Formal Response to the Student Proposal from the University

2022.2.7

■ Foreword

The Student Voices Project's Proposal to the University contains many wide-ranging and profound suggestions for improvements to academics and student life at APU. We thank the project members for the serious thought and action they put into this project to enhance students' experiences both in their studies and in their daily lives.

The recommendations put forth in the proposal have been examined by the relevant divisions within the University. Recommendations concerning classes and academics have been discussed by the Division of Academic Affairs and within each of the colleges (APS/APM). Student life related recommendations were examined by the Division of Student Affairs and by the University Co-op and APU Co-op. Recommendations that involved multiple divisions were first discussed by each individual division prior to having all divisions come together to discuss and summarize a joint response. Recommendations for improvements that pertained to faculty and staff were shared with faculty at the Faculty Discussion Meeting and with a representative of each administrative office and both faculty and staff were asked to look into the possibility of implementing the improvements in the proposal. Each and every member of the APU community are encouraged to read this in order to lay the groundwork for an authentic and meaningful conversation on how to make APU an even better university.

■ Subject Headings from the Student Proposal to the University with Relevant Divisions

■ Ⅰ. Academic Aspects (Class Depth, classes, curriculum, etc.)

■ **Proposal I-1** **Priority Registration System** (Improvement Demand Rate: 67%)

■ **Proposal I-2** **Timely Student Support**〔Improvement Demand Rate: No data for Survey i))

■ **Proposal I-3** **Group Works** (Improvement Demand Rate: 66%)

■ **Proposal I-4** **Grading Method** (Improvement Demand Rate: 69%)

■ **Proposal I-5** **Depth of Learning (1)** (Improvement Demand Rate: 68%)

■ **Proposal I-6** **Depth of Learning (2)** (Improvement Demand Rate: 68%)

■ **Proposal I-7** **Timetable** (Improvement demand rate for "we want a lunch break": 72%)

■ Ⅱ. Learning Support Services

■ **Proposal II-1** **IT Support Services** (Improvement Demand Rate: See chart below)

■ **Proposal II-2** **Online Classes** (Improvement demand rate for the continuation of online classes: 76%)

■ **Proposal II-3** **Learning Support Services at APU** (Frequency of student use of existing services: see the proposal text)

■ Ⅲ. Facility (Cafeteria)

■ **Proposal III-1** **Cafeteria** (Improvement Demand Rate: 54%)

■ Ⅳ. International and Educational Exchange

■ **Proposal IV-1** **International Exchange** (Improvement Demand Rate: 72%)

■ **Proposal IV-2** **Domestic Student Exchange** (Improvement Demand Rate: 74%)

■ Ⅴ. Counseling and Student Services

■ **Proposal V-1** **Mental Health Support** (Improvement Demand Rate: 50%)

■ [Table] Principle Relevant Division for Each Proposal

	Student Affairs	Academic Affairs	APS/APM	APU COOP	Administration office	Each Faculty and Staff related
I-1		●				
I-2	●	●	●			
I-3		●				●
I-4		●				●
I-5		●	●			●
I-6		●	●			●
I-7	●	●	●	●	●	●
II-1		●				●
II-2		●				
II-3		●				
III-1				●	●	
IV-1	●	●				
IV-2	●					
V-1	●					

■ **Response from the University to the Proposals**

The university's response to each proposal is recorded here.

Ⅰ. Academic Aspects (Class Depth, classes, curriculum, etc.)

Proposal Ⅰ-1　**Priority Registration System** (Improvement Demand Rate: 67%) Relevant to: Division of Academic Affairs

Course registration methods and learning opportunities are not provided fairly to students

a.　Replace Priority System from GPA-based to Student-Year-based [59%]

Response The "priority registration system" is a system established to encourage APU students to study actively and is not based on a balance of supply and demand as described in the proposal. The "priority registration system" is an important system for APU students to proceed with their studies while having high incentives throughout the semester, and the "unfairness" described may be improved depending on how studies are approached.

