies upon their enrollment, in their third year at the university, during their job search, and at other points.

For hearings of feedback from places of employment, in 2015, the university administered a "Skill Assessment Survey on APU Alumni" to corporations with which APU graduates have found employment in the past (Ref. 4-13). The overall assessment value for "intercultural understanding," "communication skill," "ability to execute," "ability to control stress," "ability to grasp situation" and "flexibility" exceeded 2.5 (with 4.0 being the highest and 0 being the lowest). This suggests that the ability of APU students to communicate as backed by the intercultural understanding that they proceed to experience and acquire in the course of their studies and student life is a defining characteristic of those students. Additionally, hearings are conducted with the corporations that visit the university upon the on-campus recruiting sessions held every academic year. Through these, the university verified characteristics, points of evaluation, etc. of its alumni.

Assessment/Evaluation Parameter (7): Is the adequacy of the curriculum, its content and its methods periodically checked and evaluated? Also, are initiatives aimed at making improvements conducted based on the results of that check/evaluation?

Evaluation Points

○Checks and evaluations based on adequate evidence (materials/information)

・Adequate application of results of measurement of learning outcomes

○Improvements based on self-assessments

The adequacy of educational objectives, the degree conferral policy and the curriculum policy in each College and Graduate School is checked and evaluated alongside faculty organization, educational content and methods, etc. through a process and verification framework that consists of ① The performance of research and analysis by the Division of Academic Affairs, ② Exchanges of opinions at Faculty Council and Faculty Discussion Meetings (Faculty Council Meetings for Graduate Schools), and ③ Finalization by the University Senate.

At Colleges, verifications up to this point were reflected upon educational reforms for AY2006, educational reforms for AY2011 and educational reforms for AY2017. Under educational reforms for AY2017, AY2020 has been established as the year of completion, meaning that the next round of educational reforms will take place in or beyond AY2021. Verification efforts will therefore continue

to be implemented with that in mind. At Graduate Schools, revisions of the adequacy of educational objectives, the degree conferral policy and the policy were carried out, with the results of those verifications reflected in educational reforms for AY2014.

Note that at the College of International Management and Graduate School of Management, AOL has been introduced on a full scale, and constant verifications are being carried out.

(2) Strengths and distinctive features

■ Improvement and advancement of education with international compatibility in mind

At the College of International Management and Graduate School of Management, initiatives with AACSB standards borne strongly in mind were carried out with regards to educational objectives, the degree conferral policy and the curriculum policy. This culminated in the acquisition of AACSB accreditation by both in AY2016. College of International Management and Graduate School of Management faculty have been tackling the improvement and advancement of education while keeping international compatibility in mind (Ref. 4-1 http://www.apu.ac.jp/home/study/content46/; Ref. 4-2 http://www.apu.ac.jp/home/study/content47/).

In addition to pushing forward with initiatives aimed at reacquiring AACBS accreditation in the future as well, the College of International Management and Graduate School of Management will also address the acquisition of other international accreditations and proceed to tackle the improvement and advancement of education with international compatibility in mind.

■ Offering of class subjects suitable for each curriculum

Regarding the situation surrounding the adequate offering of necessary class subjects, an annual policy for offering subjects that serves as a curriculum implementation policy is proposed for every academic year during the prior year in all Colleges and Graduate Schools (Ref. 4-14). Adjustments are made to that policy across the university prior to offering the subjects. Said adjustments fulfill the role of a function to mutually check whether or not educational content is suitable for the applicable curriculum.

■ Reinforcement of first-year education

Following the establishment of the University-Wide First-Year Education Committee in AY2018, the university has been addressing the fundamental reform and reinforcement of first-year subjects with the intention of forming a foundation for actively taking advantage of support for making a smooth transition to APU and of its multicultural environment. Additionally, in terms of extracurricular learning support for students, in addition to establishing the Self-Access Learning Center, Writing Center and Analytics and Math Center, the university has started up academic advising and other forms of academic support, pre-enrollment education programs, and other endeavors to offer comprehensive

first-year education (Ref.4-15; Ref. 4-16; Ref. 4-17).

(3) Problem Areas

■   Status of taking of subjects required for graduation and credit completion in College of International Management

Under the new curriculum in the College of International Management that has been applied starting with AY2017 enrollees, 11 subjects (22 credits) ranging from 100 series to 400 series have been established as subjects required to graduate for the purpose of having all students accomplish the LG set forth by the College. As the status of the taking of subjects required for graduation and credit completion have a considerable bearing on students' academic plan and graduation, it is necessary for the College to have a regular grasp of that status and provide adequate academic support.

Based on the status of the taking of subjects and credit completion for the initial year of the new curriculum's introduction (AY2017), in "Mathematics (Fundamental Mathematics or Advanced Mathematics)" and "Statistics," which students are recommended to take in their earlier grades, it has been verified that a certain group of students who have yet to take those subjects or were unable to complete credits for them is present in those subjects. As such, the College of International Management needs to examine the nature of academic support and pre-enrollment education/remedial education for those students going forward.

■   Learning outcomes and career

Grasping the situation surrounding alumni and surveying them is currently an issue. Endeavors to visualize how learning outcomes have changed following students' graduation are needed.

(4) Summary

The degree conferral policy and curriculum policy in the College of Asia Pacific Studies and the College of International Management have been set forth for each degree conferred and disclosed through the university's website. However, both Colleges are in a transitional period where their new curriculum applied starting with AY2017 enrollees and their old curriculum (AY2011 curriculum) exist side by side. As such, the content of said policies do not adequately reflect the content of the new curriculum. The Colleges are currently continuing their examination efforts geared towards revising their policies to coincide with the institution-wide trend of promoting AOL, and are slated to disclose their policies post-revision during AY2018.

With regards to their curriculum, the College of Asia Pacific Studies and the College of International Management have added changes intended to improve education quality in their educational reforms for AY2017. For Common Education Subjects, three categories in the form of "APU Literacy," "Global Citizens Foundation" and "Response to Social Needs have been established (Subjects under

Global Citizens Foundation are further classified as "Asia Pacific Group," "Japanese Studies Group," "Basic Study Group" and "Introduction to Major Studies Group"), and subjects have been placed as appropriate. For Major Education Subjects, the Colleges facilitate improvement in the adequacy of specialized learning through the establishment of central subjects (core/required subjects), a systematic structure for taking subjects for First-Year students up through Fourth-Year students, more stringent graduation requirements, and other efforts.

The curriculum of the Graduate School of Asia Pacific Studies Master's Program in Asia Pacific Studies has been organized so that each student can outfit themselves with basic research capability and a good balance of knowledge of the Asia Pacific region and deep knowledge in their Division and specialized domains. In the curriculum of the Graduate School of Management, Analytical Foundation Subjects for acquiring basic research capability (two subjects) and Core Business Fundamental Subjects for acquiring a wide range of knowledge regarding business management (eight subjects) have been established as required subjects. Said curriculum has been organized so students can take courses systemically with those required subjects as their foundation while focusing on their respective areas of specialization.

For the purpose of vitalizing student learning and administering education effectively, in addition to establishing a maximum number of credits for each semester, each College and Graduate School is taking measures such as facilitating the adequacy of information contained in their syllabi. Additionally, during the orientation period that precedes the holding of classes each semester, each College and Graduate School also widely provides opportunities for new students to ask upperclassmen for advice on taking courses at student dorms, the on-campus Cafeteria, and other locations.

Regarding grading, a GPA system has been introduced since the university initially opened. This system is used in a "registration priority system" that enables students with outstanding GPAs to register for courses with priority, as well as in various selection and screening processes for international exchange, scholarships and so forth. Moreover, an F-grade is now included in order to boost the objectivity and international compatibility of GPAs, and is stated on Transcripts of Academic Record as well. Additionally, a grading rule has been established that stipulates that final exams as a percentage of grading will be curbed at 50% or lower. This is serving to keep classes from hollowing out. With regards to the conferral of degrees as well, conferral standards based on the Standards for Establishment of University have been established for each College as well as each Graduate School, which conduct the stringent conferral of degrees in accordance with those standards.

With regards to grasping and evaluating students' learning outcomes indicated in the degree conferral policy where appropriate, AOL initiatives that the College of International Management and the Graduate School of Management have gotten a head start on have been spread to the rest of the university, and are scheduled for implementation at all educational bodies at APU. Additionally,

through performing a cross-analysis of the results of the graduation questionnaires administered as part of IR activities together with the questionnaires administered to newly-enrolled students and existing students, the university has put a system for grasping and evaluating students' learning outcomes with greater meticulousness in place.

Based on the above, while there are several challenges present, it can be concluded that the organization and implementation of curricula and the grasping and evaluating of learning outcomes are by and large being adequately conducted as a whole.

5. Enrollment

(1)　Description of Current Conditions

Assessment/Evaluation Parameter (1): Are student admission policies prescribed and published?

> Evaluation points
> ○Appropriate establishment and publication of policies for student admission, informed by policies
> 　for conferral of academic degrees and organization and implementation of curricula
> ○Certification of student admission policies with reference to the following content:
> ・Pre-admission educational history, academic proficiency, abilities, and other student attributes
> ・Methods for assessing the standards demanded of applicants for admission

■　　Appropriate establishment and publication of policies for student admission

　　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. They are congruent with AACSB accreditation and the curricula of the undergraduate colleges and graduate schools. These policies are published on the University homepage (Ref. 1-6).

Undergraduate Schools

　　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. 5-1), 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.

College-specific admission policies are as follows.

College of Asia Pacific Studies (Ref. 5-1)

> 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 (Ref. 5-1)

> 1) Interest in business;
>
> 2) Strong ethical outlook and interest in developing the Asia Pacific region though business;
>
> 3) Insight into the society of the 21st century.

Graduate Schools

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. 5-1).

> 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.

Graduate School-specific admission policies are as follows.

Graduate School of Asia Pacific Studies Master's Program in Asia Pacific Studies (Ref. 5-1)

> 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 (Ref. 5-1)

> 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 (Ref. 5-1)

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

Graduate School of Management (Ref. 5-1)

> 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.

■   Certification of student admission policies

Undergraduate Schools

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 stated in the admissions handbooks (Ref. 5-2).

Student Category	Language of Enrollment	Qualifications
International Students	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, Pre-1 on EIKEN Test, PTE Academic45, or FCE on Cambridge English Language Assessment
Domestic	Japanese	Japanese proficiency equivalent to at least 90 points on Level N1, or at least

Students		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 700 points on the TOEIC(L&R), at least 975 points on the TOEIC(L&R, S&W) , at least 5.5 points on the IELTS, Pre-1 on EIKEN Test, at least 297 points on TEAP(four-skills), at least 144 points on TEAP(2-skills), at least 1164 points on GTEC-CBT, at least 1260 points on GTEC(four-skills), at least 780 points on GTEC for STUDENTS, or at least 153 points on Cambridge English Language Assessment

Graduate Schools

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. 5-3).

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, at least 780 points on the TOEIC, PTE Academic50, or FCE Grade B on Cambridge English Language Assessment

In the Graduate School of Management, eligibility to apply is limited to those equipped with the knowledge and other attributes expected at the time of enrollment, as evidenced by two or more years' work experience or a prescribed score in the GMAT (Graduation Management Admissions Test) or GRE (Graduate Record Examination). (Ref. 5-3)

Assessment/Evaluation Parameter (2): Are systems and operational structures for student recruitment and selection appropriately instituted in accordance with student admission policies, and is selection is conducted fairly?

Evaluation points
○Appropriate formulation of student recruitment methods and selection systems in accordance with admission policies
○Appropriate institution of admissions committees and other structures for admissions selection, with responsibilities clearly defined

○Implementation of fair selection processes

○Implementation of fair selection processes based on provision of reasonable accommodations for applicants

■ Appropriate formulation of student recruitment methods and selection systems in accordance with admission policies

Each academic year, policies for student recruitment and selection are set separately for international and domestic students. The policies are finalized by the University Senate after discussion by the Admissions Committee. 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. 5-2; Ref. 5-3; Ref. 5-4).

Recruitment methods

With regard to international student recruitment, we set recruitment quotas based on the conditions of each country 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 in Northeast and Southeast Asia, we work closely with office staff to conduct school visits, hold our own information sessions and propose study trips to APU. In parts of Asia, Oceania, Europe and America, Africa, and other regions where we do not have offices, we take advantage of local educational fairs and other events.

Domestic students are recruited widely from all over Japan. With the aim of communicating APU's attractiveness through direct dialogue with senior high school students and parents, we hold events such as Open Campus, Summer School, and BEGIN (study retreat for senior high school students), as well as university information sessions and consultations in major cities throughout the country. In the 2018 academic year we expanded the number of events that allow prospective students to experience APU's multicultural campus for themselves, including three Open Campus days, a Summer School for exchange, in English, among senior high school students from around the world, and the BEGIN program that equips participants with teamwork skills, the ability to identify and solve problems, and other skills that are essential in wider society. Moreover, we publish not only entrance exam information but also information on academic and student life in university brochures and the website (Ref. 5-5). We also work to provide information through a year-round program of visits to senior high schools and preparatory/cram schools across Japan, and overseas schools and study academies for Japanese nationals residing abroad.

Graduate student recruitment activities are conducted under the same annual policies as for

undergraduate student recruitment. The basic approach is to implement on-ground activities in the same recruitment areas as for the undergraduate programs. Recruitment methods in addition to participating in fairs and APU information sessions include registration with online portals for prospective students overseas and implementation of online information sessions.

Selection methods

Selection of applicants for admission is conducted appropriately in compliance not only with applicable laws and regulations but also with the annual University Enrollee Selection Guidelines (a notification issued by the Director of the MEXT Higher Education Bureau).

Selection of international undergraduate students is conducted using an "AO" method: first applicants are screened based on their application documents (checking of eligibility to apply, language proficiency, grades in high school/university, application statement), each applicant is interviewed to assess factors such as motivation and aptitude to study in Japan, and broad interest in international society. These interviews are held either face-to-face or remotely via the internet.

Selection of domestic undergraduate students is conducted using regular, AO, and special methods. Emphasis is placed on the AO method which serves to evaluate applicant qualities and skills comprehensively and multi-dimensionally, and encompasses approximately one-third of the domestic student recruitment quota (i.e., 215 of the combined total of 610 students for both Colleges) is fulfilled with this examination. Applicants are assessed multi-dimensionally by reference to documents including application statements and grade reports, as well as essay-based tests, interviews, and other processes, to evaluate their abilities, motivations, aptitudes, and interests as prescribed in the Admissions Policy. The remaining two-thirds of enrollees are admitted through regular entrance examinations (including use of the National Center Test for University Admissions), and special entrance examinations covering categories including admission based on recommendation by APU-affiliated schools and other schools, and returnee students.

Formats of Selection for Admission of Undergraduate Students

Student Type		Examination Format	Examination Type
International students	Residing in Japan	AO	Screening for international students residing in Japan Transfer entrance screening
	Residing abroad	AO	Screening for international students residing outside Japan Transfer entrance screening
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

Selection of applicants for master's and doctoral programs involves screening of application documents (checking of eligibility to apply, language proficiency, research proposal, grades at university, application statement) and, from AY 2019 applications, online video interviews have also been incorporated to evaluate the research capability, proficiency in English academic writing, and motivation and aptitude for study in Japan. In the doctoral program, with the aim of confirming research interests and appropriateness of the fields and supervision structures offered at APU, we have introduced a system requiring applicants to make contact with their preferred faculty supervisors prior to application, and submit a letter of agreement to supervision together with their application documents.

■ Appropriate institution of admissions committees and other structures for admissions selection, with responsibilities clearly defined

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 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. The final determination is made by the President (Ref. 1-2, Article 13, Paragraph 2; Ref. 3-1, Article 3). This series of multiple deliberations ensures the transparency and fairness of the process.

In order to make admissions selection more transparent, we also publish admission guidelines, entrance exam guides, and, on the university website, the outcomes of the previous year's admissions (number of applications received, number applicants screened, number of applicants accepted, minimum score for admission, etc.) (Ref.5-4).

■ Implementation of fair selection processes based on provision of reasonable accommodations for applicants

In regard to admission of students with disabilities, the admissions guidelines and website

contain information on how APU may provide accommodations for applicants with disabilities and other special circumstances, and that those requiring such accommodations should submit a written request. Such requests are addressed after ascertaining individual circumstances (Ref. 5-2; Ref. 5-3).

Assessment/Evaluation Parameter (3): Are appropriate quotas set for student admission, and is student enrollment managed appropriately in accordance with overall enrollment capacity?

> Evaluation points:
> ○Appropriate setting of quotas for admission and overall enrollment capacity, and management of enrolled student numbers
> 〈Undergraduate programs〉
> ・Ratio of new enrollees to admission quota
> ・Ratio of transfer enrollees to transfer admission quota
> ・Ratio of student population to overall enrollment capacity
> ・Responses to student population in excess of or lower than overall enrollment capacity
> 〈Master's and doctoral programs〉
> ・Ratio of student population to overall enrollment capacity

■　University as a whole

With regard to the proper management of overall enrollment capacity, the Admissions Assessment Committee conducts careful admissions assessments, ensuring that enrollments do not diverge significantly from admissions quotas or overall enrollment capacity. In addition, overall student population and new enrollee numbers are confirmed in the Admissions Committee, Faculty Council, Graduate School Faculty Council and University Senate.

Admissions quotas were filled in both Colleges, but the quotas for 2nd and 3rd year transfer students admissions were not filled.

Based on an overall enrollment capacity of 5,120 for the two colleges combined, the students population as of November 1, 2017 was 5,534, making a population-to-capacity ratio of 1.08 (University Basic Data, Table 2).

■　College of Asia Pacific Studies

Based on an admission quota of 660 in AY 2017 (spring and fall combined), the total number of students enrolled was 694, comprising 304 international students and 390 domestic students. The ratio of newly enrolled students to quota was therefore 1.05.

In regard to transfer admissions, the quota for 2nd year transfer was 12 in AY 2017 (spring and fall combined), but the number of transfer students enrolled was 3, comprising 2 international and 1

domestic, making an enrollment-to-quota ratio of 0.25. For 3rd year transfer the quota was 18, and 10 students were enrolled: two international and eight domestic, making an enrollment-to-quota ratio of 0.56.

Based on an overall enrollment capacity of 2,532 in AY2017, the student population in the College as of November 1, 2017 was 2,877, making population-to-capacity ratio of 1.14 (University Basic Data, Table 2).

■   College of International Management

Based on an admission quota of 660 in AY 2017 (spring and fall combined), the total number of students enrolled was 641, comprising 349 international students and 292 domestic students. The ratio of newly enrolled students to quota was therefore 0.97.

In regard to transfer admissions, the quota for 2nd year transfer was 22 in AY 2017 (spring and fall combined), but the number of transfer students enrolled was 3, comprising 2 international and 1 domestic, making an enrollment-to-quota ratio of 0.14. For 3rd year transfer the quota was 31, and 5 international students were enrolled, making an enrollment-to-quota ratio of 0.16.

Based on an overall enrollment capacity of 2,588 in AY2017, the student population in the College as of November 1, 2017 was 2,657, making population-to-capacity ratio of 1.03 (University Basic Data, Table 2). Presently, quotas for transfer students continue to remain unfilled.

■   Graduate School of Asia Pacific Studies

As of November 1, 2017, there were 91 students enrolled in the Master's programs of the Graduate School of Asia Pacific Studies, as against an enrollment capacity of 120, making a population-to-capacity ratio of 0.76. Based on an admission quota of 60 in AY 2017 (spring and fall combined), the number of students enrolled was 54, making the ratio of newly enrolled students to quota 0.9 (University Basic Data, Table 2).

In the Graduate School's Doctoral program there were 23 students enrolled as against an enrollment capacity of 30, making a population-to-capacity ratio of 0.77. Based on an admission quota of 10 in AY 2017 (spring and fall combined), the number of students enrolled was 7, making the ratio of newly enrolled students to quota 0.70 (University Basic Data, Table 2).

■   Graduate School of Management

As of November 1, 2017, there were 75 students enrolled in the Master of Business Administration program of the Graduate School of Management, as against an enrollment capacity of 80, making a population-to-capacity ratio of 0.94. Based on an admission quota of 40 in AY 2017 (spring and fall combined), the number of students enrolled was 43, making the ratio of newly enrolled students to quota 1.08 (University Basic Data, Table 2). The ratio of population to capacity in the Graduate School

of Business Administration is improving.

Assessment/Evaluation Parameter (4): Are regular reviews held to ensure that student recruitment and selection are conducted fairly and appropriately in accordance with admission policies? Are there frameworks in place to make reforms and improvements based on these results?

> Evaluation points
> ○Assessment/evaluation based on appropriate evidence (documentation, information)
> ○Improvements and enhancements in accordance with assessment/evaluation results

■　Assessment/evaluation based on appropriate evidence (documentation, information)

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.

Entrance examination results for the undergraduate Colleges and the Graduate schools 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.

■　Improvements and enhancements in accordance with assessment/evaluation results
Clearly presenting the Admissions Policy:

The AY2014 Self-Assessment Report raised the problem that the Admissions Policy was not included in the admissions guidelines for each College and Graduate School, but the policy is now clearly presented both in these guidelines and on the university website.

Initiatives to fill enrollment quotas and improve systems for transfer student admissions

The ratio of actual enrollments to quotas for undergraduate transfer students stand at 0.25 for 2nd year transfer and 0.56 for 3rd year transfer in the College of Asia Pacific Studies. These are an improvement on the AY2014 results of 0.08 and 0.17 respectively. The ratios for the College of International Management are 0.14 for 2nd year transfer and 0.16 for 3rd year transfer, as against 0.05 and 0.29 respectively in AY2014, indicating some improvement in 2nd year transfer numbers.

For transfer admissions for international students in AY2019, we have introduced a system of pre-application of prospective applicants, to assess eligibility to apply and provide estimates of credit transfer in the event of enrollment. These changes will prevent mismatches such as discovering that applicants lack eligibility after they apply, and enable applicants to plan their studies after enrollment from the point at which they first apply (Ref. 5-6).

<u>Initiatives to fill enrollment quotas in the graduate school</u>

The AY2014 Self-Assessment Report identified filling graduate school enrollment quotas as a challenge, and graduate school recruitment policies have since been revised. In AY2017, the ratio of new enrollees to quota was 0.85 for the Graduate School of Asia Pacific Studies Master's Degree and 1.10 for the Graduate School of Management Master's Degree, an improvement on the AY2014 figures of 0.68 and 0.85 respectively.

(2)　Strengths and distinctive features

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 86 countries and regions (Ref. 5-7).

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, 2017, there were 49.6% domestic students and 50.1% 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.

(3)　Problem areas

As part of the Top Global University project, we set the goal of consistently recruiting students from 100 countries/regions across the world. We have not yet attained this goal, however, with 86 countries represented in the APU student body in AY2017, and 88 in AY2018.

The enrollment-to-quota ratio for undergraduate transfer students in AY2017 (spring and fall combined) was below the Japan University Accreditation Association's guideline figure of 0.7.

(4)　Summary

■　Creating and maintaining a multicultural campus

As outlined earlier, APU already has a multicultural environment, with students from around 86 different countries/regions across the world, and a 50-50 ratio of domestic and international students. Our future target, however, as set for the Top Global University project, is to consistently recruit

students from 100 different countries/regions. To achieve this goal we will expand the areas where APU faculty and administrative staff undertake recruitment activities, collaborate with alumni active around the world, develop a website which captures the attention of students planning to study in Japan, and pursue other initiatives to attract students from a wider range of countries and regions.

