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

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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.