Furthermore, APU provides several resources for students who are struggling academically, such as academic advising from faculty members, the Writing Center for improving academic writing skills, SALC for support with language study, and AMC for support with mathematics. We ask for students to make full use of these resources.

b.　Offer More Classes to Offset the Demand [91%]

Response As stated, the "priority registration system" is a system established to encourage APU students to study actively and is not a system based on supply and demand as described in the proposal.

Additionally, in order to provide more classes arrangements for more faculty are necessary, which in turn leads to an increase in costs for faculty resources and puts pressure on university finances. Furthermore, it not easy for APU, located in a rural area, to secure more than the usual amount of part-time faculty.

c.   Lottery-based Registration [34%]

Response As some courses are heavily in demand and even Priority Registration 1 students have difficulty registering, we will continue to improve the system including using a lottery for these courses as described in this proposal.

d.   Requirements for International Students to register opposite-language-based courses under the same condition as Japanese-based students [67%]

Response The construction of the curriculum and graduation requirements at APU are set according to the founding principles when the university opened and the goal of human resource development. As with APU, it is natural that there are students with different enrollment language-bases and that the established graduation criteria varies depending on those language-bases, but this matter should not be discussed in terms of fairness or unfairness in the first place.

Although English-basis students also being required to register in Japanese courses may be reflected in the curriculum as necessary based on APU's goals for human resource development, we believe that changing the graduate requirements for the purpose of improving the course registration system alone is not appropriate for an educational institution.

Proposal Ⅰ-2   **Timely Student Support**（Improvement Demand Rate: No data for Survey i)) Relevant to: Division of Academic Affairs, Division of Student Affairs, each college, individual members of the faculty and staff

Student opinions are not sufficiently reflected in the general framework for studying and living at APU (the university is slow to respond to students, communication is not smooth, lack of support for international students, etc.)

a.   Construct a mechanism on par with a student council composed of current students and alumni to serve as a bridge between the university and students [94%]

Response We will continue with the same system as the Student Voices Project in AY2022 and beyond and improve on it. We will hold regular discussions between current students and the university, with the aim of creating a better system together with the students.

Response Details

（1）RE: Construct a mechanism on par with a student council

As regards a student council, we believe this is something the students want to set up. If the students continue discussing this among themselves and come up with a proposal, the Division of Student Affairs will provide support as the point of contact. However, when the university supports student organizations such as a student council, we want to do so from an educational perspective, i.e., a perspective that leads to learning at the university, so this means that alumni will not be eligible for support. As a university, we believe it is important to make it so all students possess equal rights, leading to the enrichment of each one's studies and student life. And also, making it so students, who are the ones playing the leading role in their studies, are able to take part in building our university. There are autonomous organizations operating under various formats at universities around the world. Additionally, there are things like student senates that, as a constituent member of a university's organization, give their opinion on university operations. For APU, we will continue thinking together with our students about how best to do this and if it is possible for each and every student to participate in university operations, and then we will put the results of our thinking into practice.

Furthermore, we have "build a system for hearing student voices" as a university initiative for reflecting student opinions

in APU's operations, which we have been promoting since AY2020. An overview of the progress to date is as follows.

<AY2020>

As a pilot study, the Division of Student Affairs conducted a survey for students where they wrote their opinions about APU. The Division of Student Affairs further held a discussion meeting with students who took part in the pilot study and students who are involved in voluntary extracurricular activities, and decided to continue their efforts.

<AY2021>

In order to construct a system for the university to hear student opinions, the Division of Student Affairs recruited student volunteers and set up the Student Voices Project as the project for implementing this (all undergraduate students were eligible for recruitment). The project students created a questionnaire and collected it from all students, analyzed the data, conducted interviews with the relevant divisions, compiled this proposal based on those studies, and made it publicly available to the entire university. Further, based on this proposal, discussion meetings were held between the project students and the university in December and January, the university wrote up an official response to the proposal (this document), and it was made publicly available to all students.

And, looking towards AY2022, we currently are working on the following plan.