■ Filling undergraduate transfer enrolment quotas

As previously noted, while there are some signs of improvement in enrollment-to-quota ratios for transfer students, they are still insufficient. Currently we are conducting a survey of initiatives at other universities in Japan and overseas, as part of a review of transfer student admissions. We also plan to bolster promotions to students currently enrolled at junior colleges and vocational schools both domestically and internationally, as well as commencing a review of the quotas stipulated in university regulations.

6. Faculty and Faculty Organization

(1) Description of Current Conditions

Assessment/Evaluation Parameter (1): Does the university have clearly stipulated policies on its expectations for faculty members and the faculty organizations for each college and graduate school in line with the university's ideals and objectives?

Evaluation Points

○ Definition of university's expectations for faculty members

・ Skills related to areas of expertise and attitude toward teaching in each degree program.

○ Appropriate displaying of faculty organization development policies for each college and graduate school.

(e.g., clear definitions of each faculty member's roles, expectations for cooperation, and teaching and research responsibilities)

■ Definition of faculty expectations in line with the university's ideals and objectives

In its faculty recruitment guidelines, the university clearly presents expectations for faculty and defines the following application requirements: possession of a degree or certifications, work experience or other qualifications, agreement with the university's basic ideals, and enthusiasm for teaching and other responsibilities at the university (Ref. 6-1).

The Screening Criteria for the Appointment of Faculty Members, the Screening Criteria for the Appointment of Center for Language Education Faculty Members, and the Screening Criteria for the Appointment and Promotion of Educational Development and Learning Support Center Faculty Members, all of which are based on the Ritsumeikan Asia Pacific University Appointment and Promotion Regulations for Faculty Members, clearly indicate the requirements for education, teaching experience, and research achievements as well as the university's expectations for faculty members (Ref. 6-2).

■ Clearly indicating faculty organization development policies for each college and graduate school in line with the university's ideals and objectives

At present (AY2017), faculty organizations for the colleges and centers are based on the framework outlined in "APU Faculty Organization Development Plan (AY2011- AY2014)" formulated in AY2011 (Ref. 6-3). In or after AY2018, the university's New Faculty Organization Development Plan Review Committee (Chair: Vice President of Academic Affairs, Vice Chair: Vice President of General and Financial Affairs) plans to formulate a mid-term faculty organization development plan for AY2019 and beyond with a primary focus on the issues of improving student-teacher ratios, enhancing the quality of teaching, and financial affairs.

■　Responsibility for teaching and research

Article 4-2 of the University Regulations states that "The President shall command of the affairs of the University and supervise its faculty and staff". It also states that the Deans of the Colleges and Graduate Schools appointed by the President shall command the affairs of their respective colleges and graduate schools. The affiliated education and research bodies known as the Ritsumeikan Center for Asia Pacific Studies, the Center for Language Education, the Media Resource Center, and the Educational Development and Learning Support Center are each represented and overseen by Directors appointed by the President (Ref. 1-2; Ref.3-4; Ref. 3-5; Ref.6-4; Ref.6-5).

To assist the President in making decisions on school affairs, including matters pertaining to education, research, student support, and faculty hiring, the University Senate Meeting stipulated in Article 6 of the University Regulations convenes to hold deliberations. The University Senate Meeting membership comprises of the President (Chair), Vice Presidents, College Deans, Graduate School Deans, Center Directors, Deans of the Divisions, the Director-General, and other individuals deemed necessary by the University Senate Meeting (Ref. 1-2).

Matters concerning education, university-wide matters, and matters specific to each college and center are deliberated by or reported to the Academic Affairs Committee (which typically meets weekly during class periods). The Academic Affairs Committee is composed of the Vice President of Academic Affairs, Dean of Academic Affairs (Chair), College Deans, Graduate School Deans, Center for Language Education Director, Educational Development and Learning Support Center Director, Associate Deans of the Colleges, and Associate Dean of Academic Affairs, and it coordinates all matters pertaining to academic affairs at the university (Ref.6-6; Ref.6-7).

Each college and graduate school has a Dean (the Deans of the Colleges concurrently serve as the Deans of the Graduate Schools) and several Associate Deans, one of whom is in charge of graduate school affairs and the others who handle issues specific to the college, as well as several Field Leaders or Directors who handle academic affairs for their respective Area of Study and academic issues specific to the respective college. Each college and graduate school convenes a Faculty Council Meeting to discuss student enrollment, graduation and conferral of degrees, curriculum issues, and other issues pertaining to education and research as well as to build the consensus required to institutionally address academic issues.

Assessment/Evaluation Parameter (2): Has the university established an appropriate faculty organization to handle education and research activities in accordance with its Faculty Organization Development Policy?

Evaluation Points
○ Number of full-time faculty in the university and in each college and graduate school

> ○ Existence of appropriate measures for faculty organization development
> - ・ Appropriate assignment of full-time faculty (professors, associate professors, and assistant professors) to teach the lecture subjects deemed academically necessary
> - ・ Clear definition of qualifications for and appropriate assignment of faculty to teach graduate school subjects
> - ・ Assignment of faculty in line with the objectives of each degree program (including domestic-international balance and gender balance)
> - ・ Appropriate assignment of faculty teaching loads
> - ・ Assignment of faculty to ensure a balanced age distribution
> - ・ Administrative framework for liberal arts education in the undergraduate programs

■ Appropriate faculty organization in accordance with the Faculty Organization Development Policy

Number and makeup of full-time faculty

The colleges and graduate schools have established their faculty organizations in accordance with the Faculty Organization Development Plan, and the university has hired more than the necessary number of full-time faculty stipulated in the Standards for the Establishment of Universities and Standards for the Establishment of Graduate Schools (University Basic Data, Table 1).

With regard to faculty makeup, the university has maintained a policy since opening to secure at least 50% of faculty from outside of Japan in order to realize its ideals and objectives. At present, 85 of the 169 full-time faculty (50.3%) are non-Japanese, representing 22 countries and regions excluding Japan. Also, 126 (74.6%) of the full-time faculty have earned degrees outside of Japan.

Furthermore, the university takes age distribution into consideration when hiring faculty, even though there is no explicit policy in place. Currently, the percentage of faculty under the age of 40 in the College of Asia Pacific Studies is slightly low, but overall, there is no extreme imbalance in one direction or the other (University Data, Table 2).

Faculty assignments for key lecture subjects

When assigning faculty, efforts are made to ensure that full-time faculty teach required major subjects and other key subjects. However, when full-time faculty are not available for a certain period of time to perform their regular duties due to Academic Development Leave or other kinds of leave, part-time lecturers may be appointed to teach some key lecture subjects.

Compared to major subjects, fewer full-time faculty teach common education subjects. The reason for this is that the university is more likely to appoint part-time lecturers to teach common education subjects, which include language subjects, because the number of classes for these subjects tend to fluctuate more based on the number of enrollees in a given semester. Also, common education subjects

include subjects on traditional arts and Japanese culture which are difficult to secure full-time faculty for (University Basic Data, Table 4).

Graduate subject instructor qualification screenings

Graduate subject instructor qualification screenings are based on criteria for supervising research and teaching lectures in the doctoral program (D+ and D qualifications) and criteria for supervising research and teaching lectures in the master's program (M+ and M qualifications). Each set of criteria includes standards for positions, education, teaching experience, and research achievements, and the general rule is to conduct screening once every five years. The Graduate School Instructor Qualification Screening Committee, which is in charge of screening the aforementioned qualifications, is chaired by the Vice President of Academic Affairs and is composed of the Deans of the Graduate Schools, Associate Deans of the Graduate Schools, Dean of Academic Affairs, Dean of International Cooperation and Research, and expert members appointed by the Chair in consultation with the Dean of the Graduate School in question (Ref. 6-8).

As of May 1, 2017, the number of qualified graduate school instructors in the graduate schools and all of their programs and majors meets the number required by the Standards for the Establishment of Graduate Schools (University Basic Data, Table 1).

Considerations for teaching load

Faculty teaching loads are stipulated for each position in the Ritsumeikan Asia Pacific University Faculty Teaching Hours Regulations. These regulations also stipulate teaching hours for faculty who hold executive positions and allow the University Senate Meeting to reduce teaching hours when faculty are ordered to perform special duties outside of teaching classes or executive duties (Ref.6-9).

When determining instructor assignments, each faculty member is assigned classes up to his or her total teaching load and efforts are made to avoid significant overloading. The university consistently maintains average teaching hours more or less equivalent to teaching loads (University Data, Table 3).

To advance academics and promote academic research, the university has an Academic Development Leave (ADL) system that exempts tenured faculty from their regular teaching duties for a certain period of time so they can pursue research off campus. In AY2017, 15 faculty applied for ADL, and 10 were deemed eligible for one semester (max 6 months) of leave (Ref. 6-10).

Administrative framework for liberal arts education in the undergraduate programs

In AY2017, both colleges transitioned to new curricula that featured reorganized common liberal arts subject offerings. The concept underlying common liberal arts education is to utilize the university's multicultural environment to cultivate the ability to respond to societal needs while forming the foundations the university's students will need to become the "Global Citizens" the

university aims to produce.

Common liberal arts education is administered with the involvement of numerous faculty from both colleges, the Center for Language Education, and the Education Development and Learning Support Center, and the Division of Academic Affairs provides overall coordination. Because the university offers many classes of the first-year subjects Study Skills and Academic Writing and Multicultural Collaborative Workshop, which almost all first-year students take, the Education Development and Learning Support Center plays a leading role in managing these subjects, which require the involvement of many faculty from the colleges.

Assessment/Evaluation Parameter (3): Are faculty recruitment, hiring, and promotion conducted appropriately?

> Evaluation Points
> ○ Establishment of standards and procedures and review of respective regulations for recruitment, hiring, and promotion for each faculty position (e.g., professor, associate professor, assistant professor)
> ○ Implementation of recruitment, hiring, and promotion based on the regulations

■　Faculty recruitment, hiring, and promotion

Standards and procedures for recruitment, hiring, and promotion

The Ritsumeikan Asia Pacific University Appointment and Promotion Regulations for Faculty Members stipulate the rules for faculty appointments and promotions. Meanwhile, detailed standards and procedures are outlined in the Faculty Appointment Screening Criteria and Faculty Promotion Screening Criteria for the respective colleges and centers. Based on these, the Personnel Affairs Committee, a university-level body, strictly handles faculty appointments and promotions. All of these criteria contain screening standards for factors including education, teaching experience, and research achievements for each faculty position as well as details concerning screening methods and procedures (Ref. 6-2).

Strict administration of appointments and promotions by the university-level Personnel Affairs Committee

The Personnel Affairs Committee, a university-level body composed of the President (Chair), all of the Vice Presidents, the College Deans, the Director of the Center for Language Education, and the Dean of Academic Affairs, formulates policies for faculty appointments and promotions and handles the appointment and promotion procedures for all faculty members excluding part-time lecturers.

Each time a college or center seeks to appoint faculty, a Faculty Recommendation Committee is established under the university-level Personnel Affairs Committee to screen documents and conduct

interviews. Faculty Recommendation Committees are chaired by either a College Dean or the Dean of Academic Affairs and comprise at least three other faculty members including members of the university-level Personnel Affairs Committee and faculty whose fields are related to those of the field of appointment. Based on the screening reports from the Faculty Recommendation Committees, the university-level Personnel Affairs Committee determines candidates for appointment after conducting its own screening and casting votes.

Candidates for faculty promotions are proposed to the university-level Personnel Affairs Committee by the President based on recommendation from the College Deans and Center Directors. If those candidates are deemed eligible for a promotion screening, Promotion Screening Committees (whose memberships are the same as the Faculty Recommendation Committees) are established under the university-level Personnel Affairs Committee to screen documents and conduct interviews. Based on the screening reports from the Promotion Screening Committees, the university-level Personnel Affairs Committee determines candidates for promotion after conducting its own screening and casting votes.

<u>Tenure track system</u>

The university adopted a tenure track system in AY2008. Under this system, faculty hired as five-year fixed-term faculty are typically 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 system is administered strictly based on the Screening Criteria for Status Switch to Tenure, which stipulate standards for education, teaching experience, research achievements, university service and other factors.

<u>Assessment/Evaluation Parameter (4): Are faculty development (FD) activities implemented institutionally and multilaterally, and do they contribute to improving the quality of faculty and the faculty organization?</u>

> Evaluation Points
>
> ○ Institutional implementation of faculty development (FD) activities
>
> ○ Evaluation of faculty teaching, research, and community service and application of the
>   outcomes thereof

■　Institutional implementation of FD

Aiming to improve the lecture management skills, overall teaching capacity, and advising abilities of the faculty, the university established the Division Initiatives Program (DIP), which promotes initiatives sponsored by the academic bodies, and the Faculty Initiatives Program (FIP), which promotes voluntary initiatives undertaken by individual faculty members. In AY2017, five projects were selected for DIP and 15 for FIP (Ref. 6-11).

To provide training for faculty in multicultural environments, the university also runs the Minnesota FD Program in cooperation with the University of Minnesota, which has developed a reputation and track record in this field. This program has been customized for APU faculty members and covers the training methods employed by the University of Minnesota with an eye on achieving the following objectives: (1) to acquire cutting-edge techniques pertaining to the setting of learning goals, the assurance of student learning and the design of curricula and classes, (2) to learn methods for putting active learning into practice and making classes more interactive, and (3) to improve the ability of non-native speakers of English to use English in the classroom. The program is open to faculty nominated by the colleges and centers, and in AY2017, three faculty members from the College of Asia Pacific Studies, two from the College of International Management, and one from the Center for Language Education participated in the program (Ref. 6-12).

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 2017	Training on the protection of personal information (new faculty orientation)
April 2017	Harassment prevention training (new faculty orientation)
July 2017	LGBT (sexual minority) training
September 2017	Training on the protection of personal information (new faculty orientation)
September 2017	Harassment prevention training (new faculty orientation)
October 2017	Assertive communication training

■　Evaluation of faculty teaching, research, and community service and application of the outcomes thereof

Faculty Assessment System

At APU, to realize our mission and purpose, we recruit faculty of many different 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. 6-13). Assessments are performed by the Faculty Assessment Committee (Chair: President; Members: Vice Presidents, College Deans, Deans of Divisions, Center Directors, etc.). The following is an outline of the system.

- Assessments 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.

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. All graduate school faculty are also subject to assessments because those positions are assumed concurrently by the faculty in the undergraduate colleges. 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. 6-8).

<u>Establishment and utilization of faculty qualifications for international accreditation</u>

The College of International Management and the Graduate School of Management established faculty qualifications as part of the effort to secure accreditation from AACSB (which was obtained in AY2016) (Ref. 6-14). Every year, the College and Graduate School check to see that they meet the faculty qualification standards and report these results to AACSB. More specifically, in accordance with the university's Faculty Qualification Standards, faculty are classified into the following four categories based the degrees they hold and their teaching and research achievements: Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), and Instructional Practitioners (IP). (Faculty who do not fall under any of these categories are classified as "Others.") In terms of target thresholds, at least 40% of all college and graduate faculty must be SA, the total of SA + PA + SP must be at least 60%, and the total of SA + PA + SP + IP must be at least 90%. Faculty who do not meet these standards are interviewed as part of the faculty assessments, and the College / Graduate School Dean provides them with guidance to help improve their quality. These Faculty Qualification Standards are reviewed regularly, and teaching and research achievements are assessed both quantitatively and qualitatively.

<u>Assessment/Evaluation Parameter (5): Is the faculty organization regularly assessed and evaluated for suitability? Are efforts made to improve the faculty organization based on these reviews?</u>

> Evaluation Points
> ○ Assessment/Evaluation conducted based on adequate evidence (i.e., documents and data)
> ○ Improvements made based on assessment/evaluation outcomes

■　Assessment of the faculty organization for suitability

<u>Assessments by the university-level Personnel Affairs Committee</u>

The university-level Personnel Affairs Committee confirms that the respective faculty organizations are suitable when it formulates annual faculty hiring plans for each college and center. The Personnel Affairs Committee, which is composed of the President (Chair), all of the Vice Presidents, the College Deans, the Director of the Center for Language Education, and the Dean of Academic Affairs, assesses the all of the faculty organizations in terms of optimality and reflects these assessments in faculty hiring plans.

<u>Graduate school instructor qualification screenings</u>

A Graduate School Instructor Qualification Screening Committee is established under the

University Senate Meeting to screen all full-time professors, associate professors and associate professors (except where exceptions apply). The Graduate School Instructor Qualification Screening Committee is chaired by the Vice President of Academic Affairs and is composed of the Deans of the Graduate Schools, Associate Deans of the Graduate Schools, Dean of Academic Affairs, Dean of International Cooperation and Research, and expert members appointed by the Chair. This committee conducts stringent screenings based on criteria stipulated for position, education, teaching experience, and research achievements (Ref. 6-8).

Graduate school instructor qualification screenings are conducted for all full-time faculty every five years, not just at the time of appointment, promotion, or status switch to tenure, to ensure the quality of research supervision at the university level.

Faculty assessment system

The aim of the faculty assessment system is two-fold: to boost faculty motivation and commend positive contributions by recognizing those faculty with outstanding achievements in the fields of Teaching, Research, and Community Service and encourage improvements in lecture instruction, a duty common to all faculty, by recognizing those faculty who have contributed to improving the quality of education.

The assessment process also encourages faculty to improve by having them reflect on and assess their own activities, so in this way, it serves to ensure the suitability of the faculty organization (Ref. 6-13).

■　Improvements based on assessment and evaluation outcomes

Since its inception, the university has revised its faculty systems in line with academic reforms and revisions to legislation at the national level by adopting measures such as the tenure track system and fixed-term faculty positions. In this way, it has striven to maintain and improve the suitability of the faculty organization. Recently, it has been revising its systems to elevate academics at APU while responding to recent revisions to legislation at the national level, including revisions to the Act on the Stabilization of Employment of Elderly Persons and the Labor Contract Act.

Due to geography and fixed-term employment conditions, retaining instructors was an issue for the Center for Language Education, so in AY2015, the new position of tenured senior lecturer, a position with no fixed term of employment and dedicated to teaching in a specific field (i.e., language education), was created to improve the faculty organization in the Center for Language Education.

In AY2017, the specially-appointed faculty member system, which had been used for various purposes, was redefined solely for the hiring of renowned outside researchers and faculty for certain purposes in accordance with its original objective. In line with this, the specially-employed faculty member system was established to re-appoint professors after the age of mandatory retirement (65

years), something that was previously done with the position of specially-appointed faculty member. Concurrently, to respond to revisions to the Act on the Stabilization of Employment of Elderly Persons, the new position of continuously-employed faculty member was established to guarantee employment to those associate professors and tenured senior lecturers who wish to continue working until the age of 65 after mandatory retirement at age 60 (Ref. 6-15).

(2) Strengths and distinctive features

■ Establishment of a university-level Personnel Affairs Committee

A university-level Personnel Affairs Committee chaired by the President verifies the suitability of all faculty organizations while making decisions on faculty appointments and promotions. This enables optimal faculty hiring from a university-wide perspective, as opposed to closed-off hiring decisions by each college's Faculty Council Meeting, as well as impartial, stringent, and fair hiring across all colleges and centers.

■ Realizing a 50% non-Japanese faculty member ratio

By using international open recruitment, stringent checks of candidates' degrees and research achievements, firmly established interviewing methods, and a tenure track system, the university has been able to successfully recruit talented young researchers from throughout Japan and around the globe. This has allowed the university to more or less maintain the 50% non-Japanese faculty member ratio that was stipulated as one of the Three 50s at the time of inception (Ref. 1-5).

■ Ascertaining research achievements and improving international compatibility

As mentioned earlier, as part of the AACSB accreditation process, the College of International Management and Graduate School of Management adopted faculty qualifications that classify faculty into four categories, each with its own target threshold. These faculty qualifications are checked annually. The Dean monitors faculty teaching and research and interviews those faculty who do not satisfy these standards in an effort to maintain and improve the quality of faculty. The College of Asia Pacific Studies and Graduate School of Asia Pacific Studies are also considering adopting faculty qualifications, so these efforts are expected to have a university-wide domino effect.

(3) Problem areas

■ Formulation of the next Faculty Organization Development Plan

Ahead of implementing academic reforms, which included revisions to the undergraduate curricula, in AY2017, wide-ranging discussions were held on the faculty organization with an eye on ensuring the appropriateness of the reforms and progression of the curricula, but they did not lead to the formulation of a university-wide Faculty Organization Development Plan. At present, the Personnel

Affairs Committee continues to use the Faculty Organization Development Plan (AY2011-2014), which was formulated to coincide with the 2011 academic reforms, as the basis for faculty hiring while making appropriate adjustments.

The 2017 academic reforms aiming to develop APU Global Learning, an initiative that connects the university's strengths to its education, and improve the quality of education, defined many issues including the implementation of multicultural collaborative learning, enhancement of off-campus programs, language education reforms, and the improvement of the undergraduate curricula. Ensuring a faculty organization that can carry out these reforms requires the formulation of a mid-term plan that also addresses financial and other issues. At present, the next faculty organization development plan is being deliberated in the New Faculty Organization Development Plan Review Committee, whose chair and vice chair are the Vice President of Academic Affairs and the Vice President of General and Financial Affairs, respectively.

■　　Performance evaluations of faculty teaching and research

The faculty assessment system, which serves to conduct performance evaluations of faculty members' teaching and research achievements, has been in operation since AY2003. In AY2016, the College of International Management and the Graduate School of Management adopted a new system of faculty qualifications as part of the AACSB accreditation process, but these are primarily quantitative assessments of faculty performance; qualitative assessments are still lacking. In AY2018, discussions will be held on the fundamental overhaul of the faculty assessment system, and discussions are underway on adding a qualitative element to the AACSB Faculty Qualification Standards.

(4)　Summary

The university pursues education and research based on its basic ideals, the Ritsumeikan Charter, and other important policies. In its faculty recruitment guidelines, the university clearly presents expectations for faculty and defines the following application requirements: possession of a degree or certifications, work experience or other qualifications, agreement with the university's basic ideals, and enthusiasm for teaching and conducting research at the university.

With regard to faculty organization development, the university implemented academic reforms, which included revisions to the undergraduate curricula, in AY2017, and while this typically requires the formulation of a faculty organization development plan suited the content of the reforms, the university is currently using the Faculty Organization Development Plan (AY2011-2014), which was formulated to coincide with the 2011 academic reforms, as the basis for faculty hiring. The university must formulate a policy and detailed plan for faculty organization development that is both based on and suited to the university-level mid-term plan and the mid-term plans for each college and center in order to enhance the quality of its teaching and research. At present, the New Faculty Organization

Development Plan Review Committee is in discussions with an eye on formulating the next plan before the end of the 2018 academic year.

The current faculty organizations all exceed the required number of full-time faculty stipulated in the Standards for the Establishment of Universities and the Standards for the Establishment of Graduate Schools. The university has maintained a policy since opening to secure at least 50% of faculty from outside of Japan in order to realize its ideals and objectives, and the realization of a faculty organization composed of faculty from many different countries and regions is one of the university's distinctive features. Considerations are taken to ensure that full-time faculty teach key lecture subjects, and all faculty holding the positions of professor, associate professor, and assistant professor must undergo mandatory screenings every five years to determine their graduate instructor qualifications. In this way, the faculty organization is designed to properly maintain and improve the quality of education.

Procedures for the recruitment, appointment and promotion of faculty are set forth in the Ritsumeikan Asia Pacific University Appointment and Promotion Regulations for Faculty Members, and detailed screening criteria for appointments and promotions are also in place. Policies for faculty hiring, detailed rules for recruitment and screening, and rules on promotion screenings are all decided by the university-level Personnel Affairs Committee chaired by the President. Issues with faculty frameworks specific to the colleges and centers are also shared in the committee to ensure consistency and impartiality for the university as a whole.

With regard to teaching and research, appropriate frameworks of accountability are in place in each college, graduate school, and center under the oversight of the President, who is ultimately responsible for all school affairs. To ensure that duties pertaining to school affairs are effectively performed, frameworks for accountability are also in place in the Division of Academic Affairs, Division of Student Affairs, Division of Careers, International Cooperation and Research Division, and the Office of the President.

To improve the lecture management skills and advising abilities of the faculty, FD activities consist of DIP, which promotes initiatives sponsored by the academic bodies, and FIP, which promotes voluntary initiatives undertaken by individual faculty members. The university also operates the University of Minnesota FD Program to train faculty in multicultural environments, and every year around five faculty members participate.

As for the suitability of faculty organizations, the university-level Personnel Affairs Committee assesses the situation in each college and center when it formulates its annual faculty hiring plans. Moreover, graduate school instructor qualification screenings and faculty assessments contribute to improving the quality of faculty organizations throughout the university by way of evaluating the teaching and research achievements and outcomes of each faculty member.

Despite having some issues, the processes for evaluating and applying faculty teaching and research

achievements are regularly reviewed and have improved over the years. Regarding AACSB accreditation, the university is scheduled for a re-accreditation screening in 2021, so it must meet all of the targets for faculty qualifications in order to maintain its accreditation. The university recognizes the maintenance of accreditation as a means to both improve the quality of its teaching and research and enhance its international compatibility, and it plans to spread those initiatives throughout the university.

As described above, the university has clearly defined policies on its expectations for faculty members and faculty organization development in line with its ideals and objectives, based on which the university-level Personnel Affairs Committee conducts strict faculty hiring, implements FD activities institutionally and multilaterally, and assesses the suitability of the faculty organization. In conclusion, all of these endeavors can be deemed as contributing to the improving the quality of teaching research.

7. Student Support

(1) Description of Current Conditions

Assessment/Evaluation Parameter (1): Are university policies regarding the support required for students to focus on their studies and lead safe and comfortable lives on campus clearly indicated?

Evaluation Points

○ Appropriate indication of policies regarding support in light of APU's ideals and objectives, enrollee trends, and other factors

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. 7-1).

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
7) Campus Safety

Assessment/Evaluation Parameter (2): Is there a system in place for providing student support based on university policies regarding student support? Is student support being conducted adequately?

Evaluation Points

○Providing adequate support for student learning

・ Providing adequate support for student learning

・ Monitoring and advising students with poor grades

・ Remedial and supplementary education matched to students' skills

・ Monitoring and assistance for students who have to repeat grades and students who have taken a leave of absence

・ Monitoring and handling students wishing to withdraw from APU

・ Learning support for students with disabilities

・ Providing scholarships and other types of financial support

・ Extracurricular education

・ Learning support for a wide variety of students such as exchange students

○Providing adequate support for student life

・ Developing a system for handling student consultations

・ Developing a system for preventing harassment (e.g. academic, sexual, or psychological)

・ Considerations for students' mental and physical health, hygiene, and safety

○Providing adequate support for student career paths

・ Developing a system for providing career support to students (e.g. establishment of a career center)

・ Providing support or guidance for selection of a career path

○Providing support to improve students' extracurricular activities (e.g. clubs)

○Adequately providing other types of student support according to student requests

■ Adequate development of a student support system

For its student support system, APU has installed a Student Office as a body for providing support to which the Dean of Student Affairs and Associate Dean of Student Affairs have been appointed as faculty officials under the Vice President (Student Affairs). Cases concerning student activities are discussed and approved by the Student Affairs Committee (Ref. 7-2). The Student Office has a system in place for support of extracurricular activities, financial support, support campus life, health management, and AP House as a group. In addition, a counselor has been appointed as a permanent position since AY2016 to strengthen the consultation system for student concerns such as mental instability.

■ Providing adequate support for student learning

1) Monitoring and advising students with poor grades

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 Study Skills and Academic Writing and/or Multicultural Cooperative Workshop. 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 AY2016, we issued warnings to a total of 1,489 students. Also, at the end of the first semester after new students enroll, we hold academic advising sessions for those students who did not complete enough credits. Furthermore, interested students can reserve academic advising slots, and we provided study support to a total of 85 students in AY 2016 (Ref. 4-17).

2)   Remedial and Supplementary education matched to students' skills

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.

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 89 students).(Ref. 7-3)

An Analytics and Math Center was established in the AY2017 Fall Semester and provides individual supplementary education for Fundamental Mathematics, Business Mathematics, Advanced Mathematics, and Statistics that have become requirements from the AY2017 curriculum

(Ref. 4-10).

3)   Handling student leaves of absence and withdrawals

Requests for leave of absence or withdrawal are not permitted until students are interviewed by a Student Office staff member and cases are deliberated by the Student Affairs Committee, which comprises the Vice President (Student Affairs). Dean of Student Affairs, Associate Dean of Student Affairs, and members of the Division of Student Affairs, and approved by the President (Ref. 7-2). At APU, there is no system in place to allow students to repeat a year.

To take a leave of absence to travel abroad or participate in an internship, students must attend a leave of absence guidance session, and the purpose, action plan, and targets of the leave of absence are clarified through several interviews by a staff member based on a purpose and planning sheet completed by the student.

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.

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.

4)   Learning support for disabled students

With the enactment of the Act on the Elimination of Discrimination against Persons with Disabilities (Act on the Elimination of Discrimination) on April 1, 2016, APU established a Working Group in Accordance with the Act on the Elimination of Discrimination in June 2015. This working group observed precedents and preparations at other universities, participated in seminars held by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and Japan Student Services Organization (JASSO), and discussed points for preparation and development based on the current situation at APU. We also established Guidelines on Support Services for Students with Disabilities and published these guidelines on APU's official website and in the university pamphlet, applications guidelines, admissions handbook, and campus life handbook (Ref. 7-4).

As a university-wide support system for students with disabilities, we established an Advisory Committee for Students with Disabilities chaired by the Dean of Student Affairs that holds meetings

to share reports and issues pertaining to the support every semester. In addition, a Consultation Desk for Students with Disabilities has been installed in the Student Office and at least one Support Coordinator for Students with Disabilities has been appointed in each office to assist in consultations (Ref. 7-4).

Learning support for students with disabilities in accordance with the type and extent of disability includes considerations such as note-taking, enlargement of class materials, seat placement in the classroom, and individual assistance in exams. In the AY2017 Spring Semester, support was provided to three students with visual impairments, one student with a physical/motor disability, one student with a health impairment, eight students with developmental disabilities, and four students with mental disabilities (Ref. 7-5). Improvement of campus facilities consisted of renovation of automatic doors and AP House rooms.

Surveys were administered to students who received learning support and assisting coordinators and discussions are being held to share the actual situation and issues and consider measures for improvement.

5)   Financial aid
i.   Scholarships for undergraduate students (University Basic Data, Table 7, Ref. 7-6)

The Japan Student Services Organization (JASSO) Scholarship (Grant-type/Loan-type) is the basic form of financial support provided to undergraduate domestic students, of whom 931 received this scholarship in AY2017. 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%). In AY2017, 2,077 students (77.8% of international students) received tuition reductions in the spring semester, while 2,118 students (77.2% of international students) received them in the fall semester.

Also, as complementary systems, APU also offers the Ichikawa Scholarship for African Students and the Soroptimist International of Beppu Scholarship as its unique scholarship systems.

As financial aid-type scholarships for both domestic and international students, APU also offers unique programs to provide financial support for diverse kinds of learning, including the Domestic Students Academic Excellence Scholarship that is decided prior to admission and the Ando Momofuku Scholarship/Honor Prize, the Ando Momofuku Award, the Academic Merit Scholarship, and the Yokoyama English Scholarship that apply after admission towards regular curricular and

extracurricular activities and are part of financial support APU provides. There is also the Kyushu Oil Labor Union Stork Scholarship to promote local exchange and participation in local community contribution activities, targeting individuals who can contribute to the development of the local community.

ii.　Scholarships for graduate students (University Basic Data, Table 7, Ref. 7-6)

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 AY2017, 99 students (56.3% of graduate students) received tuition reductions in the spring semester, while 107 students (56.6% of graduate students) received them in the fall semester. APU also offers the Scholarship of the Ryoichi Sasakawa Young Leaders Fellowship Fund as a scholarship paid out of fund management gains.

Other aid to support research activities of Master's and PhD students are a subsidy program for Master's program field research and a program to support research by PhD students. In AY2017 a total of 25 graduate students, 19 Master's students and six PhD students are receiving support.

iii.　External scholarships for undergraduate and graduate students (University Basic Data, Table 7, Ref. 7-6)

As for grant-type scholarships from private scholarship foundations outside of the university, 905 students have secured scholarships from 48 organizations.

Moreover, some graduate students also secured scholarships from foreign governments or other external sources; 89 graduate students received scholarships from 12 organizations.

6)　Extracurricular Education

i.　Encouraging student peer support

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. A group to support orientation, a group to support students' community exchange activities, a group to set up the stage for university events, friendship building with other language basis students, curriculum studies, language studies, career development, studying abroad, and job hunting are just some of the diverse examples (Ref. 7-7).

Student staff grow through interaction with supervising faculty/staff and students targeted for

support, and students who received support apply to become student staff themselves, creating a cycle in which they then play the assisting role.

Table: Student staff carrying out student peer support

Resident Assistant (RA)	Students who carry out floor management for student residency at AP House, support residents and promote community exchange.
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.
Teaching Assistants (TA)	Students who assist with lectures and 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.
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.
Student Activity Station (SAS)	A student group that plans and implements 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.
Multicultural Camp Leaders	Students who plan and run a one-night, two-day camp for new domestic students who could not get into AP House to give them an opportunity to make friends with international students.
Junior Assistant-advisers for Career (JAC)	Students who offer career guidance mostly to first and second-year students and plan and run various events.
Student Career Adviser (SCA)	Fourth-year students who have finished their job hunting activities and received unofficial job offers and help their juniors by giving them advice on how to write their entry sheets and take interviews.

ii.   AP House: A community for living and learning

AP House 1 and 2 which are on campus (capacity of 1,310 residents) promote mutual exchange between new international undergraduate students and new domestic undergraduate students wishing to live at AP House during their one year residence at AP House. Of all the rooms, 378 are shared and internationals students and domestic students are paired together. With this setup, our new students numbering over 1,000 people each year (about 90% of all new undergraduates) from over 50 countries and regions are together most of the year and form a community of new undergraduate students.

Also, AP House 4 which is off campus (capacity of 204 residents) accepts new graduate students and undergraduate exchange students who form a graduate student community and community of exchange students.

At AP House 1, 2, and 4, two RAs are appointed to each floor which holds between 30 and 50

students (70 RAs in total) where they manage the floor, help other residents, and promote community exchange. RAs are usually second- and third-year undergraduate students, and we maintain a good balance of international and domestic RAs and of male and female RAs.

With the goal of managing and assisting residents, RAs hold floor meetings for their floor once a month during which they hold Community Living Workshops to prepare residents for living among the community a year later. Workshops include topics such as observing laws and regulations, strictly following traffic rules, contracts, explanations of doctor's visits at a medical institution, and rules and etiquette for daily life and customs. Students take turns having kitchen cleanup duty on their floor to not only raise awareness concerning public health and community living, but also to develop an understanding about garbage separation. This duty is a chance to develop personal awareness and responsibility as a member of the community and also helps promote exchange among floormates.

With a view of promoting exchange, RAs run floor events about once a month during which friendly ties are strengthened through activities such as meal parties. In addition to floor events, building events are held for each of the six buildings in which opportunities for exchange through sports and other programs are created for residents who have little interaction with each other ordinarily. Also, a World Festival and Countdown Event are held in June and at the end of the year, respectively, for all residents, promoting active multicultural interaction.

Various programs themed primarily on healthcare and culture in line with residents needs such as cooking classes, yoga classes, Pilates classes, and tea ceremony, flower arrangement, calligraphy, and kimono dressing classes are being test launched throughout this academic year. In addition to the Peace Tour that has been held for many years in which residents visit Nagasaki and Hiroshima to learn about peace, APU has expanded learning opportunities such as Technical Visits in which residents visit Japanese factories and production facilities, further promoting multicultural interaction.

■ Providing Adequate support for student life
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 93.4% of our students received them in spring 2017 (Ref. 7-8). 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 training workshops 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 (Ref. 7-9).

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. 7-10, Ref. 7-11). 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 AY2017, 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.

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 possible, the Counseling Room offers consultations in Japanese and English. 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 (Ref. 7-12). They share information and exchange opinions regarding mental health support for students, faculty and staff and work to build a close cooperative relationship.

3) Implementing a medical assistance service

APU launched medical assistance services in AY2017 with the aim of supporting and strengthening health maintenance for international students (Ref. 7-13). The structure for this program is one-stop support for international students enrolled at APU, including arrangement of doctor's visits at medical institutions, interpreting during phone calls with medical institutions, and medical transportation and support to assist helpers (e.g. parents or guardians) in Japan as well as arrangement of ongoing treatment in the student's home country. Students who lack Japanese language ability are always able to utilize a phone service for receiving a referral to a medical institution for their specific medical condition and interpreting assisting over the phone to

communicate with doctors, nurses, and other medical staff at the actual medical institution the student visits.

4)   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. 7-14). 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.

5)   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.

■   Providing adequate support for student career path

1)   Strengthening the career path development support system

APU's career support system is supervised by the Division of Careers. A Career and Job Placement Committee headed by the Vice President of Careers (Faculty) has been established to analyze employment opportunities and formulate, implement, and improve policies in order to help students form their own career paths through educational goals of each academic body and activities in all aspects of student life so that they can choose the path that is right for them. The Career Office offers guidance, workshops and other events, and career counseling in Japanese and English.

In AY2016, career counseling was provided to as many as 3,000 students (Ref. 7-15). Support 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. A counselor in a permanent position with complete knowledge of APU students' situations has been appointed to the Tokyo Campus, and there were 991 APU users in AY2016 (Ref. 7-16).

Career Office duties are reviewed and streamlined and systems are developed in order to implement key support policies decided by the Career and Job Placement Committee. To ease the heavy work burden of on-campus recruiting, operation is being simplified through the building of a

system and preparations are underway to outsource work. This plan is intended to enhance career path development support for students other than prospective graduates throughout the year. Preparations are also underway to provide career support in Japanese and English primarily at the Tokyo Campus and the Osaka Campus.

APU places great importance on peer support from students and has two student-led support organizations supervised by the Division of Careers: Junior Assistant-advisers for Career (JAC) who help primarily first- and second-year undergraduate students develop their career paths from a student's perspective and Student Career Advisers (SCA) who are fourth-year undergraduate students who have already received job offers and help first- to third-year students based on their own experiences.

Importance is also placed on programs that allow alumni to participate in education. Alumni Associations in each country run career development support programs for current students and alumni working for international organizations and companies in Japan and other countries act as role models for current students, supporting them in their curricular and extracurricular activities.

2)   Job placement and advancement guidance in the regular curriculum

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(Ref. 7-17). The number of students who registered for these subjects in AY2016 was 231 for Career Design I, 186 for Career Design II, 92 for Career Design III, and 150 for Internship.

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 AY2016, 90 students took this subject. We also collaborate with the Division of Careers to carry out programs for Japanese classes to help freshman students independently consider the relationship between Japanese study and job hunting and an enriching campus life and career path development.

3)   Strengthening job matching through 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, 270 companies visit the campus in a year, thus providing students with opportunities to enter a wide

range of industries (Ref. 7-18).

■ Providing support to improve students' extracurricular activities (e.g. clubs)

The interests of our students are wide and varied, and in many cases, our students belong to more than one student organization or establish new clubs. Review meetings are held to discuss the continuation of existing clubs and formation of new groups each academic year to ensure students can also start activities and carry them out actively.

In AY2017, self-directed activities over the last 10 years were reviewed and the system was restructured to provide support based on current student activities and trends in such activities (Ref. 7-19). The numerous categories of clubs were reorganized and the number of categories was reduced to two: groups to receive priority support and other groups. Aside from groups that act as models, leading other groups together with the university, the support system is structured to place strong importance on students' independence and enable a wide variety of activities.

We also analyzed recent student trends and the continuity rates of clubs and found that many students participate in a wide variety of activities over a short term during their time at APU, and we decided to strengthen support for student groups established temporarily for a certain purpose starting in AY2017 (Ref. 7-19). This not only enables us to delegate university support according to the type or method of student-led project, but also established a framework for self-directed activities carried out together with companies and organizations in the community with APU's support.

In these activities, we carried out numerous public presentations and widely publicized the activities as measures for achieving ripple effects spreading to other students. Activities in these projects were publicized on social media and some articles were viewed over 1,000 times (Ref. 7-20).

■ Adequately providing other types of student support according to student requests

As a part of activities to support diversity, the LGBT Policy was established and enacted in AY2017. This program was started because of student consultations about problems they were having and university-wide discussions were launched (Ref. 7-21).

Assessment/Evaluation Parameter (3): Is student support regularly assessed and evaluated for suitability? Moreover, are efforts taken to improve support based on those results?

> Evaluation Points
> - Assessment/evaluation based on appropriate grounds (materials, information)
> - Improvement based on assessment/evaluation results

Overall curriculum guidelines and learning approaches at APU are reviewed once every six months or once a year and an implementation plan to start the following semester is discussed in light of the situation and current issues of students with disabilities. Approach to learning support as a part of support for students with disabilities is assessed by the Advisory Committee for Students with Disabilities.

The Student Office summarizes the various duties each year and determines what issues exist and the extent to which targets have been achieved. The summary of duties is then discussed at a Staff Meeting, after which the Student Affairs Committee holds a dialogue and attempts to reflect the summary in its approach and specific policies.

The Division of Careers holds a Career and Job Placement Committee meeting every semester that formulates support policies and carries out the plan-do-check-action (PDCA) cycle for implementation, summarization, and improvement. To enhance support for each issue in undergraduate education, language education, support for students with disabilities, and so on, discussions are held with the executives of each organization and systematic support is pursued.

(2) Strengths and distinctive features

■ Learning Support

APU that is based on a premise of bilingual (Japanese and English) education and offers a wide variety of support for improving language skills. In addition to the SALC and FIX courses mentioned above, an English course and English project are provided to Japanese-basis students as pre-enrollment education. Moreover, English-basis students receive results of placement tests conducted during the orientation period and short-term intensive hiragana sessions for practicing writing hiragana are held for students who need more practice prior to the start of the semester.

■ 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. The balance of domestic and international student membership is an important factor we look at when approving student organizations. All told, 47% of students belong to a student organization, which suggests that multicultural student interaction is robust in student extracurricular activities as well (Ref. 7-22).

Of particular importance is the aforementioned 1) multicultural living in AP House and 2) student peer support systems as well as 3) multicultural student collaboration during the Multicultural Weeks. Multicultural Weeks are week-long series of student events aimed at increasing understanding of a certain country or region by showcasing its culture, arts, cuisine and so on, and they have been held as student-led activities since 2007. In AY2017, 14 Multicultural Weeks were held. This event has

grown to one of APU's leading extracurricular activities; half of participating students are from the country being showcased, while the remainder are half domestic students and half international students from other countries, with about 1,800 students participating in one year (Ref. 7-23).

We also devise and implement a wide range of multinational exchange events, including but not limited to the Multicultural Camp for new enrollees (Ref. 7-24). The Event and Project-based Support System that was established in AY2017 as a program to support student activities has a condition that there must be students from at least two different countries in activity groups   (Ref. 7-25), and this condition will become a requirement for all clubs from AY2019 (Ref. 7-26).

With these kinds of initiatives, every student can engage in some form of multicultural interaction and collaboration during their time at APU.

■   Strengthening support for advancement to graduate school

Measures for strengthening support for graduate school advancement were formulated by the AY2016 Career and Job Placement Committee, and we have since been working together with the undergraduate colleges and the Admissions Office to prepare students for advancement from early on and boost student motivation. Through these efforts, 78 students decided to advance to graduate school in AY2016, including advancement to a PhD program (Ref. 7-27).

■   Maintaining and increasing the job placement rate

Evaluations of APU from companies were collected by surveys given to companies participating in on-campus recruiting in AY2015 in which points such as our students' communication skills and level of multicultural understanding were highly evaluated. Our international 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 were also rated highly, as evidenced by a 93.5% job placement rate in AY2016. Our domestic students were also highly commended for undergoing intercultural experiences on a daily basis and their ability to collaborate in multinational or multiregional teams, as evidence by a 98.5% job placement rate in AY2016 (Ref. 7-27).

(3) Problem Areas

■   Learning Support

In consultations pertaining to students' withdrawal from APU, a staff member listens carefully to the student to determine the circumstances leading to their enrollment at APU, the status of their studies, extracurricular activities, and daily life, and other circumstances leading to their wish to withdraw from the university. We currently only have a general grasp of the situation concerning withdrawals in terms of numbers, reason, and region of origin, and our initiatives have not yet led to enrollment management based on the results of analysis. We have programs to support learning, but

the correlation between these programs and actual withdrawals in unclear. Some students withdrawing for financial reasons have fallen into financial hardship due to suspension of a scholarship resulting from a learning setback, and multi-faceted initiatives are needed to effectively deter withdrawal from APU. Furthermore, we currently have no comprehensive policies for supporting learning and need to develop such policies.

■   Supporting graduate student advancement

Some graduate students at APU have work experience and wish to advance their careers, including some who are seeking jobs in Japan. However, about half of new enrollees are self-funded international students who enrolled directly from overseas and require unique support in developing the skills needed for career advancement, such as Japanese language skills, understanding of Japan's unique job hunting situation, and understanding of the career paths in Japanese companies. The Division of Careers views this is one key project of the Career and Job Placement Committee. Various initiatives are carried out, such as enhancement of career counseling in English, Japanese industry research seminars, company visits to develop new English-centric internships, and provision of Japanese study information outside of classes, but these are not enough. We need to collaborate with the graduate schools and the Division of Academic Affairs to hold discussions towards curriculum reform in order to incorporate internships into the curriculum.

■   Monitoring the career paths of our alumni

Many APU alumni who start a career advance in their careers by continuing on to graduate school. We are striving to monitor the situation through LinkedIn and Facebook but are falling short. As a plan for APU's 20th anniversary (in 2020), we have decided to build a platform for alumni information and will work together with the Office of the President to elaborate our plan.

■   Alumni participation in education

In the SGU Project, one main part of initiatives to have alumni participate in education is the development and implementation of internships with alumni (GAIA) (Ref. 7-28). There were three such internships in AY2016. For internships outside of Japan, development of new internships is difficult in some countries within the current framework due to visa requirements, and so a current challenge is how to use a variety of techniques to develop internships, such as visiting alumni for an interview.

(4)   Summary

■   Learning Support

The Student Affairs Committee will discuss leaves of absence and withdrawals and propose and

implement policies for remedial measures. In particular, as learning support is essential as a concrete measure for deterring withdrawal, we will clarify the relationship between withdrawal and data on course taking and academic performance as soon as possible and consider measures to prevent early withdrawals, deepening collaboration with Division of Student Affairs and the Division of Academic Affairs and jointly carrying out initiatives.