Main objectives for building a better university:

- Support self-directed and autonomous actions by students (the university would like students to understand that its door is open to them)

- Through support, also lead to learning (from the perspectives of self-direction, organizational behavior, collaboration, leadership, planning and execution, negotiation, insight, logical consideration, logical description, multifaceted consideration, quantitative analysis, qualitative analysis, management of self-control, respect for others, understanding of diversity, acceptance of others, flexibility, willingness to take on challenges, spirit of gratitude, self-reflection improvement, etc.)

- Provide regular opportunities for students and the university (faculty, staff, etc.) to talk (discussion meetings, etc.)

In order to embrace and embody these three points, it is essential to construct certain systems (the AY2021 Student Voices Project, a student council, etc.). Carrying on the knowledge and ideas of the AY2021 Student Voices Project, <u>in AY2022 we will continue talking with students and proceed with creating a better system for smooth and effective connections between all students and the university.</u>

Several specific examples for implementation of the System for Hearing Student Voices:

<AY2022>

| Operations Example 1 |

We believe that operating the project on a 2-year cycle ought to be easier for students to work with as well. As a student project, the Division of Student Affairs will recruit the students and provide operational support.

AY2021 (Year 1)

- Draw up the questionnaire, collect it, and analyze the data

- Hold interviews with the relevant divisions

- Compile proposal, submit to the university

- Hold discussions and negotiations based on the proposal and organize the issues proposed by the students

AY2022 (Year 2)

- Organize the issues based on the results of discussions and negotiations with the university

- Organize points from the previous year's proposal that could not be sufficiently dug into and points that became ongoing issues, and hold discussions/negotiations with each division

- Summarize the two years and confirm achievements

Operations Example 2

The ultimate goal is for the students themselves to be able to independently compile proposals for the university and constructively negotiate them (bring about change) without the support of the Division of Student Affairs, and further, to learn autonomously through this process. From this perspective, in AY2022 we are thinking to move toward a format in which the autonomous actions of students are even more central than in AY2021. The Division of Student Affairs will support the students as needed.

- "Senior Members" will be enlisted from the student members of the AY2021 Student Voices Project, and these senior members will independently and autonomously recruit widely for AY2022 volunteer members and create an organization for collaborating with the university.
- The Division of Student Affairs will be the point of contact for holding discussion meetings between the students and the university

Our response to the requests from students written in the proposal are as follows.

（2）In response to the student request to "form a curriculum based on student opinions (hopes and requests, etc.)"

【APS】

- With regard to the university curriculum, first, at the time a college is established, we consider what the college in question should have students learn. From there, we formulate policies for that college and then create a curriculum structure matched to those policies. Obtaining a bachelor's degree upon graduation means the student has completed all the courses for the college in question. Every college at the university forms a policy on what constitutes completion, and this is called the Diploma Policy (hereinafter, "DP"). The college's subjects are structured according to the DP, and a bachelor's degree is granted by fulfilling the set graduation requirements. In other words, students can check what they can learn in any given college before enrolling in the university, and they should choose their university/college after having checked this. Curriculum reforms that reference student opinions, etc. are carried out once every six years in order to improve problem areas, etc. However, the curriculums established accordingly are structured based on the DP, so they cannot be easily changed. And as they are made publicly available externally, students should carefully review them before enrolling.
- Although students are insisting on changes to the curriculum, the curriculum from their time of enrollment cannot be changed. However, when the curriculum undergoes reform once every six years, accumulated student opinions are reflected more than a little in the reformed curriculum.
- However, it is possible that there is some difference in how the word "curriculum" is being interpreted. If we suppose we are speaking in the sense of improving the quality of lectures, then that is always possible. As mentioned above, while it is difficult to change the structure of the curriculum (students enroll on the assumption of what the curriculum is, so they must be able to enjoy that), changes such as the quality of lectures, reducing the maximum number of students per lecture, and changing seminar methods can be made.
- What we think after all this is that it is unclear whether students understand what is meant by forming a "curriculum." We would like students first to tell us what they mean when they say "form a curriculum." And in particular, we would like to hear concretely what they would like to change and how. There are things we can do and things we cannot do; we would appreciate it if students understood what it is that we can do, because we are always thinking about making improvements. However, we weren't able to guess what they wanted from the content of the report. For us, as we are earnestly thinking about improvements, about making the university better, about making the colleges better, if students could let us know a little bit more about what problems there are in which college, this is

something we would really appreciate.