Regarding leaves of absence, as APU promotes student mobility, the number of leaves of absence for voluntary travel overseas or internships is expected to remain the same or increase. We need to consider measures to support students after their return to APU by investigating how they see their growth through the leave of absence period and utilize what they learn in campus life after their return. Also, students who take a leave of absence to go abroad often have different goals from students wishing to participate in overseas exchange. That being the case, APU needs to consider whether or not to carry out new initiatives such as providing a new program matched to those students in which the students receive credits. Although we promote student mobility, we do not necessarily recommend taking a leave of absence. From the point of view of enriching students' opportunities for overseas experience, we will hold dialogues in the Student Affairs Committee and among other parties within the university to determine whether or not to change our policy to actively recommend taking a leave of absence for to go abroad or participate internships and will decide on a policy.

■　Career support

Within the Division of Careers, the Career and Job Placement Committee specifies key policies and collaborates with each organization to carry out support initiatives from the perspective of aiding strategic career path development over four years.

As projects with a defined approach in AY2017 (establishment of a Working Group for Enhancing Internships Suitable for APU, support for students aiming for interested in international organizations) are still in their infancy, we will pursue systematic initiatives towards elaboration in conjunction with projects to achieve SGU Project goals.

Among issues requiring improvement, support for graduate students is particularly critical, and we will aim to formulate support measures such as consultations with graduate school executives and use of examples of support at other universities including those outside of Japan.

8. Education and Research Environment

(1) Description of Current Conditions

Assessment/Evaluation Parameter (1): Are policies for developing the environment and conditions for student learning and education and research activities by faculty members clearly indicated?

> Evaluation Points
>
> ○ Appropriate indication of policies concerning education and research environment in light of APU's ideals and aims, the aims of each college and graduate school, and other factors

The policies concerning education and research environment have been redefined as follows in the Plan for Improving Campus Facilities with an Eye on APU2030 (Proposal; University Senate Meeting on 2017.3.14) (Ref. 8-1).

We will formulate a Campus Master Plan in accordance with the APU2030 Vision and the APU2020 Second Half Plan. Based on our long-term plan for renovations, the Campus Master Plan aims to improve the campus environment.

APU2030 Vision

↓

APU2020 Second Half Plan

↓

Campus Improvement Policy
We aim to create a campus that:
(1) Supports multicultural cooperative learning (with facilities to support a diverse array of communities)
(2) Is equipped with global-standard education and research facilities for the cultivation of outstanding students and researchers
(3) Emphasizes respect for human rights (with accommodations for people with disabilities, diversity, and physical and mental health)
(4) Takes into account harmony with nature, ecology, and disaster prevention
(5) Is open to the community

Assessment/Evaluation Parameter (2): Based on the policies concerning education and research environment, does the university have the required land and buildings and has it developed the necessary facilities and equipment required for education and research activities, such as an athletic field?

Evaluation Points
○Developing and managing facilities and equipment
・ Providing a network environment and information and communications technology (ICT) machines and equipment
・ Maintaining and managing facilities and equipment and ensuring safety and hygiene
・ Developing a campus environment that offers universal access and takes the comfort of its users into account
・ Developing an environment that promotes self-directed learning by students
○Initiatives concerning the establishment of staff, faculty, and students' information ethics

The total area of land owned by Ritsumeikan Asia Pacific University is 358,482 m² of which 60,908 m² is building area. This is significantly more land area than required by Standards for Establishing Universities. (University Basic Data, Table 1).

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.

・ We established the Learning Commons on the 1st floor of the Media Center in March 2011.

・ In August 2015, led by the Ritsumeikan Co-Op, APU's cafeteria became the second university cafeteria in Japan to obtain Muslim-friendly certification.

・ As a part of student amenities, we created The Quiet Space (a place for meditation) in March 2016.

・ The campus is also equipped with an athletic field (41,810 m²) and a gymnasium (2,950.67 m²).

・ Based on discussions with students with disabilities, we installed automatic doors at each entrance of Building D (media center, E (cafeteria), F (classrooms), FII, and H (graduate school building) in August 2017 and March 2018.

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. In particular, the

Committee has promoted part-time usage of heating equipment, installation of motion and brightness sensors for light fixtures, and improvement 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), 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) or 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 problems 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 detect issues rapidly. This office also manages an in-house contact list and reporting system.

We also formulated the Ritsumeikan Trust Risk Management Regulations (Ref. 7-14), Ritsumeikan Trust Fire and Disaster Prevention Management Regulations (Ref. 8-2) and the Ritsumeikan Trust Faculty and Staff Health and Safety Management Regulations (Ref. 8-3) 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.

Assessment/Evaluation Parameter (3): Is there a system in place for providing library and academic information services? Also, is it functioning properly?

> Evaluation Points
> ○ Provision of library materials and an environment for library book usage
> ・ Developing a collection of academic information materials such as books, academic journals, and electronic information
> ・ Developing a network with academic content provided by the National Institute for Informatics and other libraries
> ・ Enabling access to academic information
> ・Developing a library usage environment that takes student learning into account (e.g. number of seats, hours of operation)
> ○Assignment of staff with expertise to provide library and academic information services

■　Provision of library and academic information services

Status of provision of library materials and an environment for library book usage

As of May 2017, the library stocked 215,993 books, 2,776 periodicals, 89 online databases and electronic journals, and 3,756 audio-visual resources, making for a distinctive yet well-balanced collection suited to the education and research fields at APU (University Basic Data, Table 1; University Data, Table 31). Combined with materials available from Ritsumeikan University, our fellow Ritsumeikan Trust member, via inter-library loan, a total of 3,468,164 books can be accessed.

Most of the available materials 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 general educational books.

The 2,776 titles of academic journals comprises 1,805 Japanese journals and 971 foreign journals, and we maintain a particularly robust collection of foreign periodicals keeping APU's diverse composition of students and faculty and the bilingual nature of our education in mind. We have 89 browsable databases and electronic journals that can be used both on and off campus by completing a VPN connection procedure. 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, allowing us to offer highly convenient academic information services.

Using the Ritsumeikan Academic Information System (RUNNERS), library users can search for these books, periodicals and electronic journals from the APU Library as well as the seven Ritsumeikan University libraries. They can also reserve and request materials from any of the libraries in the system by way of inter-library loan. 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

(Ref. 8-4 http://www.apu.ac.jp/media/library_search/opac/index.html/）.

As lecture content for Study Skills and Academic Writing that is a common liberal arts subject taken by all first-year students as library literacy education for students, we offer out-of-class sessions where students use information and the library's collection of materials and learn to search for books in the collection and search for information using the library (Ref.8-5).

Overview of library facilities

The library has a Reserve Corner that provides one-stop access to the books designated as Required Readings and Further Readings for every subject as well as regular books. It also has a section for periodicals and magazines, an audio-visual corner, an information search corner, group study rooms and a Multimedia Room. The library has 1,034 seats for browsing materials.

The 1st floor of the library was renovated into a Learning Commons in AY2011. We expanded the collaborative learning area as well as the presentation room and group learning room and established a Writing Center (Japanese / English). We renovated the 1st floor even more in AY2017 with the aim of promoting multicultural cooperative learning, creating a new collaborative learning area, and we established an Analytics and Math Center to assist students in math and statistics learning.

The library is open from 8:30 a.m. to midnight from Monday to Friday and 10:00 a.m. to 6:00 p.m. on weekends, public holidays, and long vacations. It was open 331 days in AY2017 (Ref. 8-6).

<u>User assistance from dedicated staff</u>

Librarian-qualified staff from an outsourcing company assist library users at the main counter and the Reference Counter. Student staff are also involved in library operations. They shelve books, provide quick reference services and engage in publicity activities. Reference Counter staff and student staff offer reference guidance and other services as a part of literacy education in Study Skills and Academic Writing, the common liberal arts subject mentioned above, and also when requested individually by faculty members.

<u>Assessment/Evaluation Parameter (4): Are the environment and conditions for supporting education and research activities adequate and are education and research activities being promoted?</u>

Evaluation Points

○ Establishment of conditions for promoting research activities

・Indicating the basic stance regarding research as a university

・Using research funds appropriately

・ Providing support for acquiring external funding

・Providing research laboratories, securing research time, and guaranteeing a dedicated period for research

・Having a system to support research activities such as holding thesis writing seminars

○ Establishment of conditions for promoting education activities

・Improving education facilities and equipment and the education environment

・Having a system to support education and research activities such as teaching assistants (TA)

■　Establishment of conditions for promoting research activities

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. 8-7).

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) (Ref. 8-8; Ref. 8-9; Ref. 8-10).	¥12,500,000
Ritsumeikan Asia Pacific University Academic Conference Participation Subsidy System (Ref. 8-11)	
Ritsumeikan Asia Pacific University Academic Publication Subsidy (Ref. 8-12)	¥2,500,000

Note that this budget is not the upper limit for the system, but rather the figures assigned as the first year budget. The majority of subsidies in the APU Subsidy System are Grants-in-Aid-linked subsidies. If the number of Grant-in-Aid recipients rises higher than expected, for example, we exceed the budget and funds are taken from other budgets as arranged by the Student Office.

In addition, we operate the Ritsumeikan Asia Pacific University Academic Development Leave (ADL) System, which exempts up to ten tenured faculty per year from classes in one semester so they can focus on their research during a sabbatical (Ref. 6-10; Ref. 8-13). Past Deans are able to utilize the ADL system under a separate scheme.

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. 6-13).

The APU Subsidy System is constantly being updated in an effort to create research service reserves by streamlining administrative duties while meeting the needs of researchers. We are creating an environment that helps researchers access information easily, for example by posting important information online as much as possible.

In addition to financial aid, we also strive to improve research-related skills, for example by holding seminars on how to write and submit academic papers in English. (Ref. 8-14)

■   Establishment of conditions for promoting education activities
<u>Promoting multicultural cooperative learning</u>

As mentioned above, in AY2011, the 1st floor of the library was renovated into a Learning Commons, the collaborative learning area for students was expanded, and a platform for providing individual learning support (the Writing Center) was added. Furthermore, in AY2017, we greatly expanded the collaborative learning area with the aim of promoting multicultural cooperative learning and created an Analytics and Math Center, adding a system for providing individual learning support in math and statistics study (Ref. 4-10; Ref. 8-15).

Use of the Learning Management System (LMS)

For many years, APU has been using the LMS as a university-wide system for learning management in each lecture. The LMS remains an essential tool for professors to distribute, save, and store learning and teaching materials, hold short tests, and comprehensively manage test scores and other learning outcomes of their students. In AY2017, we stopped using the Blackboard that we had been using until that point and replaced it with a new system called manaba (Asahi Net).

Assignment of Teaching Assistants (TAs)

We extensively assign Teaching Assistants (TAs) as an education and learning support system for classes in an effort to improve the quality of classes. For undergraduate lecture courses, classes with 150 or more students are entitled to one TA upon request by the professor. TAs are also assigned to classes with less than 150 students for required subjects and core subjects for both colleges and subjects that require collaborative learning among students, for example. TAs are assigned to many of the language education subjects and subjects for freshmen as well where they contribute to collaborative learning among students and help implement interactive classes in addition to their role as a teaching assistant (Ref. 8-16).

Assessment/Evaluation Parameter (5): Are necessary steps being taken and measures applied appropriately to ensure compliance with research ethics guidelines?

Evaluation Points

○Initiatives related to the prevention of unethical research practices and misconduct in research activities

・Improving regulations

・ Periodically holding compliance classes and research ethics classes

・ Having an internal review organization concerning research ethics

Basic research ethics rules are stipulated in the Ritsumeikan Asia Pacific University Research Ethics Guidelines and the Ritsumeikan Asia Pacific University Regulations for Prevention of Misconduct in Research Activities (Ref. 8-17; Ref. 8-18). We also established the Ritsumeikan Asia Pacific University Guidelines for Ethical Conduct in Research Involving Human Subjects and the Ritsumeikan Asia Pacific University Guidelines for Proper Publication of Research Outcomes to create guidelines from the points researchers must consider. With this Code of Ethics, in addition to guaranteeing researchers the right to freely engage in research based on their good conscience as academics, 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. This information is also provided on the APU website (Ref. 8-19; Ref. 8-20).

We established a Ritsumeikan Asia Pacific University Research Ethics Committee to ensure thorough implementation of the Ritsumeikan Asia Pacific University Research Ethics Guidelines. The Committee also responds to 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 (Ref. 8-21). In AY2017, we also established a Research Compliance/Ethics Review Committee to listen to questions about research ethics and offer advice and to review compliance with guidelines concerning research involving human subjects (Ref. 8-22). This enables speedy response to inquiries about research ethics from researchers, thus creating a system that promotes efficient research activities.

In the previous self-assessment, we stated that the 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." The above improvements were made in response.

Assessment/Evaluation Parameter (6): Is the education and research environment regularly assessed and evaluated for suitability? Moreover, are efforts taken to improve support based on those results?

> Evaluation Points
> ○Assessment/evaluation based on appropriate grounds (materials, information)
> ○Improvement based on assessment/evaluation results

■　Writing of an Annual Report for the library

Every year, APU writes and publishes an Annual Report with various types of data on the usage of the library by students and the results of questionnaires. The various types of data and questionnaire results contained in the Annual Report are shared at the Media Resource Center Steering Committee meeting and used to set issues for upcoming years and discuss various plans.

The Annual Report summarizes the number of library visits by students, the number of books borrowed by students, and other details by college, year, language basis and other factors and also tracks data over time concerning correlations between academic performance (GPA) and number of books borrowed for seminar enrollees and non-seminar enrollees, for example. In the questionnaire for students, we ask about their use of the databases and their use of the equipment and services in the library. Based on their responses, we choose subscriptions for the following academic year and

consider plans for improving facilities and services.

■   Assessment/evaluation of the research environment

Regarding assessment and evaluation of the suitability of the research environment, we report the International Cooperation and Research Division activities every year at a University Senate Meeting and receive an evaluation. That University Senate Meeting is expanded to allow participation by managerial personnel and regular faculty members as well. Comments received at the meeting are used to make improvements in following years (Ref. 3-10; Ref. 3-11).

(2)   Strengths and distinctive features

■   Library environment that supports learning

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 for greater convenience for students using them.

In the Learning Commons on the 1st floor of the library, expansion of the collaborative learning area promises to further promote multicultural cooperative learning using APU's diverse student body. Also, the addition of new functions on that floor such as the installation of a new Analytics and Math Center providing individual learning support in math and statistics allows us to provide fine-tuned learning support together with the existing Writing Center for each individual student.

■   Development of facilities with consideration for diversity

We are developing facilities to accommodate diverse students (e.g. Muslim, LGBT).

■   Faculty research funds

Ritsumeikan Asia Pacific University Academic Research Subsidies have been offered since 2014 as Grant-in-Aid-linked subsidies through which APU actively encourages researchers to research and obtain Grants-in-Aid for Scientific Research. As requesting of such grants is now firmly established at APU, we revised the system in AY2017. In addition, the requirements for disbursement of an annual individual research allowance of ¥300,000 are extremely simple and these allowances form a foundation for research activities (Ref. 8-23).

(3)   Problem Areas

■   Training of Teaching Assistants (TA)

The main reasons for AY2017 academic reforms in accordance with changes to the undergraduate curriculum were to implement multicultural cooperative learning and improve the quality of education. To achieve these goals, we need to train Teaching Assistants (TAs) so that they have the capacity to adequately support the implementation of cooperative learning among students both inside and outside of class. In addition, the curriculum became stricter with AY2017 academic reforms, for example with an increase in required subjects at both colleges, and it is possible that more students are now focusing exclusively on their own studies, resulting in a decrease in the number of students willing to act as TAs. As implementation of the AY2017 curriculum progresses, we expect that faculty members of applicable classes will have an even greater need for TAs. Accordingly, some tasks for APU as a whole will be obtaining a sufficient number of TAs as well as training TAs so that they have sufficient quality and skills to take on more than a simple teacher's assistant role.

■　Issues concerning research

As shown in QS rankings of Asian universities and other rankings, APU rated poorly for number of articles published and cited. We plan to launch a project to strengthen our article publishing performance and will carry out improvements over several years.

(4)　Summary
■　Library and academic information services

Our library has a distinctive yet well-balanced collection suited to the education and research fields at APU. We maintain a robust collection of foreign periodicals, databases, and electronic journals suitable for APU's diverse composition of students and faculty and the bilingual nature of our education. Using the Ritsumeikan Academic Information System (RUNNERS), library users can search for information in the collections at the Ritsumeikan University libraries, cross search electronic materials, and reserve and request materials by way of inter-library loan. 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.

The library is open from 8:30 a.m. to midnight from Monday to Friday and was open 331 days in AY2017. It has 1,034 seats for browsing materials, meeting the needs of our students and faculty. The 1st floor of the facility was recently renovated into a Learning Commons and the collaborative learning area was expanded to promote multicultural cooperative learning as one of the main goals of AY2017 academic reforms. A new Analytics and Math Center was installed to provide individual learning support. The library now functions suitably as a daily learning base for students.

The library is staffed by certified librarians from an outsourcing company and student staff are

also available to assist library users. In addition to reference services at the library, they offer reference guidance and other services as a part of literacy education in Study Skills and Academic Writing, a first-year common liberal arts subject, and when requested individually by faculty members.

With the above developments, we have determined that the library and academic information services as well as the system providing these services have reached a sufficient level and are functioning properly.

■ Development of an environment and conditions for supporting research and education activities

We enhanced the Learning Commons on the 1st floor of the library as an environment for promoting education and learning activities and are promoting multicultural cooperative learning using APU's diverse student body. In addition, we are improving our concrete one-on-one learning support, for example with a Writing Center for providing students with individual writing instruction in English and Japanese and an Analytics and Math Center that provides individual learning support in math and statistics that became required subjects in the College of International Management in AY2017.

The significance of lecture assistance in promoting multicultural cooperative learning is increasing. At present, the general rule is to assign one TA for every relatively large class with at least 150 students, but we also assign numerous TAs to required subjects, core subjects, language education subjects and subjects for freshmen who contribute to cooperative learning among students and implementation of interactive classes. One task will be training TAs to be able to take on a peer leader role inside and outside of class and increasing the number of TAs in an aim towards achieving 100% multicultural cooperative learning.

From the above, we deem that our development of facilities, equipment, and the environment for promoting education and learning activities is being carried out appropriately in order. Regarding the system for supporting human-based education and student learning through the assignment of TAs, although we must further enhance the quality and quantity, we deem that our activities at present are suitable.

■ Faculty research funds

The majority of research funds at APU come from APU Subsidies funded by APU's ordinary expenses and Grants-in-Aid for Scientific Research, with a smaller amount coming from external subsidies. After 2015, we designed a financial support system in which APU Subsidies are linked to Grants-in-Aid for Scientific Research, but we are now considering revising the system to add an element evaluating research results with a focus on publication of articles. We will create new financial resources by redistributing APU's financial resources and acquiring external competitive

funding.

■　　Research ethics

By establishing the Research Compliance/Ethics Review Committee in AY2017 and having the Ritsumeikan Asia Pacific University Guidelines for Ethical Conduct in Research Involving Human Subjects and the Ritsumeikan Asia Pacific University Guidelines for Proper Publication of Research Outcomes, we have developed an environment for the standards required including national policies. We have also established a mid-term plan for ethics education and our policy involves first thoroughly educating staff, faculty, and PhD students and later enhancing education for Master's students and undergraduate students (Ref. 8-22; Ref. 8-24; Ref. 8-25).

9. Social Cooperation and Contribution

(1) Description of Current Conditions

Assessment/Evaluation Parameter (1): Has the university indicated a policy on social cooperation and contribution with the aim of appropriately sharing its education and research achievements with society?

Evaluation Points

○ Appropriate indication of policy on social contribution and cooperation in accordance with the mission and purpose of the university and the goals of the colleges and graduate schools

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In accordance with its basic nature as a university established through a large-scale public-private cooperation with Oita Prefecture and Beppu City, APU has pursued "cooperation with the region" as one of its fundamental objectives from before its official launch. In June 1999, we published "Proposals from APU," a basic set of guidelines for regional contribution activities that was widely distributed to local residents of Beppu City and other 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 20th 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 APU2030 Vision (Ref. 1-9).

Excerpt from the APU2030 Vision

In our global society of many different cultures and values, conflict and friction are bound to occur. APU strives to cultivate global citizens who will build a peaceful world by understanding and accepting cultural and historical differences. Fostering graduates with these abilities is at the core of APU's ideals of Freedom, Peace, and Humanity; International Mutual Understanding; and the Future Shape of the Asia Pacific Region.

APU Graduates will pursue freedom and peace with a deep respect for human dignity. By acting for the sake of both individuals and society, they can change the world.

Individuals who can change the world:

· Cooperate and overcome conflict through dialog for the benefit of society.

· Tolerate cultural differences and unfamiliar challenges.

· Create new values incorporating diverse perspectives and ideas.

· Envision their own goals and continue to grow as lifelong learners.

To cultivate such individuals, APU will:

- ・ Further utilize its preeminently multicultural campus to immerse students in a Global Learning Community that provides them with opportunities to grow.
- ・ Create a new Global Learning standard by pursuing internationally compatible education and research.
- ・ Strengthen ties with its invaluable stakeholders, from the local community to alumni around the world, working together to design the University and its educational programs.

Assessment/Evaluation Parameter (2): Is the university engaging in initiatives related to social cooperation and contribution in accordance with its policy on social cooperation and contribution? In addition, is the university appropriately sharing its education and research achievements with society?

Evaluation Points
○ Appropriate systems to cooperate with off-campus organizations
○ Promotion of education and research activities through initiatives related to social cooperation and contribution
○ Participation in regional and international exchange projects

■ 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 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.

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 2017 academic year, we have implemented 65 training sessions for a total of 793 short-term trainees from 78 countries (Ref. 3-11). 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. These efforts have been well received.

However, factors such as the retirement of faculty who supervised JICA training and a review of JICA training programs led us for the time being, to suspend the acceptance of new training programs in AY2017. From AY2018, we have examined new avenues (not limited to JICA) to develop training programs that allow us to contribute internationally (Ref. 9-1).

■　Regional contribution

Commissioned by Oita City, APU has offered several lecture series mainly geared toward the general public, which have been held every year since AY2006. Specifically, the Asia Pacific Innovation Management Center (AP-IMAC), an RCAPS-affiliated research center that primarily comprises College of International Management faculty members, offered lectures entitled "Introduction to the Management of Technology (MOT)" between AY2006–AY2015, and the APU Center for NEXT Generation Business and Industrial Creation (APU-NEXT) offered lectures based on the theme of "The World's Leading Companies -Learning from the Cases of Global Niche Top Companies-" from AY2016 (Ref. 9-2). 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. 9-3).

From AY2014 to AY2016, APU conducted a project commissioned by Oita Prefecture entitled "International Students Broadcast the Appeal of Oita Overseas" (Ref. 9-4). The project aimed to raise the profile of Oita prefecture overseas by creating promotional videos geared toward Asian countries. The production was led by APU and its students, who received technical assistance from Television Oita System Co., Ltd. (based on mutual cooperation agreement concluded in 2015) (Ref. 9-5). This initiative disseminated the brand and reputation of Oita Prefecture to residents in the prefecture and across various countries, and contributed to an improvement in APU students' planning skills, execution capabilities, and employability.