- Incidentally, the 2023 Curriculum Reform is currently underway. Our faculty members meet many times each week and continue to constantly discuss how to reform the colleges, how we can make the colleges great, and how current problems can be improved on. Is it that students actually want to get in on that discussion of reforms? Are students thinking that while currently enrolled students will not be able to benefit from this reform, they want to participate in it for the sake of their juniors, whom they have not yet met?

- In the new curriculum for 2023, barriers to improving 300-level courses were removed by establishing compulsory introductory courses in all three major areas to promote systematic study.

- As for also improving the 100-level compulsory introductory subjects, from the perspective of improving teaching methods, we will initiate experiments in small-group interactive learning that effectively utilizes TAs from AY2022 Spring Semester.

- We will start utilizing special lectures and outside lecturers in order to enrich our curriculum. To the extent that resources allow, we particularly want to offer courses by outstanding outside researchers we have invited.

【APM】

APM is currently undergoing a curriculum reform. The feedbacks and inputs that received from Talk with the Dean (Focus Group Discussion (FGD) with current students and alumni), exit surveys, class evaluation surveys, employer surveys, industry reports, and benchmarking analysis, together with Assurance of Learning results are incorporated to improve the APM curriculum. The new APM curriculum is scheduled to be implemented in Spring 2023. The following are the action plans that will innovate and enrich the value of the APM curriculum and ensure that it is current and relevant while enhancing student success and engaging alumni and external stakeholders as well as partners:

- Revisit and revise School of Management (SOM)'s vision, mission, values, APM learning goals, and learning objectives.

- Review existing subjects and introduce new electives that are competency-based and current.

- Revisit and revise the curriculum mapping to better align with new learning goals, and learning objectives.

- Design the subjects of the new specialization, of Entrepreneurship and Operations Management (EOM)

- Establish the prerequisite system and introduce the learning map in each specialization to enhance student learning.

- Create the introductory courses for each field and emphasis on sequential learning as well as project-based learning.

- Balance the widespread of course offering in each field and across the 100-400 level.

- Revisit and revise the common rubrics and encourage faculty to integrate as part of the learning assessment.

Proposal Ⅰ-3   Group Works (Improvement Demand Rate: 66%) Relevant to: Division of Academic Affairs, individual faculty members

Countermeasures to the language barrier, online implementation, and free-riders that occur in group work and evaluation methods

a.   Method to decrease the language barriers [72%]

Response The methods proposed are also options, but we believe it is difficult to improve the ways of doing groupwork uniformly as the methods vary through such factors as year level and study contents. Faculty members

are continually improving ways of doing groupwork through initiatives related to class improvement such as Faculty Development (FD). In order for students with different language bases to be able to overcome the language barrier with their peers and do groupwork, we will continue to work with the faculty to improve classes.

b.   Measures in regards to the free riders and peer review [74%]

Response   As stated, the ways of having groupwork vary through such factors as year level and study content, it is not easy to improve these methods uniformly, and professors are continually working towards improvements through such initiatives as FD activities. We would like to share the peer evaluation system described in this proposal with instructors at faculty conferences and consult faculty about courses that may be able to introduce this system.