In addition, following the joint production of a community-driven movie that was screened at the Okinawa International Movie Festival, APU concluded a cooperation agreement with Yoshimoto Kogyo, Co., Ltd. (an entertainment conglomerate with operations in Japan and overseas) in 2016, with the aim of jointly cultivating human resources who can contribute to regional society and developing regional communities (Ref. 9-6).

■　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. As of April 1, 2017, the AC now counts 275 members. The Committee contributes to the improvement and advancement of APU's academic affairs in myriad ways (Ref. 9-7).

APU has collaborated with AC member companies in the form of initiatives such as lectures and seminars geared toward enhancing and expanding APU's academic programs, and job placement. In

addition, AC member embassies in various countries provide assistance by responding to the questions of new/current enrollees to provide reassurance related to new/ongoing enrollment, and by offering school expense subsidies. 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.

The Asia Pacific Conference (AP Conference) held annually at APU attracted some 500 participants in AY2016, making it the largest domestic academic conference in the humanities and social sciences field conducted in English. As the conference attracts Japanese and overseas researchers, it provides excellent opportunities for APU faculty to broaden their networks and has also led to joint research papers (Ref. 9-8).

■　　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 entered into agreements with all 19 municipalities in Oita Prefecture. In response to calls from other prefectures driven by an uptrend in overseas visitors to Japan, we have also concluded friendship agreements with a total of 22 cities, towns, and villages including Iida City in Nagano Prefecture, Kesennuma City in Miyagi Prefecture, and Fukuoka City in Fukuoka Prefecture. In this way, APU is actively implementing exchange projects (Ref. 9-9; Ref.9-10; Ref.9-11).

In addition to dispatching students to various events and projects organized in cooperation with Oita Prefecture municipalities, we mainly dispatch students to international exchange projects (discussed below) and accept high school or younger students in programs held at our campus. In terms of cooperation with municipalities outside of Oita Prefecture, we have continued to participate in a yearly field study initiative in Iida City, Nagano Prefecture, for over 10 years. In this initiative, over 10 APU students are sent to Iida City to conduct field research and offer policy recommendations. We also conduct other unique initiatives such as sending students to intern at several companies in Kesennuma City, Miyagi Prefecture, thus providing opportunities to learn about the current state of recovery in disaster-affected areas and gain the ability to make proposals based on work experience.

As part of the preparations for Oita Prefecture's International ONSEN Summit in May 2018, APU was commissioned by the prefecture to conduct a project comparing hot spring sites around the world in AY2017. APS Associate Professor KUBO Takayuki led the project, conducting comparative research on Oita Prefecture, which is known as the "Onsen (hot spring) Prefecture," and other well-known hot spring sites in the world (Ref. 9-12).

■　Corporate partnerships

Since AY2010, APU has offered the Global Competency Enhancement Program (GCEP), which consists of short-term (two to four month) training programs and short-term customized programs for global companies (Ref. 9-13). 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 multiple 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 April 2017, we accepted 190 employees from 35 companies. In addition, we conducted a series of Chinese language lectures with Sanwa Shurui Co., Ltd. in 2016, and accepted one trainee (Ref. 9-14).

In AY2013, we began offering a new program for the foreign employees of Japanese companies called the Japanese Language Educational Program (J-LEP) (Ref. 9-13). 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. Between AY2011 and AY2017, we accepted 31 employees from the Asian branches of the Bank of Tokyo- Mitsubishi UFJ.

The Research Center for Muslim Affairs (RCMA) held five RCMA Special Lectures in Oita City and other locations from AY2015, and it received high praise from local business managers and others for introducing halal and other initiatives. In addition, Fundokin Shoyu Co. Ltd, Oita Prefecture's leading manufacturer of soy sauce and miso products, concluded an agreement with Inspire Corporation in AY2017 to work on joint development of halal soy sauce, with RCMA acting in a supporting role (Ref.9-15).

■　International exchange projects

In AY2017, APU conducted 67 regional exchange projects, with a cumulative total of 407 participating students with 260 actual participants. The number of projects and participating students represented a modest decline from previous years mainly due to impact from natural disasters. However, we received 18 applications for new exchange, and we sometimes conduct multiple exchange projects per year with cities, town, or villages such as Hiji Town, Kitsuki City, and Saiki City (Ref. 7-7).

Assessment/Evaluation Parameter (3): Does the university periodically conduct assessments to determine the appropriateness of social cooperation and social contribution? In addition, has the university conducted initiatives to improve or enhance social cooperation and social contribution based on assessment findings?

APU pursues agreements deemed meaningful to regional communities and to its students with municipalities and companies after it has determined the merits and demerits of such agreements based on an examination of the status of initiatives undertaken to date, and of the anticipated benefits for APU and the relevant municipality.

In GCEP, APU determines the effectiveness of its training by measuring growth in participants' ability to function in English and understand/adapt to cultural diversity through tests such as TOEIC and International Development Inventory (IDI: measures speed of development of intercultural competence). GCEP participants have exhibited excellent growth in TOEIC (Speaking & Writing) and TOEIC (Reading & Listening), according to the TOEIC Executive Secretariat. Until AY2016, we used IDI to assess participants through scores for growth in intercultural competence and behavioral adaptability with the aim of measuring their ability to understand/adapt to cultural diversity before and after the training.

Exchange projects between students and local communities are reviewed in the Student Office Staff Meeting and Student Affairs Committee, and details of such projects are published in the Student Activities Guide (Ref. 7-7).

(2)　Strengths and distinctive features

■　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 were keen to network with the local and international communities and industry. We accordingly concluded cooperation agreements with regional municipalities and companies in Oita Prefecture and elsewhere, thus engaging in a wide range of social cooperation and contribution projects.

■　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.

■　Regional exchange

Because international students make up half of our student body, a major feature of APU's social cooperation and regional exchange is that related activities are mostly conducted from a perspective that is informed by international exchange. The demands of society and local communities placed on

APU also to a large extent reflect expectations of international exchange, and we have managed to make substantial contributions in this area.

(3) Problem areas

GCEP has received positive feedback from participating companies, not only in the form of high satisfaction among participants, but also reports that participants have changed their behavior after the program, have become role models for others, or have performed well during overseas assignments. Although program participants have been satisfied, we have also received opinions requesting more opportunities for discussions with students from multiple nationalities and an improvement in the system to register for classes offered in English. In response, we will review our organization with an eye toward stable future operation of GCEP.

We have at times noticed a divergence between the goals of the university (foster learning and growth among students) and those of the local community (revitalization of community). To avoid such cases, we need further discussion on a format of exchange that contributes to both goals.

(4) Summary

■ 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.

■ 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. We also promote exchange between undergraduate students, graduate students, and employees dispatched from companies in non-curricular activities such as language classes, AP House, or career planning.

■ Regional exchange

Since its inception, APU has focused on cooperation and exchange with local communities and society at large. By taking advantage of the unique characteristics of APU (and specifically, its ability to offer international exchange as a form of regional cooperation), we intend to further step up cooperation and exchange activities going forward.

10. University Administration and Finance

Section 1   University Administration

(1) Description of Current Conditions

Assessment/Evaluation Parameter (1): Has the university indicated university administration policies to realize mid to long-term and other plans with an eye toward the university's mission, purpose, and future?

> Evaluation Points
>
> ○ Indication of university administration policies to realize mid to long-term and other plans with an eye toward the university's mission, purpose, and future
>
> ○ Notification of university administration policies to members of the university

■   Indication of University Administration Policies and Notification of Such Policies to Members of the University

APU has indicated its university administration policies in the Ritsumeikan Asia Pacific University Regulations ("University Regulations"), which outline objectives, roles and other details for positions and bodies such as the President, the University Senate Meeting, the Faculty Council Meeting, and expert committees. 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. The execution of routine duties is facilitated by delegating authority over certain items to various committees, working groups, and other bodies established under the University Senate Meeting, but the President is the final decision-making authority with regard to university affairs. Furthermore, the Faculty Council is a body established under the University Regulations with the aim of "providing opinions on matters to be decided by the President." In line with these administration policies, the items for discussion by the following bodies are reflected in the University Regulations and other regulations, and the university members have been notified accordingly.

(1) University Senate Meeting (Ref. 1-2, Article 6)

(2) Student Affairs Committee (Ref. 7-2, Article 5)

(3) Career and Job Placement Committee (Ref. 10-(1)-1, Article 5)

(4) Admissions Committee (Ref. 10-(1)-2, Article 5)

(5) Faculty Council (Ref. 1-2, Article 7)

(6) Graduate School Faculty Council (Ref. 1-2, Article 7, Paragraph 2)

Assessment/Evaluation Parameter (2): Has the university established required positions such as a President and required bodies such as a Faculty Council Meeting, and indicated their respective

authorities based on the university administration policies? In addition, is the university conducting appropriate university administration?

Evaluation Points

○ Establishment of organizations to conduct appropriate university administration

・Indication of selection method and authority for the position of President

・Indication of selection method and authority for executive positions

・Establishment of decision-making and corresponding execution processes for the President

・Clarification of the role of the Faculty Council Meeting

・Clarification of the relationship between decision-making by the President and the role of the Faculty Council

・Clarification of the authority and responsibilities of academic organizations (university) and corporate organizations (Board of Trustees, etc.)

・Response to opinions received from students, faculty, and staff

○ Implementation of appropriate crisis management measures

■　Establishment of Organizations to Conduct Appropriate University Administration

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. 10-(1)-3; Ref. 10-(1)-4). 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. 1-2).

Only action plans, budgets, regulations and other necessary matters that require deliberations and resolutions, including Trust-level managerial decisions, are sent to Trust bodies (i.e., Executive Board of Trustees, Board of Trustees, Trust Council).

President, College Deans, and Graduate School Deans

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 and the Ritsumeikan Trust Act of Endowment Bylaws, 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. 10-(1)-5, Article 6, Paragraph 4;　Ref. 10-(1)-3 Article 4). In addition, the

President's role is defined in the University Regulations, which stipulate "the President shall control the University affairs and supervise the faculty and staff members of the university" (Ref. 1-2 Article 4, Paragraph 2).

The Deans of the Colleges and Graduate Schools at APU are appointed by the President in accordance with stipulations in the University Regulations (Ref. 1-2 Article 4, Paragraph 2). Furthermore, the Deans of the Colleges supervise matters regarding each College and the Deans of Graduate Schools matters regarding each Graduate School in accordance with the University Regulations (Ref. 1-2 Article 4, Paragraph 2, Item 5, Item 8). In addition, the Ritsumeikan Trust Act of Endowment stipulates that "the Deans of the Colleges shall serve as Trustees of the Ritsumeikan Trust" (Ref. 10-(1)-5 Article 7, Paragraph 3, ホ). College Deans, who also serve as Trustees, are responsible for discussing College or Graduate School and Trust-wide policies, and executing day-to-day administration. They support the Board of Trustees (the highest decision-making body of the Trust), and ensure fair and rational operation with academic affairs as their top priority. The Dean-Trustee System has the authority and assumes the role of reflecting the intent of the Colleges into Trust-wide policies, and the Deans, as Trustees, have the responsibility and authority to ensure Board of Trustees' Trust-wide management policies that affect the faculty in their respective Colleges are thoroughly enforced.

Roles of President and Faculty Council Meeting

The roles of the President and the Faculty Council Meeting are stipulated in the University Regulations as follows: "The President shall control the university affairs and supervise the faculty and staff members of the university," (Ref. 1-2, Article 4, Paragraph 2) and "The Faculty Council shall provide opinions on matters to be decided by the President." (Ref. 1-2, Article 7, Paragraph 5). In addition, decisions related to university affairs are made by the President following discussion by expert committees and other bodies.

Response to Opinions Received from Students, Staff, and Faculty

To respond to opinions from students, APU periodically holds "Talk with Dean" events (i.e., informal gatherings bringing together students and Vice Presidents or College Deans), where executives listen to student opinions on educational activities at the university (Ref. 10-(1)-6). To ensure faculty can contribute their opinions, we organize Faculty Discussion Meetings, which are held each month (except August and February) and attended by all tenured faculty, and Faculty Council Meetings, which are joined by professors, associate professors, tenured senior lecturers, and assistant professors. These meetings provide forums for opinion exchange and other discussion about education and research activities at APU. Meanwhile, staff participate in weekly Staff Meetings held at the office level, and discuss issues and challenges that affect the university as a whole in a monthly

Comprehensive Staff Meeting. In addition, we hold a weekly Administration Meeting attended by all Deputy Directors and Office Managers, providing a forum to share and discuss issues and information related to the Trust, the university, and various offices.

■　Implementation of Appropriate Crisis Management Measures

Turning to the implementation of appropriate crisis management measures, we formed the APU Fire Brigade in AY2012, establishing a headquarters, several district units, an emergency contact team, an initial fire extinguisher team, an evacuation team, a safety and protection team, and an emergency aid team. We implemented APU Fire Brigade drills from AY2013. These were joined for the first time by some student and faculty volunteers from AY2014, and we have since implemented university-wide comprehensive fire drills.

When an earthquake struck Kumamoto on April 16, 2016, we were able to leverage our accumulated expertise, but not all went according to plan and we identified inadequacies in manuals, facilities and equipment, and systems. Following the Kumamoto earthquake on April 16, 2016, our response was discussed in the APU Administration Meeting, and we have subsequently pursued related improvements.

Assessment/Evaluation Parameter (3): Are budget-making and execution appropriate?

Evaluation Points
○ Clarification and transparency for budget execution processes ・Internal controls, etc. ・Analysis of budget execution effects, and establishment of verification mechanism

The financial structure of the Ritsumeikan Trust is 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 financial soundness, while enabling the stable and 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; and [6] Finalize the budget in meetings of the Board of Trustees and Ritsumeikan Trust Council.

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 financial 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 corporate accounting system. Budget usage is approved in accordance with the Ritsumeikan Trust Regulations for Accounting Operations and Decision-Making, and system functions 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.

Assessment/Evaluation Parameter (4): Has the university established administrative organizations necessary to support Trust or university administration or education and research activities, or necessary for other university administration? In addition, are these administrative organizations functioning appropriately?

Evaluation Points

○ Appropriate organizational structure and staff deployment to support university administration

・ Establishment of various regulations governing faculty employment and promotion, and appropriate operation of such regulations

・ Diversification of work duties, and establishment of staff framework capable of handling advanced work duties

・ Cooperative relationship between faculty and staff in academic and other university administration (faculty-staff cooperation)

・ Appropriate staff performance evaluation and compensation improvement based on performance assessment

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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).

The administrative frameworks for each office as of May 1, 2017 are as follows. The ratio of permanent staff to students is 60.4 (5,738 ÷ 95), and this falls to 30.04 (5,738 ÷ 191) when designated and contract staff are included in the equation (University Data, Table 34).

Table 1: Staff organization as of May 1, 2017

(Unit: people)

Office	Director-General	Deputy Director	Permanent staff	Designated staff	Contract staff	Office
University Administration and Student Services	1	2			7	10
Student Office			11	2	18	31
Career Office			5		9	14
Academic Office			25	7	21	53
Research Office			5		10	15
Admissions Office-International			9	1	12	22
Admissions Office-Domestic			8		6	14
Administration Office			7		3	10
Office of the President			10	2	10	22
Total	1	2	80	12	96	191

2) Establishment of Various Regulations Related to Faculty Employment and Promotion, and Appropriate Operation of Such Regulations

The employment of permanent staff members at APU is consistent with Ritsumeikan Trust practices, but APU independently hires designated staff and fixed-term specialist contract staff, which are newly established positions.

The promotion of permanent staff at APU is consistent with Ritsumeikan Trust practices, and is conducted appropriately based on Career Sheets (discussed below) and APU's staff evaluation system.

The establishment and operation of various regulations at APU are, in principle, also consistent with the respective Ritsumeikan Trust practices. Revision to regulations in conjunction with legal amendments or system changes are led by the Division of Human Resources of the Ritsumeikan Trust, and handled appropriately.

3) Diversification of Work Duties, and Establishment of Staff Framework Capable of Handling Advanced Duties

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. 10-(1)-7).

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 advanced tasks.

4) Cooperative Relationships Between Faculty and Staff in Academic and Other University Administration (Faculty-Staff Cooperation)

Following the Ritsumeikan tradition, APU has promoted faculty-staff cooperation in a range of fields since its inception. Two recent such examples are the "Implementation of Faculty-Staff Cooperation in President Candidate Selection Committee For the 2017 Public Recruitment of a New President" and the "Establishment of the Institute for Professional Excellence in Global Learning (IPG)." (Ref. 3-7).

5) Appropriate Staff Performance Evaluation and Compensation Improvement Based on Performance Assessment

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.

In addition, the Division of Human Resources of the Ritsumeikan Trust takes the lead in compiling Career Sheets on various types of permanent staff, recording information such as career achievements to date and preferences for future training or transfers.

Assessment/Evaluation Parameter (5): Are measures implemented to improve administrative staff and faculty motivation and qualifications, with the aim of implementing appropriate and efficient university administration?

> Evaluation Points
> ○ Systematic implementation of staff development (SD) necessary for university administration

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.

Providing support in both Japanese and English is essential for us to achieve our mission and

purpose. In our goals for the Top Global University Project, for which APU was selected in AY2014, we included the following objectives that are related to the internationalization of staff (Ref. 1-4).

1) Ratio of non-Japanese staff or permanent staff with foreign university degrees, etc.

    34% in AY2013 → 42.5% in AY2024,

    As of May 1, 2017: 33.5%

2) Initiative to improve skills of administrative staff: ratio of staff with TOEIC score of 800 or higher

    35.8% in AY2013 → 44.8% in AY2024,

    As of May 1, 2017: 48.7% * Target already achieved.

3) Employment and training with an eye toward international viability

    Establishment of Multicultural FD/SD Center: Formulation of staff training programs

The Institute for Professional Excellence in Global Learning (IPG) was set up in the document entitled "Establishment of the Institute for Professional Excellence in Global Learning" (approved by University Senate Meeting on March 7, 2017). (Ref. 3-7). The IPG started implementing concrete activities from AY2017, mainly engaging in [1] faculty development (FD), [2] staff development (SD), and [3] shared FD/SD activities.

APU's SD initiatives can be classified into three types: 1) external SD training, 2) Ritsumeikan Trust-wide training, and 3) proprietary APU training. The following is an overview of initiatives implemented in AY2017.

Summary of staff development in AY2017＜Main training programs held in AY2017: As of February 22, 2018＞

	Name of training program	Implementation period	Participants
1．APU Proprietary Training			
APU-specified training programs	Japan Association of Private Universities and Colleges (JAPUC) Short-Term Intensive Training for Staff	September	Two
	JAPUC Human Resources Management Training	November	One
	G4 Research Division Training	December	Four
	G5 Personnel Affairs Supervisor Training	October	Three
	Participation in International Conferences (APAIE, NAFSA, EAIE)	March, June, September	Three (One for each)
Proposal-type training			Implemented at APU
Elective training programs	Personal information protection training, harassment prevention training	Twice a year	Newly appointed faculty and staff

	APU First-Year Training	Spring, Fall	Newly hired staff and other interested parties
	APU Fire Bigrade operations (new training course)	Year-round	Six
	Fire Prevention Management Workshop	October	One
	Energy Management Workshop	October	One
	TOEIC training (for permanent staff)	Spring/Fall semesters	Spring: eight, Fall: seven
	Training for eligible application agents	June, December	Four
	Financial aid for correspondence education course	Until January	Three contract staff members
	Financial aid for skills test fees	Until January	One contract staff member
2. Division of Human Resources Training			
	Assertive Communication Training	October	For contract staff

Assessment/Evaluation Parameter (6): Does the university periodically conduct assessments to determine the appropriateness of university administration? In addition, does the university conduct initiatives to improve or enhance university administration based on assessment findings?

Evaluation Points

○ Assessment based on appropriate grounds (materials, information)

○ Appropriateness of audit process

○ Improvement and enhancement based on assessment findings

■ Assessment Based on Appropriate Grounds (Materials, Information)

APU compiles a self-assessment report every two years. Based on this report, an assessment of the university is conducted by the Ritsumeikan Asia Pacific University Evaluation Committee, which is composed of external stakeholders who are not Ritsumeikan Trust officials, faculty, or staff. The report takes a comprehensive look at activities at APU, including the university's mission and purpose, education and research organization, academic programs and study outcomes, student intake, faculty and staff organization, student support, academic and research environment, social cooperation and contribution, and university administration and finances. Evaluation committee members review the report in advance, and point out problems and recommend improvements in committee meetings. After the university assessment is completed, an evaluation report is drafted in the name of the Chairman of the Evaluation Committee, and presented to the President. The content of the report is then reflected in university administration, starting with recommendations and suggestions for improvement offered by the President.

■　Appropriateness of Audit Process

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 (Ref. 10-(1)-5)., 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. 10-(1)-8).

In November 2008, we appointed one of our three auditors on a full-time basis to enhance our auditing capacity. 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 AY2017 were deemed appropriate (Ref. 10-(1)-9).

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 AY2017were deemed appropriate (Ref. 10-(1)-10).

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)　Strengths and distinctive features

■　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 smoothly operate a bilingual university administration system.

■　Staff development

We believe we are conducting necessary training for staff development at a high level as an

international university. As a quantitative objective (SGU objective), we have targeted an increase in our ratio of staff with a TOEIC score of 800 or more from 35.8% in AY2013 to 44.8% in AY2024. However, the ratio stood at 48.7% as of May 1, 2017, so we have already cleared this objective.

(3) Problem Areas

■ English Proficiency among Executives

Although efforts to enhance the English proficiency of our staff have delivered strongly positive results, APU's ratio of executives with a TOEIC score of 800 or more is decreasing.

■ Reflection of Student Opinions in University Administration and Educational Activities

The number of students who can attend the "Talk with Dean" events is limited, and this means only the opinions of some students are heard. In addition, we have not established systems or frameworks to efficiently collect student demands and expectations vis-à-vis the university (including those received through surveys) and reflect these into university administration and educational activities.

■ Establishment of PDCA cycle for Operational Improvement

With regard to self-assessments, APU works to improve and enhance areas based on recommendations in the report issued by the Chairman of the University Evaluation Committee, but we have not established a PDCA cycle for operational improvement.

(4) Summary

■ 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 diverse and complex. We also aim to steadily improve the functionality of our entire administrative system by clarifying the roles and expectations for each job type and by encouraging the standardization, formal specification, consolidation, and outsourcing of back office duties. In addition, we provide interpretation in key university meetings such as the University Senate Meeting and the Faculty Council Meeting. In this way, we aim to achieve university administration conducted in Japanese and English.

With regard to English-language support, we have already achieved our quantitative SGU objective for AY2024, and the effects of strengthened training and other initiatives are starting to become apparent.

■ 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 its content.

In our SGU Statement, we outlined a plan to work toward world-class staff development by selecting 10 strategic overseas partner universities by AY2022, and conducting joint SD training workshops with affiliated universities and other institutions. In addition, we plan to dispatch two to three staff members per year to shadowing training programs at overseas affiliated universities with the aim of cultivating staff who are capable of handling more specialized and advanced work duties.

To address such challenges in concrete terms, we will leverage previously developed networks with overseas affiliated universities, and aim to examine the following initiatives from AY2018.

1) Intake of staff from affiliated universities

APU has already concluded student exchange agreements with over 150 universities, and we have accepted staff for training from such overseas universities.