Proposal Ⅰ-4   Grading Method (Improvement Demand Rate: 69%) Relevant to: Division of Academic Affairs, individual faculty members

The current grading system and its processes, which do not easily lead to increased interest in learning or self-analysis by the students themselves

a.   Transparency of the grades [97%]

Response   Regarding increasing the transparency of grade evaluations, we believe it is extremely important for students themselves to be able to confirm where they misunderstood or why they made mistakes. However, the methods and ways of having grade evaluations vary from course to course, and it is difficult to implement a uniform approach to improve transparency. In order to ensure transparency of grade evaluations in each course, it is necessary for the instructor of each course to work on when and how grade evaluations are shown. In order to realize this goal, the contents of this proposal and its background will be shared with faculty at faculty discussion meetings, and as a university we will encourage faculty members to work on ensuring the transparency of grade evaluations for each course.

Furthermore, we publicize the instructors' grade evaluation comments for each course on the Academic Office website. This includes information on the criteria for grade evaluation and the answers to final exams, so the transparency of grade evaluation may increase slightly by having students check this information.

b.   Flexibility of the grade inquiries [99%]

Response   Nearly 400 grade inquiries occur every semester. In addition to valid reasons for grade inquiries, there are also many simplistic reasons which miss the original point of grade inquiries such as "I may have a chance to increase my grade if I inquire" or "I would like to have my grades reviewed to increase my GPA." The current grade inquiry form was made to prevent such simple inquiries, and we believe it would have been better to make a proposal after grasping the actual conditions through conducting interviews with the Office in charge.

On the other hand, the number of grade inquiries themselves are expected to decrease if the transparency of grade evaluations improves as described above, so we would like to continue working with professors to make improvements.

Proposal Ⅰ-5   Depth of Learning (1) (Improvement Demand Rate: 68%) Relevant to: Division of Academic Affairs, each college, individual faculty members

Teaching methods (e.g., just reading slides, unidirectional lectures), lack of major subjects (department(s) in charge interviewed)

a. Increase the quality of the learning material [78%]

Response Training for syllabus creation is being implemented through a program held in collaboration with the University

of Minnesota as part of FD activities targeting newly appointed faculty. Furthermore, each faculty member is expected to write their syllabi according to the university guidelines and the contents are checked by the person in charge in each college and center. If there is a problem, we ask the instructor to revise the syllabus.

However, as we believe it is important to revise the guidelines based on how students who actually refer to the syllabi feel, we would like to build a system for listening to students' voices about matters not limited to syllabi, and work towards creating a better university.

Furthermore, regarding the specific suggestion of "prioritizing practical learning over theory," we do not believe that this suggestion will increase the quality of lectures as concepts vary depending on the area of study and course.

b. Broaden the opportunity for students to take various specialized lectures and major subjects [86%]

`Response` We are not aware of any shortage of specialization courses at APU, and we would like to receive clarification on what basis these courses are deemed to be insufficient. Furthermore, we would like to receive clarification as to how increasing specialization courses will improve the academic standards of classes.

APU courses are based on the policies for awarding degrees in each college and graduate school, a curriculum is built, and required courses are established. While studying a wide range of subjects is important, there are also many opportunities to deepen learning off-campus including exchange programs, and we hope that students will actively utilize such opportunities.

c. Special/additional training for APU instructors to improve their teaching method [85%]

`Response` As stated, APU implements a training program in cooperation with the University of Minnesota in America as part of its FD activities. The University of Minnesota has a strong reputation for teaching skills, and approximately 50% of full-time faculty have participated in this program overall. Furthermore, to utilize APU's   multicultural environment to its full extent, APU implements multicultural collaborative learning to practice interactive and active learning. There is also a section in the syllabus to enter "ways multicultural collaborative learning is practiced" and this section has been included in nearly all courses.

Our response to the requests from students written in the proposal are as follows.

In response to the student request to "increase the types of special studies lectures (classes that specialize in and deepen the content of a particular topic, such as special lectures [not seminars]) and major subjects"

【APS】

- We will start utilizing special lectures and outside lecturers in order to enrich our curriculum. To the extent that resources allow, we plan in particular to offer courses by outstanding outside researchers we have invited.