Table 2: Overview of staff intake from affiliated universities

Partner university	Acceptance period	Number of people	Purpose of APU visit	Supervising offices
Malmö University	2011/4/20-22	1	Integration of IT systems and student data	Student Office, Academic Office, Admissions Office (International)
James Madison University	2013/7/11-12	2	Language education, freshmen education	Division of Academic Affairs, Academic Office
Australian Catholic University	2014/6/9-13	1	Job placement support	Career Office, Academic Office
Warsaw School of Economics	2017/6/12-16	1	Exchange study operations, international students intake	Academic Office, Student Office

We intermittently receive staff intake requests from affiliated universities at present, and such requests are mainly handled by the contacted offices on an individual basis. Although we expect there to be some variation in the supervising offices based on the research demands of the requesting parties, the Administration office will take the lead in organizing and coordinating intake programs, and handling intake from affiliated universities.

In addition, it can be reasonably assumed that such intake programs will deepen exchange with affiliated universities, which can lead to the development of FD or student programs. For this reason, we will include content that provides information on all APU activities into our intake program lineup, and have all offices work together to develop an intake organization.

The basic conditions under which we accept staff for training are outlined below.

Table 3: Basic conditions under which we accept staff for training

Intake period	In principle, one week
Program proposal * Visitors forward requests and other details in advance, after which actual programs undergo some adjustment	Day 1 (Administration Office) ・Overview of APU, multilingual environment, education programs, job placement track record, campus tour Days 2–3 (Academic Office) ・Details of academic programs, international exchange Days 4–5 (Admissions Office [International]) ・ PR geared toward international students * Half-day programs envisioned for each day.
Intake support	Provision of AP House 4 accommodation facilities (free of charges)

2) Staff Dispatches to Strategic Overseas Partner Universities and Affiliated Universities

i. Dispatches to strategic overseas partner universities

Host universities: Affiliated universities from where APU has accepted staff for training

Training details: Aim to develop staff's ability to handle advanced duties, formulate research objectives targeting various offices of the host university, and engage in research and training premised on concrete policy proposals.

ii. Dispatches to universities with which APU has concluded exchange student agreements

Host universities: Affiliated universities from where APU has accepted staff for training

Training details: Increase English proficiency as one of the objectives, learn about overall university administration at overseas universities, and link experiences to future career development and English study.

■　Reflection of Student Opinions in University Administration and Educational Activities

In terms of listening to student opinions, we need to expand the scale and frequency of the "Talk with Dean" events and collect opinions from a larger number of students. In addition, we need to develop systems and frameworks that reflect the collected student opinions into our university administration and educational activities.

■ Establishment of PDCA Cycle for Operational Improvement

When working toward improvements in accordance with recommendations by the University Evaluation Committee, we need to clarify the roles and responsibilities of on-campus organizations, and establish a PDCA cycle for operational improvement.

Section 2　Finance

(1) Description of Current Conditions

<u>Assessment/Evaluation Parameter (1): Has the university appropriately formulated a mid to long-term</u>
<u>financial plan to stably execute education and research activities?</u>

Evaluation Points

○ Formulation of mid to long-term financial plan in accordance with mid to long-term plan for the
  university's future

○ Formulation of indicators and objectives related to financial ratios for applicable universities

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■　Formulation of Mid to Long-Term Financial Plan in Accordance with Mid to Long-Term Plan
　　for the University's Future

APU has compiled a mid-term financial plan through AY2020 (Ref. 10-(2)-1). In addition, we have
imposed caps on major cost items such as faculty personnel expenses, staff personnel expenses, and
scholarships.

For expenses subject to annual fluctuation such as long-term facility upgrades and IT systems, we
have formulated a budget system that spans multiple years and established a corresponding cap on
spending.

Based on the above, we will continue to compile mid-term financial plans.

■　Formulation of Indicators and Objectives Related to Financial Ratios for Applicable Universities

Using the management assessment indicators specified by the Promotion and Mutual Aid
Corporation for Private Schools of Japan (PMACPSJ), we confirm financial results not only at the
Trust level, but also for the APU department. These indicators put us at the A2 level.

Our fundamental stance toward APU's financial administration is to keep expenditures within the
scope of revenues while applying mid to long-term fixed asset renewal and other plans founded on the
APU departmental cash flow based on the Ritsumeikan Trust's policies. In simple terms, we have
continued to accumulate fund reserves for facility and equipment replacements since AY2011, and
have engaged in administration that results in a budget surplus on a yearly basis (Ref. 10-(2)-2).

Our student tuition revenues consist of tuition revenues, enrollment fee revenues, lab and practice
fee revenues, and revenues from other payments, and are positioned as our core revenue source,
making up roughly 80% of our total revenues.

Our second main source of revenues (following student tuition revenues) is subsidy revenues, which
range from roughly ¥860 million to ¥1.2 billion depending on progress with subsidy acquisitions other
than for ordinary expenses (ordinary expense subsidies amount to roughly ¥830 million), making up

about 10% of our total revenues.

Our project revenues are derived from balanced revenue-expenditure projects. Balanced revenue-expenditure projects are projects in which expense items (expenditures) are kept within the scope of revenues. They are essentially designed to achieve a breakeven position.

Dormitory fee revenues account for about 85% of project revenues, generating a yearly surplus (of around ¥270 million). However, this surplus merely reflects the difference between dormitory revenues and expenses on a single-year basis, and does not mean the long-term balance of revenues and expenditures (after including building repairs and reconstruction) is in surplus.

Fee-based revenues largely consists of entrance examination fees, which amount to about ¥100 million.

The Ritsumeikan Trust Fund Administration and Management Committee started investing in bonds from AY2005, and APU's Young Leaders Fellowship Fund Specified Reserve Assets (Scholarship of the Ryoichi Sasakawa Young Leaders Fellowship Fund) and APU Future Plan Specified Reserve Assets have been positioned as part of the Ritsumeikan Trust's total funds for management.

Turning to total revenues, the structure of our total revenues is similar to other domestic private universities in that fluctuations in student tuition revenue (i.e., yearly progress with securing enrollees) tend to have an impact on our total revenues for several years.

Our core expenditures are divided into faculty and staff personnel expenses and other expenses, with personnel expenses coming to roughly ¥3.5 billion (about 40% of total expenditures). Faculty personnel expenses are set at ¥2.1 billion (full-time faculty ¥1.89 billion + part-time faculty ¥210 million), and strictly kept within the allocated budget. In AY2017, they came to ¥2.04 billion (full-time faculty ¥1.86 billion + part-time faculty ¥180 million).

Staff personnel expenses (full-time and part-time functions) reached ¥1.46 billion in AY2017, breaking down as ¥1.37 billion for full-time staff (permanent staff, designated staff, and contract staff) and about ¥85 million for part-time staff (administrative assistants and part-time students). In addition, miscellaneous expenses (dispatching of staff, outsourcing costs to Creotech Co. Ltd, which provides university administration back office support), which correspond to staff-related costs in other expenses, come to about ¥250 million.

Other expenses are booked as education and research costs, administration costs, and facility and equipment costs, and mainly consist of costs related to education and research, costs related to student recruitment and entrance examinations, costs related to scholarships, costs related to facilities and IT infrastructure, and utility and energy costs.

The budget for ordinary other expenses is ¥4.0 billion, breaking down as ¥1.9 billion for office expenses and ¥2.1 billion for scholarships.

Scholarship expenses account for the largest share of other expenses, and have risen from ¥1.6 billion in AY2011 (19.4% of total expenditures, 36.4% of other expenses after balancing revenues-

expenditures) to ¥1.97 billion in AY2014 (22.3% of total expenditures, 39.6% of other expenses), and ¥2.15 billion in AY2015. They were cut back to ¥1.97 billion in AY2017.

We project scholarship expenses will hold at the ¥1.8–1.9 billion level going forward as we are currently formulating a plan to apply tuition reductions and are scaling back scholarship expenses for new enrollees.

As 18 years have passed since the university was launched, our existing facilities, equipment, and devices are due for repairs or upgrades. Our Campus Improvement Committee has formulated a mid-term repair plan for existing facilities through 2024, and started taking measures to address aging facilities.

In terms of IT infrastructure development (i.e., adoption of IT solutions in classrooms and campus infrastructure), we have thus far needed a budget of ¥200–300 million, and believe spending will have to remain at the same level going forward.

We have continued to accumulate fund reserves for future rebuilding and upgrades (accumulated asset management spending and total revenues-expenditures surplus). At the close of AY2017, we booked about ¥5.3 billion in reserves. We call these the APU Future Plan Specified Reserve Assets, which correspond to Specified Reserve Assets II under the financial plan of the Ritsumeikan Trust. The aim is to maintain the Specified Reserve Assets II at 50–100% of cumulative depreciation.

<u>Assessment/Evaluation Parameter (2): Has the university established an adequate financial foundation to stably execute education and research activities?</u>

> Evaluation Points
>
> ○ Financial foundation (or budget allocation) necessary to realize forward-looking and other plans based on the university's mission and purpose
>
> ○ Mechanisms to concurrently execute education and research activities and secure funding
>
> ○ Progress with securing external funding (Grant-in Aid for Scientific Research (MEXT), donations, contracted research expenses, joint research expenses, etc.), asset management, etc.

■　Basic Policy on the Financial Operations of the Ritsumeikan Trust

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 (Ref. 10-(2)-3). In addition, the initiatives for each activity outlined in annual operations reports are disclosed to our stakeholders (Ref. 10-(2)-4).

<u>Basic Policy on Financial Operations</u>

[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).

■　Status of efforts to strengthen non-tuition revenue

Every year, we receive approximately ¥1 billion 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.

As for commissioned research funds, we receive approximately ¥30–40 million every year, with ¥44.7 million recorded in AY2015, ¥30.9 million in AY2016, and ¥32.3 million in AY2017. We also accept actively working businesspersons as trainees (part-time students) under the Global Competency Enhancement Program (GCEP), which takes full advantage of our multicultural campus.

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.

■　Financial Status of the Trust

The soundness of university management can be verified from the various financial statements (Ref. 10-(2)-5). Looking at the financial ratios for the Statement of Financial Activities (University Basic Data, Table 7), when we compare our figures at the close of AY2017 to the national average, our personnel expense ratio (APU: 38.0%; national average: 50.3%) and our ratios for education and research expenses (APU: 38.3%; national average: 42.1%) are lower, but our management expense ratio (APU: 13.4%; national average: 9.3%) is higher. This is due to factors unique to APU, namely, the operation of an international education dormitory to house international students.

On the other hand, our subsidy revenue ratio remains high due to proactive efforts to apply for and secure subsidies (APU: 10.5%; national average: 10.1% (AY2017)). As for our balance of payments, in accordance with the Basic Policy on Financial Operations, we put funds on reserve to cover mid to long-term facility upgrades, but securing a solid stream of revenue remains a key challenge in term of maintaining our financial soundness.

In the assets category, fixed assets account for the majority of assets (fixed asset ratio of 90.6% in AY2017). This reflects the stockpiling of necessary funds (i.e., specified reserve assets (fixed assets)) to maintain the long-term stability of the education and research environment while making improvements to facilities through development of the Academy and academic programs. As a result, the ratio of liquid to total assets is low (9.3% in AY2017), 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 rose from 9.6% in AY2013 to 12.2% in AY2017, while the funds-on-hand ratio declined from 90.4% in AY2013 to 87.7% in AY2017. As for cumulative net income/loss, expenditures 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)　Strengths and distinctive features

■　Boosting Non-Tuition Revenue

At APU, we undertake educational reforms and actively pursue 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 revenue sources by actively developing programs such as globalization training.

■　　Operational Streamlining and Cost-Cutting

　　We have proactively reviewed all work tasks (and eliminated or reduced tasks in some cases), and we are striving to thoroughly streamline operations and cut costs by standardizing, formally specifying, consolidating, and outsourcing back office duties.

(3)　Problem areas

　　Nothing in particular.

(4)　Summary

■　　Boosting Non-Tuition Revenue

　　As donations have continued to decline from about ¥47.9 million in AY2013 to roughly ¥16.9 million in AY2017, we will work to further increase revenue from donations. 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.

■　　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 a reduction in expenses over the medium term.

Final Chapter

1. Mission and Purpose

Assessment/Evaluation Parameter (1): Are the mission and purpose of the university appropriately specified? Additionally, based on the foregoing, are the goals of the colleges and graduate schools appropriately specified?

> Evaluation Points
>
> ○ Specification of human resources development goals and other education and research goals for each college, department, and course at the undergraduate level, and for each graduate school and major at the graduate level; content of such goals
>
> ○ Correlation between mission and purpose of the university, and goals of the colleges and graduate schools

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. Additionally, the educational and research objectives (human resource development goals) derived from the Opening Declaration are prescribed for the respective undergraduate colleges and graduate schools (majors) and specified in the university regulations.

In 2015 we established the APU2030 Vision as a vision of what APU will be like in 2030 and a vision of what we want APU to be like in 2030. This Vision was used as the basic policy for formulation of the APU2020 Second Half Plan, a concrete action plan for the period from AY2015 to AY2020, and has been proactively disseminated both within and beyond the university through initiatives such as production of a clear document file printed with the words of the Vision.

From the above it can be judged that APU's mission and goals were appropriately established and the goals of the undergraduate colleges and graduate schools are also appropriately formulated in accordance therewith. In comparison to the Opening Declaration, however, challenges remain in regards to fostering a deep understanding of the educational and research objectives (human resource development goals) of the undergraduate colleges and graduate schools (majors).

APU will celebrate its 20th anniversary in 2020, and we plan to use the 20th anniversary events that will begin in April 2019 as means to proactively disseminate the university's mission, goals, and social significance.

→ *Achieved.*

Assessment/Evaluation Parameter (2): Are the mission and purpose of the university and the goals of the colleges and graduate schools appropriately indicated in the University Regulations or equivalent regulations, known to faculty, staff, and students, and publicly announced?

> Evaluation Points
>
> ○ Appropriate indicating of human resources development goals and other education and research goals for each college, department, and course at the undergraduate level, and for each graduate school and major at the graduate level
>
> ○ Dissemination and public announcement of the mission and purpose of the university and the goals of the colleges and graduate schools to faculty, staff, and students through printed, online, and other materials

The university's mission in the form of the Declaration on the Occasion of the Opening of APU, together with the educational and research objectives (human resource development goals) are published on the APU website and in the Undergraduate Academic Handbook (for undergraduate students; issued in both Japanese and English) and Graduate Academic Handbook (for graduate students; issued in English only), and made widely accessible to faculty/staff, students, and the general public. Moreover, a monument engraved with the words of the Declaration on the Occasion of the Opening of APU stands at the heart of the campus as a symbol of the university's mission, designed to capture the attention of students and visitors to the campus.

The Undergraduate Academic Handbook is distributed to incoming freshmen at all colleges and also published on the official university website. All graduate students are notified that the Graduate Academic Handbook is published on the official university website.

→ *Near to achievement.*

Assessment/Evaluation Parameter (3): Has the university specified future-oriented, medium-to-long-term plans and other measures to achieve the mission and purpose of the university and the goals of the colleges and graduate schools?

> Evaluation Points
>
> ○ Specification of future-oriented, medium-to-long-term plans and other measures

In 2015 we established the APU2030 Vision as a vision of what APU will be like in 2030 and a vision of what we want APU to be like in 2030. This Vision was used as the basic policy for formulation of the APU2020 Second Half Plan, a concrete action plan for the period from AY2015 to AY2020.

In order to achieve the objectives set out in the APU2020 Second Half Plan, each college and graduate school determines its initiatives each academic year, conducts mid-year monitoring and year end reviews, which guide the formulation of initiatives for the following academic year. These initiatives also reflect the activity targets set for APU's Top Global University project, which covers not only the individual divisions, colleges and graduate schools, but also the goals and objectives for

the university as a whole.

In addition, the responsible parties in each division, college, and graduate school draw up operating policies at the start of each academic year, and yearly initiatives are shared and discussed in detail at meetings of the University Senate.

→ *Achieved.*

2. Internal Quality Assurance

Assessment/Evaluation Parameter (1): Are institution-wide policies and procedures for internal quality assurance being indicated where appropriate?

Evaluation Points

○Indication of institution-wide policies and procedures for internal quality assurance outfitted with the below conditions and indication of said policies and procedures where appropriate

・University's basic approach to internal quality assurance

・Authority and roles of institution-wide bodies that assume responsibility for the promotion of internal quality assurance and the division of roles between said bodies and Colleges/Graduate Schools and other bodies involved in internal quality assurance.

・Guidelines for the planning/design, administration, verification and improvement/enhancement of education (administration processes for PDCA cycles, etc.)

We have established the Ritsumeikan Asia Pacific University Policy on Internal Quality Assurance, which sets out university-wide policies and processes for internal quality assurance. We are using this as the basis for building mechanisms the integrated conduct of internal quality assurance as part of the cycle of self-assessment (Self-Assessment Committee), external evaluation (University Evaluation Committee) and certified evaluation (accreditation by the Japan University Accreditation Association).

An overview of the internal quality assurance system is provided in the "Structural Diagram of the Internal Quality Assurance System at Ritsumeikan Asia Pacific University."

→ *Achieved.*

Assessment/Evaluation Parameter (2): Has an institution-wide framework that bears responsibility for the promotion of internal quality assurance been established?

Evaluation Points

○Establishment of institution-wide body that bears responsibility for promotion of internal quality assurance

○Member composition of institution-wide bodies that bear responsibility for promotion of internal quality assurance

The Ritsumeikan Asia Pacific University Policy on Internal Quality Assurance stipulates that the University Senate is responsible for the pursuit of internal quality assurance university-wide, and that the Self-Assessment Committee shall conduct assessments of matters relating to activities of the university as a whole and each of its organs, and monitor the progress of improvement activities. We consider this to constitute a university-wide system for responsibility in the promotion of internal quality assurance.

→ *Achieved.*

Assessment/Evaluation Parameter (3): Is the internal quality assurance system effectively functioning based on established policies and procedures?

Evaluation Points
○Establishment of basic approach by entire university for formulating degree conferral policy, formation and implementation policy for curriculum, and student intake policy
○Initiatives by institution-wide body that bears responsibility for promoting internal quality assurance to ensure function of PDCA cycle for education in Colleges, Graduate Schools and other bodies
○Appropriate handling of matters pointed out by government agencies, accreditation institutions, etc. (including surveys on the performance status of establishment plans, etc.)
○Securing of objectivity and appropriateness in assessments

We have established policies on the conferral of academic degrees and the design and implementation of educational programs across the university, but the basic university-wide approach to these policies has not yet been set.

Each academic year we set the activities to be undertaken by each division, college and other organ in accordance with the APU2020 Second Half Plan. The Self-Assessment Committee conducts university-wide reviews of implementation twice a year, and the results of these reviews are reflected in improvement plans drawn up at the end of the academic year for implementation in the following year. This promotes the substantial realization of a PDCA cycle.

Moreover, the College of International Management and Graduate School of Management are working, in connection with the AACSB accreditation they obtained in 2016, on the promotion of international quality assurance and continuous improvement cycles in education, research, and other fields.

We are also working to address matters identified by administrative organs and accreditation bodies. For the matters identified in the course of accreditation by the Japan University Accreditation Association in AY2015, we have produced issue management sheets (reference material ***) and are monitoring progress in bi-annual meetings of the Self-Assessment Committee. Moreover, to ensure

the objectivity and validity of self-assessment activities, we have established a University Evaluation Committee, which is constituted by external members and meets twice annually. It can therefore be judged that APU's internal quality assurance system is functioning appropriately in accordance with policies and processes.

→   *Some issues remaining.*

Assessment/Evaluation Parameter (4): Is the status, etc. of education and research activities, self-assessment results, financial and other results and financial and other various activities being adequately disclosed? Is accountability to society for the foregoing being fulfilled?

Evaluation Points

○Disclosure of status, etc. of education and research activities, self-assessment results and

　　financial and other various activities

○Accuracy and dependability of information disclosed

○Adequate updating of disclosed information

APU publishes information about education and research activities, self-assessment and evaluation outcomes, financial affairs, and various other activities on the Ritsumeikan Asia Pacific University Information Disclosure page. The information published is first produced by the applicable unit, collated together with evidentiary material by the Office of the President, double-checked, and then published in both Japanese and English, ensuring that it is both accurate and reliable.

Each item of information published is updated at appropriate intervals by the unit responsible for it. Financial information and other data pertaining to the Ritsumeikan Trust as a whole is updated appropriately in cooperation with the responsible units in Trust headquarters.

→   *Achieved.*

Assessment/Evaluation Parameter (5): Is the adequacy of the internal quality assurance system periodically assessed? Are initiatives geared towards the improvement of that system conducted based on the results of said assessment?

Evaluation Points

○Adequacy and effectiveness of institution-wide PDCA cycles

○Assessments of internal quality assurance system based on adequate

　　evidence (materials/information)

○Improvement and enhancement of system based on assessment results

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Each academic year APU sets the activities to be undertaken in accordance with the APU2020 Second Half Plan, conducts university-wide reviews of implementation twice during the year, and

reflects the results of these reviews in improvement plans drawn up at the end of the academic year for implementation in the following year. Moreover, a self-assessment report is produced every second year to provide a holistic assessment of the university's various activities. Objective feedback on this report is gained in the following academic year from the University Evaluation Committee, which is composed of external members.

The details of this series of activities are reported and policies and progress monitored in the Self-Assessment Committee and University Senate, enabling a university-wide PDCA cycle to be conducted appropriately and effectively. Moreover, in regard to important matters on which progress is deemed unsatisfactory in light of plans and objectives, a working group is established under the direct supervision of the President to conduct intensive analysis and formulate countermeasures. The self-assessment reports, which are a key part of the university's internal quality assurance, are based on evidentiary materials tabled at divisional meetings. Objectivity is guaranteed through a process of evaluation by a University Evaluation Committee composed of prominent individuals from outside the university.

APU has thus established a systematic regime of internal quality assurance, centered on the processes of self-assessment, external evaluation, and certified evaluation (accreditation). However, the regime itself is weighted heavily toward "assessment and evaluation", and there is a need for further enhancement in the form of a permanent cycle for connecting the results of assessment and evaluation with actual improvements, and verifying the results thereof.

→ *Some issues remaining.*

3. Education and Research Organization

Assessment/Evaluation Parameter (1): Are the colleges, graduate schools, affiliated research institutions, centers and other organizations appropriately established in light of the university's mission and purpose?

Evaluation Points

○ Alignment between university mission and purpose, and college (departments and courses) and graduate school (graduate school and major) structure

○ Alignment between university mission and purpose, and organizations such as affiliated research institutions and centers

○ Education and research organization, academic trends, social demands, consideration of factors such as international environment that surrounds university

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APU is an institution of education and research specializing in the social sciences. It currently comprises two undergraduate colleges/departments, two graduate schools, and one research institute (research center), as well as three educational organs separate from the colleges and graduate schools,

that provide support for the university's educational activities as a whole. In the seventeen years that have elapsed since the university's opening we have pursued organizational restructuring in accordance with the university's ideals and the needs of education and research, and these can be judged responsive to academic developments and the demands of society. One leading example of this progress is our response to the need for further FD and SD activities for the university's faculty and administrative staff, leading to the establishment of the Institute for Professional Excellence in Global Learning, which aims to become a hub for FD/SD activities in the Asia Pacific region.

We will continue working to enhance APU's educational and research organizations with an emphasis on internationally-accepted measures, as exemplified by the College of International Management's accreditation by the AACSB.

→　*Near to achievement.*

Assessment/Evaluation Parameter (2): Is the faculty organization regularly assessed and evaluated for suitability? Are efforts made to improve the faculty organization based on these reviews?

> Evaluation Points
> ○ Assessment/Evaluation conducted based on adequate evidence (i.e., documents and data)
> ○ Improvements made based on assessment/evaluation outcomes

The appropriateness of the educational and research organization is the subject of a verification system and process that includes surveys and analysis at meetings of the Divisions of Academic Affairs and Research, discussion by the Faculty Council and other organs as required, and confirmation by the University Senate. Educational organization is addressed especially in the context of academic reforms, which are major milestones where the appropriateness of the university's educational organization is assessed and improvements and enhancements instituted in the process of formulating faculty personnel organization development plans.

→　*Achieved.*

4. Educational Program and Outcomes

Assessment/Evaluation Parameter (1): Is a degree conferral policy set forth for each type of degree conferred? Have those policies been disclosed?

> Evaluation Points
> ○Adequate establishment and disclosure of degree conferral policy that indicates where appropriate the learning outcomes suitable for the degree in question, including the knowledge, skills and posture that students are asked to acquire upon completing the relevant curriculum

A Diploma Policy indicating learning outcomes was formulated to coincide with the revision of the

Educational Objectives for the university and each of its education and research organs. The policy was finalized by the University Senate following deliberation by the college and graduate faculty councils in the 2014 academic year, and is now published on the APU website. Improvements are necessary, however, as the current policy does not reflect the curriculum reforms implemented by each college in AY2017.

→　*Issues remaining.*

Assessment/Evaluation Parameter (2): Is a curriculum policy set forth for each type of degree conferred? Have those policies been disclosed?

> Evaluation Points
> ○Adequate establishment and disclosure of curriculum policy outfitted with the below content
> ・Curriculum system and educational content
> ・Class subject divisions, class configurations, etc. that make up curriculum
> ○Adequate linkage between curriculum policy and degree conferral policy

A Curriculum Policy was formulated to coincide with the revision of the Educational Objectives for the university and each of its education and research organs as well as the Diploma Policy mentioned above. The Curriculum Policy was finalized by the University Senate following deliberation by the college and graduate school faculty councils in the 2014 academic year, and is now published on the APU website. Improvements are necessary, however, as the current policy does not reflect the curriculum reforms implemented by each college in AY2017.

→　*Issues remaining.*

Assessment/Evaluation Parameter (3): Are class subjects suitable for each type of degree conferred offered and has the curriculum been systemically organized in accordance with the curriculum policy?

> Evaluation Points
> ○Measures for adequately organizing the curriculum in each College/Graduate School
> ・Conformity of curriculum with curriculum policy
> ・Consideration towards successiveness and systematicity in organizing curriculum
> ・Configuration of credits in line with intent of credit system
> ・Content and methods of individual class subjects
> ・Positioning of class subjects (required, elective, etc.)
> ・Establishment of educational content suitable for each type of degree conferred
> (<Bachelor's degree program> Consideration towards first-year education and high school/university matriculation, adequate assignment of liberal arts education and specialized education, etc.

<Master's/Doctoral programs> Consideration towards education that adequately combines coursework and research work, etc.)

Educational programs are organized systematically through the formulation of a "course offering policy" each academic year as the implementation stage of the curriculum policy for each college and graduate school. The undergraduate program is based on 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. An extensive program of first-year education is offered to cater for the varied educational backgrounds of APU students. The content of Major Education Subjects is aligned with the objectives of each college, and subjects that cover core content in each college/course are set as mandatory subjects.

The graduate school curriculum is in English only. The respective graduate schools each offer their own arrangement of coursework subjects and seminars for the completion of final research outputs.

Incremental and systematic progress through the educational program is promoted through a course numbering system, whereby each subject is assigned a grade number that indicates at which stage of the curriculum it should be taken.

→ *Achieved.*

Assessment/Evaluation Parameter (4): Are various measures being taken to invigorate student learning and administer effective education?

Evaluation Points

○Measures to invigorate student learning inside and outside the classroom and administer effective education in each College/Graduate School

・Measures for facilitating substantiation of credits in accordance with attributes of each degree program (Establishment of upper limit on course registration credits for one-year period or for each semester, etc.)

・Syllabi content (Purpose of classes, standards of course completion, indicators for learning outcomes, classroom content and methods, classroom plans, instructions for classroom preparation, and indication of grading methods, standards, etc. where appropriate) and implementation (securing of conformity between classroom content and syllabi, etc.)

・Classroom configuration, content and methods for facilitating autonomous participation by students

<Bachelor's degree program>

・Student count per class with consideration accorded to classroom configuration

・Administration of adequate course guidance

<Master's/Doctoral programs>

> ・Indication of research guidance plan (content and methods of research guidance and full-year schedule) where appropriate and administration of research guidance in accordance with said plan

Limits are set on the number of credits which may be registered in each semester, in order to give greater substance to the credit system.

In a common format used across undergraduate and graduate school programs, the syllabus for each subject states the subject area, recommended prior study, subject outline, learning objectives, teaching methods, outline of each class, class preparation and revision requirements, grade evaluation methods, methods of implementation of multicultural co-learning, requests to students, textbooks, and reference literature. In addition to the above, the College of International Management and Graduate school of Management also indicate the expected learning using CAM learning goals.

Class sizes are determined taking into account grade numbers and class formats, with the maximum set at 250 students. Course guidance is offered on an ongoing basis in faculty members' office hours and at the Academic Office counter.

→　*Achieved.*

<u>Assessment/Evaluation Parameter (5): Are grading, credit transfers and degree conferral being properly conducted?</u>

> Evaluation Points
> ○Measures for adequately conducting grading and credit transfers
> ・Credit transfers based on intent of credit system
> ・Adequate recognition of credits already obtained
> ・Measures for guaranteeing the objectivity and strictness of grading
> ・Indication of graduation/completion requirements where appropriate
> ○Measures for adequately conferring degrees
> ・Indication of degree thesis screening standards where appropriate in cases where said screening is present
> ・Measures for securing accountability and strictness of degree screening and completion recognition
> ・Indication of accountability framework and procedures related to degree conferral where appropriate
> ・Adequate degree conferral

In order to avoid the hollowing-out of class content that can occur if grades are determined on the basis of a final examination only, instructors are required to keep the weighting of the final

examination to a maximum of 50 percent. Grade evaluation standards and methods are stated in the syllabus for each subject, and rigorous checks are conducted prior to syllabus publication to ensure that methods and weightings are appropriate.

Transfer of credits earned prior to enrollment and on study abroad is conducted appropriately in accordance with the Ritsumeikan Asia Pacific University Academic Regulations, on the conduction that the applicable subject outlines and syllabus details can be confirmed. For credits earned at other universities after enrolling in APU and under partnership agreements, credit transfers are approved in accordance with internal provisions which require judgment of whether or not the credits are compatible with the subjects prescribed in APU's basic regulations. For conversion of credit values APU uses the UTCS (UMAP's universal credit transfer system), that specifies how to transfer credits across universities in different countries.

As explained earlier, APU's diploma policy is prescribed appropriately in accordance with the university establishment standards, and the processes for conferring academic degrees are implemented in line with this policy.

The conferment of Bachelor degrees is determined by the President following deliberation by the Academic Affairs Division and the Faculty Council, in accordance with internal provisions.

The conferment of Master's and PhD degrees involves deliberation by the Higher Degrees Committee, then determination by the President following further deliberation by the Academic Affairs Division and the Faculty Council.

→   *Achieved.*

5. Enrollment

Assessment/Evaluation Parameter (1): Are student admission policies prescribed and published?

Evaluation points

○Appropriate establishment and publication of policies for student admission, informed by policies for conferral of academic degrees and organization and implementation of curricula

○Certification of student admission policies with reference to the following content:

・Pre-admission educational history, academic proficiency, abilities, and other student attributes

・Methods for assessing the standards demanded of applicants for admission

Admission policies for each college, graduate school, and program are appropriately prescribed in alignment with APU's international accreditations and the undergraduate and graduate curricula. These admission policies are published on the APU website.

Moreover, the educational background, academic proficiency standards, abilities and other expectations of candidates for admission are prescribed for each college and graduate school and clearly stated on the APU website.

Entrance examination guidelines appropriately indicate the conditions governing eligibility to apply for admission each college and graduate school, in the form of educational background in accordance with the provisions of the School Education Act, and the knowledge and skills to be acquired prior to enrolment.

→ *Achieved.*

Assessment/Evaluation Parameter (2): Are systems and operational structures for student recruitment and selection appropriately instituted in accordance with student admission policies, and is selection is conducted fairly?

Evaluation points

○Appropriate formulation of student recruitment methods and selection systems in accordance with admission policies

○Appropriate institution of admissions committees and other structures for admissions selection, with responsibilities clearly defined

○Implementation of fair selection processes

○Implementation of fair selection processes based on provision of reasonable accommodations for applicants

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Policies on student recruitment and the selection of applicants for admission are formulated separately for international and domestic students each academic year, and determined by the University Senate following deliberation by the Admissions Committee.

APU is distinctive in that around one half of its undergraduate students are international students. Selection of these international students is conducted using an "AO" method: first applicants are screened based on their application documents (eligibility to apply, language proficiency, grades in high school/university, application statement), the each applicant is interviewed to assess factors such as motivation and aptitude to study in Japan, and broad interest in international society.

Teams of multiple faculty and staff are employed, in order to prevent mishandling or errors and ensure objectivity in the screening of documents and the holding of interviews in the selection stage. Admissions assessments are deliberated by the Admissions Assessment Committee, an expert committee of the Faculty Council, in accordance with screening criteria stipulated by the Admissions Committee, and the final determination is made by the President, ensuring the transparency and fairness of the process.

In order to make admissions selection more transparent, we also publish admission guidelines, entrance exam guides, and, on the university website, the outcomes of the previous year's admissions (number of applications received, number applicants screened, number of applicants accepted, minimum score for admission, etc.).

In regard to admission of students with disabilities, the admissions guidelines and website contain information on how APU may provide accommodations for applicants with disabilities and other special circumstances, and advising that those requiring such accommodations to submit a written request. Such requests are addressed after ascertaining individual circumstances, and reasonable accommodations made to enable fair selection of applicants.

→ *Achieved.*

Assessment/Evaluation Parameter (3): Are appropriate quotas set for student admission, and is student enrollment managed appropriately in accordance with overall enrollment capacity?

Evaluation points:

○Appropriate setting of quotas for admission and overall enrollment capacity, and management of enrolled student numbers

〈Undergraduate programs〉

・Ratio of new enrollees to admission quota

・Ratio of transfer enrollees to transfer admission quota

・Ratio of student population to overall enrollment capacity

・Responses to student population in excess of or lower than overall enrollment capacity

〈Master's and doctoral programs〉

・Ratio of student population to overall enrollment capacity

With regard to the proper management of overall enrollment capacity, the Admissions Assessment Committee conducts careful admissions assessments, ensuring that enrollments do not diverge significantly from admissions quotas or overall enrollment capacity. In addition, overall student population and new enrollee numbers are confirmed in the Admissions Committee, Faculty Council, Graduate School Faculty Council and University Senate.

Admissions quotas were filled in both Colleges, but the quotas for 2nd and 3rd year transfer student admissions were not filled, and this remains an issue requiring attention. Based on an overall enrollment capacity of 5,120 for the two colleges combined, the student population as of November 1, 2017 was 5,534, making a population-to-capacity ratio of 1.08.

The ratios of student population to enrollment capacity in the graduate schools were 0.76 in the Graduate School of Asia Pacific Studies Master's programs, 0.77 in the same school's Doctoral program, and 0.94 in the Graduate School of Management MBA program. This is an issue requiring attention across the entire graduate schools.

→ *Issues remaining.*

Assessment/Evaluation Parameter (4): Are regular reviews held to ensure that student recruitment and selection are conducted fairly and appropriately in accordance with admission policies? Are there frameworks in place to make reforms and improvements based on these results?

> Evaluation points
>
> ○Assessment/evaluation based on appropriate evidence (documentation, information)
>
> ○Improvements and enhancements in accordance with assessment/evaluation results

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

The appropriateness of intake and enrollment capacities is reviewed every time academic reforms are enacted. Entrance examination results for the undergraduate colleges and the graduate schools are shared throughout the university by way of semesterly reports at the Admissions Committee, Faculty Council (or Graduate School Faculty Council), University Senate Meeting, Executive Board of Trustees and Board of Trustees.

Based on the above self-assessment, the fulfilment of quotas is judged to be improving in the graduate school, and also showing some improvement for undergraduate transfer students in terms of the ratio of enrollees to transfer entry quota.

→ *Largely achieved.*

6. Faculty and Faculty Organization

Assessment/Evaluation Parameter (1): Does the university have clearly stipulated policies on its expectations for faculty members and the faculty organizations for each college and graduate school in line with the university's ideals and objectives?

> Evaluation Points
>
> ○ Definition of university's expectations for faculty members
>
> ・ Skills related to areas of expertise and attitude toward teaching in each degree program.
>
> ○ Appropriate displaying of faculty organization development policies for each college and graduate school.
>
> (e.g., clear definitions of each faculty member's roles, expectations for cooperation, and teaching and research responsibilities)

The application guidelines used when conducting open recruitment of faculty at APU describe the desirable attributes of APU faculty members. They clearly state eligibility conditions in terms of academic degrees, qualifications, and professional experience, as well as requiring applicants to demonstrate support for university's ideals and a commitment to education.

In regard to faculty appointments and promotions, the desirable attributes of APU faculty members, including the conditions relating to academic background, educational experience, and research track record, are indicated in accordance with the Ritsumeikan Asia Pacific University Appointment and Promotion Regulations for Faculty Members.

Policies for the development of the university's faculty structure are formulated at the time of major academic reforms, in light of considerations such as improving student-teacher ratios, enhancing educational quality, and managing financial challenges. Currently the faculty structure is being developed for each college and center within the framework provided by the faculty structure organization policy (AY2011-2014) drawn up in AY2011.

→ *Largely achieved.*

Assessment/Evaluation Parameter (2): Has the university established an appropriate faculty organization to handle education and research activities in accordance with its Faculty Organization Development Policy?

> Evaluation Points
> ○ Number of full-time faculty in the university and in each college and graduate school
> ○ Existence of appropriate measures for faculty organization development
> ・ Appropriate assignment of full-time faculty (professors, associate professors, and assistant professors) to teach the lecture subjects deemed academically necessary
> ・ Clear definition of qualifications for and appropriate assignment of faculty to teach graduate school subjects
> ・ Assignment of faculty in line with the objectives of each degree program (including domestic-international balance and gender balance)
> ・ Appropriate assignment of faculty teaching loads
> ・ Assignment of faculty to ensure a balanced age distribution
> ・ Administrative framework for liberal arts education in the undergraduate programs

The structure of faculty personnel for each college and graduate school is developed in accordance with plans for the development of faculty structure, and is currently in excess of the number of full-time faculty required by the government's standards for establishment of universities and graduate schools.

Since its opening APU has maintained the policy of having non-Japanese faculty members account for one half of all faculty, as a way of achieving the university's aims and ideals. Currently, 85 of the 169 full-time faculty members (50.3%) are non-Japanese. There is no specific policy with regard to the age profile of full-time faculty, but this is taken into account when making new appointments.

Assignment of teaching duties is conducted with a view to having full-time faculty members in

charge of mandatory Major Education Subjects and other key subjects in the curriculum, but the proportion of full-time faculty members teaching Common Education Subjects is low in comparison with Major Education Subjects.

The number of class teaching hours for faculty members is prescribed on a position-by-position basis in the Ritsumeikan Asia Pacific University Regulations for Teaching Hours Required of Full-time Faculty, which also stipulate that the University Senate may where necessary institute measures to reduce these hours. Moreover, with the aim of advancing and enhancing education and promoting academic research, the university has an Academic Development Leave system for faculty members with indefinite employment periods, which exempts them from ordinary duties and allows them to reside away from the university to engage in survey and research activity for set periods.

Screening of qualifications for graduate school teaching is conducted in accordance with predetermined standards for the teaching of doctoral program subjects and standards for the teaching of master's program subjects, each of which specifies the positions, academic backgrounds, educational experience, and research track records required for such teaching.

Operating structures for Common Education Subjects in the undergraduate programs involve many faculty members from both colleges, the Center for Language Education, and the Educational Development and Learning Support Center, with the Academic Affairs Division providing overall coordination.

Common Liberal Arts Subjects utilize APU's distinctive multicultural environment with the aim of raising students' responsiveness to social needs and forming the foundations for them as "global citizens" in line with the university's aims. These subjects involve many faculty members from both colleges, the Center for Language Education, and the Educational Development and Learning Support Center, with the Academic Affairs Division providing overall coordination.

→ *Achieved.*

Assessment/Evaluation Parameter (3): Are faculty recruitment, hiring, and promotion conducted appropriately?

Evaluation Points
○ Establishment of standards and procedures and review of respective regulations for recruitment, hiring, and promotion for each faculty position (e.g., professor, associate professor, assistant professor)
○ Implementation of recruitment, hiring, and promotion based on the regulations

Appointment and promotion of faculty members is governed by the Ritsumeikan Asia Pacific University Appointment and Promotion Regulations for Faculty Members. More detailed standards and procedures for appointment and promotion are also prescribed as appropriate for the faculty

structure. In accordance with these stipulations, a Faculty Recommendation Committee and Promotions Screening Committee established under the university-wide Personnel Affairs Committee conducts screenings, on the basis of which the Personnel Affairs Committee deliberates and votes to determine candidates for appointment and promotion.

→ *Achieved.*

Assessment/Evaluation Parameter (4): Are faculty development (FD) activities implemented institutionally and multilaterally, and do they contribute to improving the quality of faculty and the faculty organization?

> Evaluation Points
> ○ Institutional implementation of faculty development (FD) activities
> ○ Evaluation of faculty teaching, research, and community service and application of the outcomes thereof

The pursuit of FD activities is centered on the Institute for Professional Excellence in Global Learning established in AY2016, and consists of a variety of FD programs designed to further enhance faculty members' capabilities in for class management, comprehensive student education, and advising. APU also collaborates with the University of Minnesota in the United States to offer the Minnesota FD Program as an initiative in faculty training in multicultural environments.

Moreover, APU operates a faculty assessment system designed to raise the standards of education and research through evaluation of organizational activities and the activities of individual faculty members.

→ *Achieved.*

Assessment/Evaluation Parameter (5): Is the faculty organization regularly assessed and evaluated for suitability? Are efforts made to improve the faculty organization based on these reviews?

> Evaluation Points
> ○ Assessment/Evaluation conducted based on adequate evidence (i.e., documents and data)
> ○ Improvements made based on assessment/evaluation outcomes

The appropriateness of the university's overall faculty personnel organization is assessed at the time of milestone academic reforms, and plans for the development of the faculty structure are formulated in accordance with the results of these assessments.

The university-wide Personnel Affairs Committee formulates faculty appointment plans for the colleges and centers each academic year, as well as checking the appropriateness of their faculty structure, evaluating the approach to faculty structure development from the viewpoint of university-

wide optimization, and reflecting the outcomes in future appointment plans.

The appropriateness of the faculty structure is also underpinned by the implementation of a faculty assessment program, designed for individual faculty members to reflect on their own activities, assess themselves, and work on improvements and enhancements.

Informed by the outcomes of these assessments and evaluations of faculty structure and amendments to the legal regime, APU has been working to maintain and enhance the appropriateness of its faculty structure through initiatives such as the tenure track and fixed-term faculty member systems.

→ *Achieved.*

7. Student Support

<u>Assessment/Evaluation Parameter (1): Are university policies regarding the support required for students to focus on their studies and lead safe and comfortable lives on campus clearly indicated?</u>

> Evaluation Points
>
> ○ Appropriate indication of policies regarding support in light of APU's ideals and objectives, enrollee trends, and other factors

Ever since its opening, the university has been working to develop its environment and student support systems with a view to creating and maintaining a campus of multicultural coexistence, and enabling students with diverse values and cultural backgrounds to feel secure in pursuing their studies to the full. APU's characteristic approach to student support facilitates deeper experience of interaction and collaboration with others through the course of student life and activities. Guided by this approach, the university has established six basic policies on student support.

→ *Achieved.*

<u>Assessment/Evaluation Parameter (2): Is there a system in place for providing student support based on university policies regarding student support? Is student support being conducted adequately?</u>

> Evaluation Points
>
> ○Providing adequate support for student learning
>
> ・Providing adequate support for student learning
>
> ・Monitoring and advising students with poor grades
>
> ・Remedial and supplementary education matched to students' skills
>
> ・Monitoring and assistance for students who have to repeat grades and students who have taken a leave of absence
>
> ・Monitoring and handling students wishing to withdraw from APU
>
> ・Learning support for students with disabilities

・Providing scholarships and other types of financial support

・Extracurricular education

・Learning support for a wide variety of students such as exchange students

○Providing adequate support for student life

・Developing a system for handling student consultations

・Developing a system for preventing harassment (e.g. academic, sexual, or psychological)

・Considerations for students' mental and physical health, hygiene, and safety

○Providing adequate support for student career paths

・Developing a system for providing career support to students (e.g. establishment of a career center)

・Providing support or guidance for selection of a career path

○Providing support to improve students' extracurricular activities (e.g. clubs)

○Adequately providing other types of student support according to student requests

Support for student life is organized primarily through the Student Affairs Committee, headed by a Dean and Associate Dean of Student Affairs positioned under the Vice President (Student Affairs). In AY2016 the support systems for students with mental illness was strengthened with the appointment of permanent staff counsellors proficient in both Japanese and English. One recent initiative to support diversity was the AY2017 establishment of a basic policy on LGBT affairs.

In the area of study support, students with inferior credit or class attendance records are provided with individual guidance, for which the Divisions of Student Affairs and Academic Affairs work together and share information with faculty members. Moreover, a variety of pre-entry study support programs are offered to assist diverse students in adapting to university-level studies smoothly after entering APU. These include the Pre-entry Basic Skills Enhancement Program held as an intensive retreat at the international educational dormitory.

Extra-curricular study support is offered by the Self-Access Learning Center (SALC) in the area of language learning and the Analytics and Math Center (AMC) in the area of mathematics, promoting self-study and peer learning among students and providing access to guidance from faculty members and TAs.

Each application for leave of absence and withdrawal is discussed by the Student Affairs Committee following an individual interview with the student, and authorization granted by the President. APU does not have a system of repeating a year.

Support for students with disabilities is guided by the Ritsumeikan Asia Pacific University Guidelines on Support Services for Students with Disabilities, which are published on the official university website, in the university prospectus, handbook of enrollment procedures, and student life

handbook. Advisory Committee for Students with Disabilities headed by the Dean of Student Affairs meets each semester to share reports on support provided and issues arising therein. Moreover, each office has a disabled student support officer to handle student consultations.

In the area of campus development, recent activities have included refurbishment of automatic doors and renovation of dormitory rooms in order to provide an environment in which students with disabilities can lead a trouble-free student life.

Financial support is provided mainly through the Japan Student Services Organization scholarship programs (grants and loans) for domestic students, and through the university's own tuition reduction scheme for international students. These are supplemented by other forms of financial support including the university's own scholarship programs and grant-based scholarships offered by external organizations.

Extracurricular support is provided in the AP House international educational dormitory through a variety of initiatives in dormitory management and student-to-student exchange implemented collaboratively by the university and students themselves, which help promote intercultural understanding and cultivate students' autonomy and cooperative abilities. A variety of frameworks for the support of extracurricular activities has also been instituted, taking into account actual conditions and trends in extracurricular activities among APU students. At APU, students are engaged as support staff in both curricular and extracurricular realms, and these staff are cultivated through systematic training programs.

Support for student life is offered through a Health Clinic that offers consultations in both Japanese and English and works closely with one of the local general hospitals to deliver services in both languages. Furthermore, in light of the high levels of student mobility at APU, students participating in curricular programs involving overseas travel and those affiliated with extracurricular activity groups are provided with risk management training. Under the leadership of the university doctor, the university is developing systems for close collaboration with local doctors' associations, public health centers, and city hall, through periodical information-sharing and discussions on student health management.

A system for handling harassment has been established centered on the Harassment Prevention Committee, with faculty and staff members appointed as harassment advisors, and Harassment Prevention Regulations and Harassment Prevention Guidelines instituted.

The Ritsumeikan Trust Risk Management Regulations have been instituted with the aim of protecting the life, physical well-being and property of all those associated with the Trust. In pursuit of this goal APU has established the Ritsumeikan Asia Pacific University Risk Management Committee.

AED units (a total of seven) are installed on campus and routine first-aid drills are held for faculty and administrative staff members. In preparation for disaster a voluntary fire brigade has been

organized and emergency drills are held periodically, involving faculty, administrative staff and students alike.

With a view to the prevention of substance abuse, awareness-raising activities are held as part of the new student orientations in spring and fall each year. Full separation of smoking and non-smoking areas is promoted through designated smoking zones on campus, and the aim is to achieve a fully non-smoking campus in the medium term. New student orientations include awareness-raising on smokers' etiquette.

Support for student careers is coordinated by the Career and Job Placement Committee headed by the Vice President for Careers (a faculty member). Support services are provided at the Ritsumeikan Tokyo Campus and Ritsumeikan Osaka Campus for students undertaking job-hunting activities in the capital city and major metropolitan areas.

APU emphasizes peer support as a means of career guidance. Activities in this area center on student organizations that support career path development, and others in which fourth-year undergraduate students who have secured job offers provide support for students in third year and below based on their own experiences. Alumni also provide role models for current students, and are involved in student career support in both curricular and extracurricular forums.

A career path development perspective is also incorporated in the formal curriculum, with career design and internship subjects offered to support students in their career development from the early years of their undergraduate studies.

APU students pursue job-hunting off campus under conditions of disadvantage in terms of both time and finances. To overcome these disadvantages, APU invites employers to the campus to conduct information sessions and candidate screenings, and a total of around 250 employers participate in these activities each year.

→ *Achieved.*

Assessment/Evaluation Parameter (3): Is student support regularly assessed and evaluated for suitability? Moreover, are efforts taken to improve support based on those results?

> Evaluation Points
> - Assessment/evaluation based on appropriate grounds (materials, information)
> - Improvement based on assessment/evaluation results

The appropriateness of student support services is reviewed periodically within the applicable divisions of the university. The results are reported to committees and a shared understanding of challenges cultivated. This forms the basis of a PDCA cycle in which the results feed in to formulation and implementation of support policies for the following academic year. In this way the university periodically assesses and implements initiatives to improve and enhance the appropriateness of student support services.

→ *Achieved.*

8. Education and Research Environment

Assessment/Evaluation Parameter (1): Are policies for developing the environment and conditions for student learning and education and research activities by faculty members clearly indicated?

> Evaluation Points
>
> ○ Appropriate indication of policies concerning education and research environment in light of APU's ideals and aims, the aims of each college and graduate school, and other factors

APU is developing a campus master plan on the basis of the APU2030 vision and the APU2020 Second Half Plan, taking into account long-term repair and renovation plans.

→ *Achieved.*

Assessment/Evaluation Parameter (2): Based on the policies concerning education and research environment, does the university have the required land and buildings and has it developed the necessary facilities and equipment required for education and research activities, such as an athletic field?

> Evaluation Points
>
> ○Developing and managing facilities and equipment
> ・ Providing a network environment and information and communications technology (ICT) machines and equipment
> ・ Maintaining and managing facilities and equipment and ensuring safety and hygiene
> ・ Developing a campus environment that offers universal access and takes the comfort of its users into account
> ・ Developing an environment that promotes self-directed learning by students
> ○Initiatives concerning the establishment of staff, faculty, and students' information ethics

The area of the APU campus is in excess of that required by the university establishment standards. The university can be considered to have campus space and buildings sufficient for the conduct of education and research activities.

To ensure the safety and sanitation of facilities, a central monitoring system has been established and is operated to facilitate early detection of facility malfunctions and accidents. Regulations on risk management and related issues have also been instituted.

→ *Issues remaining.*

Assessment/Evaluation Parameter (3): Is there a system in place for providing library and academic information services? Also, is it functioning properly?

Evaluation Points

○ Provision of library materials and an environment for library book usage

・ Developing a collection of academic information materials such as books, academic journals, and electronic information

・ Developing a network with academic content provided by the National Institute for Informatics and other libraries

・ Enabling access to academic information

・ Developing a library usage environment that takes student learning into account (e.g. number of seats, hours of operation)

○ Assignment of staff with expertise to provide library and academic information services

As of May 2017, the library stocked 215,993 books, 2,776 periodicals, 89 online databases and electronic journals, and 3,756 audio-visual resources, making for a distinctive yet well-balanced collection suited to the education and research fields at APU.

Databases and electronic journals can be accessed from off campus through a virtual private network (VPN). A range of highly convenient academic information services are offered, with library users able to request photocopies, apply to borrow books from other institutions via inter-library loan (ILL), and reserve and order books via the library website.

Books, journals, and electronic sources are also shared with the libraries at Ritsumeikan University (a total of seven locations), through systems for information search on library holdings, parallel search of electronic resources, and reservation and ordering services. Academic information and cataloguing data is shared widely with the National Diet Library, National Institute of Informatics, and other universities within and beyond Japan through the use of the NACSIS-Webcat comprehensive catalog database and mutual ILL arrangements.

The library has a total of 1,034 seats, and the learning commons on the first floor includes collaborative learning spaces, presentation rooms, and group study rooms. Students can also make use of the writing center (Japanese and English) and facilities providing learning support for mathematics and statistics. Library opening hours are 8:30 am to midnight Mondays to Fridays in teaching periods, and 10:00 am to 6:00 pm on Saturdays, Sundays, national holidays and in the long vacation periods. The main counter and reference counter is staffed by qualified librarians from an outsourcing company, creating a library usage environment attuned to students' study needs.

→ *Achieved.*

Assessment/Evaluation Parameter (4): Are the environment and conditions for supporting education and research activities adequate and are education and research activities being promoted?

Evaluation Points

○ Establishment of conditions for promoting research activities
・Indicating the basic stance regarding research as a university
・Using research funds appropriately
・ Providing support for acquiring external funding
・Providing research laboratories, securing research time, and guaranteeing a dedicated period for research
・Having a system to support research activities such as holding thesis writing seminars
○ Establishment of conditions for promoting education activities
・Improving education facilities and equipment and the education environment
・Having a system to support education and research activities such as teaching assistants (TA)

Regarding research allowances, tenured faculty, fixed-term faculty, and specially appointed faculty all receive 200,000 yen in individual research materials expenses and 100,000 in research travel expenses every academic year. There are also a number of internal subsidy programs and other systems to support diverse faculty research.

Moreover, we operate a sabbatical system for tenured faculty, which exempts them from teaching duties for a period of one semester so they can focus exclusively on their research.

We review internal subsidy programs regularly, and endeavor to generate research service margins through administrative efficiency gains, while responding to the needs of researchers. Apart from financial support, efforts are made to enhance research-related skills through initiatives such as seminars on the production and submission of English-language research papers.

With a view to developing conditions that promote educational activity, we have established collaborative learning spaces and individual learning support functions (Analytics and Math Center) within the learning commons.

Furthermore we utilize a university-wide Learning Management System (LMS) for the management of learning in each curricular subject. This is used as a tool for distribution, storage and accumulation of learning materials, implementation of quizzes, and integrated management of learners' outputs and examination results.

Teaching Assistants (TAs) are also deployed widely as part of teaching and learning support in class, and serve to enhance class quality.

→ *Achieved.*

Assessment/Evaluation Parameter (5): Are necessary steps being taken and measures applied appropriately to ensure compliance with research ethics guidelines?

> Evaluation Points
> ○Initiatives related to the prevention of unethical research practices and misconduct in research activities
> ・Improving regulations
> ・ Periodically holding compliance classes and research ethics classes
> ・ Having an internal review organization concerning research ethics

Basic rules on research ethics are prescribed in the Ritsumeikan Asia Pacific University Research Code of Ethics and the Ritsumeikan Asia Pacific University Regulations for the Prevention of Misconduct in Research Activities, while the Ritsumeikan Asia Pacific University Guidelines for Ethical Conduct in Research Involving Human Subjects and the Ritsumeikan Asia Pacific University Guidelines for Proper Publication of Research Outcomes provide researchers with guidance on key points to take into account. These documents are posted on the university website and made widely known. We have a Research Ethics Committee whose work includes publicizing and cultivating greater familiarity with the Research Code of Ethics.

Moreover, we established a Research Compliance/Ethics Review Committee in AY2017 to enable prompt response to inquiries from researchers concerning research ethics.

→ *Achieved.*

Assessment/Evaluation Parameter (6): Is the education and research environment regularly assessed and evaluated for suitability? Moreover, are efforts taken to improve support based on those results?

> Evaluation Points
> ○Assessment/evaluation based on appropriate grounds (materials, information)
> ○Improvement based on assessment/evaluation results

Various forms of data and surveys on student use of the library are compiled each academic year into an Annual Report, which is shared at the Media Resource Center Steering Committee and employed in discussions of objectives and projects for the next academic year and beyond.

To assess the appropriateness of the research environment, the yearly activities of the International Cooperation and Research Division are reported to the University Senate, and feedback gained and utilized in improvements for the next academic year and beyond.

→ *Achieved.*

9. Social Cooperation and Contribution

Assessment/Evaluation Parameter (1): Has the university indicated a policy on social cooperation and contribution with the aim of appropriately sharing its education and research achievements with society?

> Evaluation Points
>
> ○ Appropriate indication of policy on social contribution and cooperation in accordance with the mission and purpose of the university and the goals of the colleges and graduate schools

APU's establishment was the result of a large-scale public-private collaboration with Oita Prefecture and Beppu City. In line with this fundamental character, community engagement has been one of the basic objectives of the university since before it opened. A basic approach to social contribution was set out in the "Proposal from APU" document released in June 1999. Moreover, to coincide with APU's 20th anniversary, the university's roles and responsibilities in contributing to the world and the local community are being included in the APU2030 plan.

→ *Achieved.*

Assessment/Evaluation Parameter (2): Is the university engaging in initiatives related to social cooperation and contribution in accordance with its policy on social cooperation and contribution? In addition, is the university appropriately sharing its education and research achievements with society?

> Evaluation Points
>
> ○ Appropriate systems to cooperate with off-campus organizations
>
> ○ Promotion of education and research activities through initiatives related to social cooperation and contribution
>
> ○ Participation in regional and international exchange projects

Since its establishment, APU has placed strong emphasis on international contribution and partnership through the means of international cooperation. One facet of this is the implementation of international cooperation projects commissioned by the Japan International Cooperation Agency (JICA), which have helped to give the university's research outcomes back to society. We have also received commissions from local government authorities to operate a variety of courses for local residents, as well as activities such as the production of commercials for countries in Asia to raise the international profile of Oita Prefecture.

At the time of the university's opening, a group of leaders from the realms of politics, business, government and academia were engaged to form the APU Advisory Committee (AC). These AC members cooperate with APU through such activities as assistance with graduate job placement and provision of lectures and seminars for the enhancement and development of the university's academic

profile. Foreign embassies that are part of the AC cooperate by providing various forms of study support that enable new enrollees and current students to lead a safe and secure life at APU. There is also a system of Academic Advisors: renowned Japanese and international researchers and educators who give special lectures and seminars at APU.

We hold an annual Asia Pacific Conference, attracting researchers both from within Japan and internationally. The conference has been successful in extending the networks of APU faculty members and leading to joint authorship of research papers.

Partnerships with the local community take the form of friendship agreements with a total of 22 municipalities, including not only all 19 municipalities within Oita Prefecture, but also Iida City in Nagano Prefecture, Kesennuma City in Miyagi Prefecture, and Fukuoka City in Fukuoka Prefecture. A variety of exchange projects are being developed proactively under these agreements.

In the area of partnerships with business, we have developed the Global Competency Enhancement Program (GCEP) to respond to the demand from companies for human resources capable of adaptation to globalizing business environments.

Moreover, the Research Center for Muslim Affairs (RMCA) holds RMCA Special Lectures in Oita City and other locations, as well as supporting a collaborative project for the development of Halal soy sauce with one of the top soy sauce and miso manufacturers in Oita Prefecture.

→ *Achieved.*

Assessment/Evaluation Parameter (3): Does the university periodically conduct assessments to determine the appropriateness of social cooperation and social contribution? In addition, has the university conducted initiatives to improve or enhance social cooperation and social contribution based on assessment findings?

Evaluation Points
○ Assessment based on appropriate grounds (materials, information)
○ Improvement and enhancement based on assessment findings

The appropriateness of APU's social cooperation and contribution activities is assessed, based on the Self-Assessment Report, by the University Evaluation Committee, which includes external members from local government authorities and companies. The Self-Assessment Report includes a section on social cooperation and contribution, and the appropriateness of these activities is ensured through improvements and enhancements pursued in response to the feedback provided by the University Evaluation Committee.

→ *Achieved.*

10. University Administration and Finance

Section 1   University Administration

Assessment/Evaluation Parameter (1): Has the university indicated university administration policies to realize mid to long-term and other plans with an eye toward the university's mission, purpose, and future?

> Evaluation Points
>
> ○ Indication of university administration policies to realize mid to long-term and other plans with an eye toward the university's mission, purpose, and future
>
> ○ Notification of university administration policies to members of the university

APU's policies on university management are guided by the Ritsumeikan Asia Pacific University Regulations, which indicate the aims and roles of the university's various organs including the President, University Senate, Faculty Council, and specialist committees.

The aims and roles of each committee are prescribed in separate regulations, reflected in the provisions of the University Regulations, and made known to all members of the APU community.

→   *Achieved.*

Assessment/Evaluation Parameter (2): Has the university established required positions such as a President and required bodies such as a Faculty Council Meeting, and indicated their respective authorities based on the university administration policies? In addition, is the university conducting appropriate university administration?

> Evaluation Points
>
> ○ Establishment of organizations to conduct appropriate university administration
>
> ・Indication of selection method and authority for the position of President
>
> ・Indication of selection method and authority for executive positions
>
> ・Establishment of decision-making and corresponding execution processes for the President
>
> ・Clarification of the role of the Faculty Council Meeting
>
> ・Clarification of the relationship between decision-making by the President and the role of the Faculty Council
>
> ・Clarification of the authority and responsibilities of academic organizations (university) and corporate organizations (Board of Trustees, etc.)
>
> ・Response to opinions received from students, faculty, and staff
>
> ○ Implementation of appropriate crisis management measures

The method for selection of the President is set out in the Act of Endowment and other regulations based on the Private Schools Act, and the President's roles and responsibilities are prescribed in the

University Regulations. Vice Presidents, Deans of the undergraduate colleges and graduate schools, and other executive officers are appointed by the President, pursuant to the University Regulations. Vice Presidents and Deans who also serve as Trustees of the Ritsumeikan Trust also have the responsibilities and powers to administer the operational policies of the Trust as a whole.

The University Regulations stipulate that the President "shall control the University affairs and supervise the faculty and staff members of the University," and that the Faculty Council shall "state opinions on matters to be determined by the President." Decision-making in university affairs is to be finalized by the President following deliberation by the applicable specialist committee.

Administration and management of academic affairs is conducted in accordance with the University Regulations, based on the School Education Act and associated statutory provisions. The Act of Endowment stipulates the executive officers, methods of their selection, and the composition of and matters for deliberation by the Board of Trustees and Trust Council. The University Regulations stipulate the standards for decision-making on academic affairs and the matters for deliberation by the Faculty Council and other key meetings. These provisions form the basis for the administration and management of the Ritsumeikan Academy.

Management plans, budgets, regulations, and other essential matters require deliberation and determination, including business judgments, by the Trust's key decision-making organs (Executive Board of Trustees, Board of Trustees, Trust Council).

We solicit feedback from students on the university's educational activities through periodical discussion meetings with Vice Presidents and Deans ("Talk with Dean" forums). Faculty members exchange opinions on education and research activities in Faculty Discussion Meetings and Faculty Council Meetings. Discussion of university-wide challenges by administrative staff centers on the office meetings held within each office on a weekly basis.

In the area of risk management, we have established a voluntary fire brigade and hold university-wide disaster prevention drills annually. In the Kumamoto Earthquake of April 16, 2016, the risk management regime developed thus far was deployed effectively in some ways, but it did not function as envisaged, with manuals found to be deficient, and facilities and systems inadequate. Improvements are required in this area from now on.

→ *Largely achieved.*

Assessment/Evaluation Parameter (3): Are budget-making and execution appropriate?

Evaluation Points
○ Clarification and transparency for budget execution processes
・Internal controls, etc.
・Analysis of budget execution effects, and establishment of verification mechanism

The Management Planning Committee established under the Executive Board of Trustees oversees the progress on various plans made in accordance with the management plan, and in parallel produces the budgeting policies and draft budges connected therewith. Budgets are reviewed on the basis of analysis of actual spending, and new budgets formulated through discussion among the university's various offices.

Routine budget management and expenditure is conducted using an accounting system. This system is the center of rigorous and efficient budget management, including approval and determination of expenditure in accordance with regulations, prevention of expenditure in excess of budgets and input errors, and inquiry searches for budget balances and expenditure details.

→ *Achieved.*

Assessment/Evaluation Parameter (4): Has the university established administrative organizations necessary to support Trust or university administration or education and research activities, or necessary for other university administration? In addition, are these administrative organizations functioning appropriately?

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Evaluation Points

○ Appropriate organizational structure and staff deployment to support university administration

・ Establishment of various regulations governing faculty employment and promotion, and appropriate operation of such regulations

・ Diversification of work duties, and establishment of staff framework capable of handling advanced work duties

・ Cooperative relationship between faculty and staff in academic and other university administration (faculty-staff cooperation)

・ Appropriate staff performance evaluation and compensation improvement based on performance assessment

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Appointment of administrative staff is handled centrally by the Ritsumeikan Trust. Promotion is conducted appropriately in accordance with career sheets and the APU administrative staff assessment system.

As part of our Japanese-English dual-language operations we established a tenured special administrative staff system in 2010, and we are now working on the standardization, specification, concentration, and outsourcing of administrative support work.

Collaboration between faculty and administrative staff is a Ritsumeikan tradition, and has been practiced since APU's opening across all areas, including appointment of members for diverse projects, and collaborative implementation of admissions interviews.

Evaluation of administrative staff members' work performance is conducted through the annual

setting of objectives and practical methods and approaches to work at the start of each academic year, interviews with the office manager at the start, middle, and end of the year, evaluation by the office manager, associate director, and director-general, and feedback of final results to each individual. The Personnel Affairs Division of the Ritsumeikan Trust also oversees a career sheet system, which allows administrative staff members to enter information on their career experiences thus far and their wishes regarding future training and workplace transfer.

→ *Achieved.*

Assessment/Evaluation Parameter (5): Are measures implemented to improve administrative staff and faculty motivation and qualifications, with the aim of implementing appropriate and efficient university administration?

> Evaluation Points
> ○ Systematic implementation of staff development (SD) necessary for university administration

There are three forms of SD activities at APU: dispatch of staff to external SD training programs, training programs operated by the Ritsumeikan Trust, and training programs offered independently by APU. The Institute for Professional Excellence in Global Learning established in AY2016 operates a wide variety of SD programs.

→ *Achieved.*

Assessment/Evaluation Parameter (6): Does the university periodically conduct assessments to determine the appropriateness of university administration? In addition, does the university conduct initiatives to improve or enhance university administration based on assessment findings?

> Evaluation Points
> ○ Assessment based on appropriate grounds (materials, information)
> ○ Appropriateness of audit process
> ○ Improvement and enhancement based on assessment findings

We produce self-assessment reports every two years, and these are used as the basis for evaluation by the University Evaluation Committee. Following each evaluation an evaluation report is issued in the name of the committee chair and presented to the President. The President reflects the content of the report in university management, especially the matters noted in need of improvement.

Routine audits by the Ritsumeikan Trust's Auditors and accounting audits by an accounting firm are conducted annually.

→ *Achieved*

Section 2   Finance

Assessment/Evaluation Parameter (1): Has the university appropriately formulated a mid to long-term financial plan to stably execute education and research activities?

Evaluation Points

○ Formulation of mid to long-term financial plan in accordance with mid to long-term plan for the university's future

＜Private Universities＞

○ Formulation of indicators and objectives related to financial ratios for applicable universities

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We have instituted a medium-term financial plan to cover the period up to AY2024, and set upper limits for spending in major categories such as faculty personnel costs, administrative staff personnel costs, and scholarships.

Items for which expenditure fluctuates from year to year, such as long-term facilities refurbishment and information systems, are subject to a multi-year budgeting system, with upper limits set across multiple budget years.

We employ the indicative financial ratios set in the business judgment indicators issued by the Promotion and Mutual Aid Corporation for Private Schools of Japan (PMAC) in order to monitor the financial results not only of the Ritsumeikan Trust as a whole but also APU specifically.

→   *Achieved.*

Assessment/Evaluation Parameter (2): Has the university established an adequate financial foundation to stably execute education and research activities?

Evaluation Points

○ Financial foundation (or budget allocation) necessary to realize forward-looking and other plans based on the university's mission and purpose

○ Mechanisms to concurrently execute education and research activities and secure funding

○ Progress with securing external funding (Grant-in Aid for Scientific Research (MEXT), donations, contracted research expenses, joint research expenses, etc.), asset management, etc.

We have instituted a Basic Policy on the Financial Operations in order to furnish financial support for initiatives in line with the Trust's aim of qualitative enhancement of education and research, while also ensuring the levels of financial stability and sustainability demanded of a private school corporation. This Basic Policy underpins the stable and ongoing management of the Trust's financial affairs together with efforts to develop a future-oriented financial basis for new projects and campus developments.

The Trust's basic approach is to uphold financial discipline in the operation of its various

universities and schools while taking a unified view of education/research activities and financial affairs.

In regard to external funding, sources such as the government's ordinary expense subsidies for private universities are utilized for pro-active efforts in university reform, while other external funding, including under the Top Global University project, has been procured to a total of at least 200 million yen annually.

Moreover, we utilize APU's distinctive campus of multicultural coexistence for pro-active deployment of the Global Competency Enhancement Program (GCEP), which brings business professionals to APU as trainees (part-time students).

In regard to revenue and expenditure balance, the Basic Policy on Financial Operations guides the accumulation of capital with a view to medium- and long-term replacement and renewal of university facilities.

The Trust has a high ratio of fixed assets within its asset structure, and is growing a stock of capital for the stable and ongoing maintenance of the education and research environment at the same time as pursuing facilities and infrastructure development projects for academic advancement.

Within the overall asset structure, the ratio of total liabilities to total funds has increased from 9.6% in AY2013 to 12.2% in AY2017, producing a declining trend in the funds-on-hand ratio (from 90.4% in AY2013 to 87.7% in AY2017). As for cumulative net income/loss, spending outstripped revenues since AY2010, but since this figure represents the total after transfers to the capital funds, the Trust still has the necessary funds-on-hand, thereby ensuring financial stability.

→ *Achieved.*