- It is difficult to know what is meant by the term "special lecture." To infer from the questionnaire, lecture quality is low and not interesting, so perhaps student interest in hearing specialized lectures has run out. The college executives are constantly thinking about this. How can we make lectures better and more interesting overall with the existing composition of our faculty? As our most important issue, how we can provide intellectual stimulation to students in an institution of higher education and research, that is to say, a university, is something we are thinking about strategies for daily.

- However, the problem is, learning at a university is not something that can be given. Learning is something that students themselves take. Passive behavior is not the attitude expected at a university. We would like for students to always remember to keep their intellectual curiosity and intellectual antennae up, and that a university is a place where they can autonomously study and conduct research on their own. It is necessary not only to preempt dissatisfaction by raising the issue of improving the quality of lectures, but also at the same time to return to the

starting point of student attitude.

【APM】

As part of curriculum reform, we have updated and added the following courses in each specialization:

- Required subjects: 1) Organizational Behavior, 2) Business Ethics and Social Responsibility
- Accounting and Finance Specialization: 1) Taxation, 2) Finance and Technology, 3) Investment Analysis and Portfolio Management, 4) Managerial Accounting
- Marketing Specialization: 1) Pricing Strategy, 2) Digital Marketing, 3) Brand management in the Digital World
- Strategic Management and Leadership Specialization: 1) Responsible Leadership in Business, 2) Human Resource Management
- Entrepreneurship and Operations Management Specialization: 1) Venture Entrepreneurship, 2) Design Thinking and Innovation, 3) Advanced Venture Entrepreneurship, 4) Managing Innovation, 5) Strategic Project Management, 6) Managing Digital Business Transformation, 7) Social Entrepreneurship and Change Maker
- APM Common: 1) Research Design and Method, 2) Business Data Analytics

Proposal Ⅰ-6 **Depth of Learning (2)** (Improvement Demand Rate: 68%) Relevant to: Division of Academic Affairs, each college, individual faculty members

Based on the belief that a certain number of students are positive about deepening and advancing their expertise and learning new things, and that underclassmen also want to register for 200- and 300-level subjects (and based on interview(s) with the department(s) in charge)

a. Make the results of the remaining six items of the class evaluation questionnaire available, which are not currently available

Response

(1) The results of the class evaluation surveys are compiled by the university and returned to all teachers along with the contents of the free comment section. The totaled results are also shared with department heads who use them in interviews with instructors, creating a system for faculty to further improve their classes based on the results of the survey.

Department heads also look over the contents of the free comment section in the class evaluation surveys and provide guidance in direct consultations if there are any issues. Additionally, the aggregated results of courses in each Area of Study are returned to the faculty in charge for each college, and a system is in place to work towards class improvement on an Area of Study-basis as well.

The class evaluation surveys are made public so that when students are considering what courses to take they can confirm whether the course aligns with their personal learning style or contents that they would like to study based on how past students who took the course evaluated it. However, some of the survey items have not been disclosed as they could lead to students' simplistic course registration. We would like to share the contents of this proposal with professors at faculty council meetings and have a discussion regarding the publication of undisclosed items.

(2) In response to the student request to "be able to register for 200- and 300-level courses, regardless of class year"

【APS】

- As regards first- and second-year students taking 200- and 300-level courses, open access to 200- and 300-level courses is incompatible with ensuring systematic study. Instead, in the 2023 Curriculum the 100-level liberal arts subjects are being enriched. For the introductory required subjects in the three areas of study, two electives are being incorporated into each of them and we are also making efforts to ensure diversity in the overall curriculum.

- However, this can also be understood as an indication that the quality of lectures is low, the same as in Response (2) "Requests" in Proposal I-5. We would like for students to inform us of the names of lectures where the instructor only reads a PPT. We would like for students to inform us of the names of lectures that are too simple, boring, and are lacking in expertise. If the dissatisfaction is because the class is difficult, it is also conceivable that there is a lack of effort on the part of the student. But "too simple and boring" is not appropriate for a university lecture. However, there is the possibility that the instructor may not be aware of this, so it should be pointed out.

- As noted above, the 2023 Curriculum Reform has strengthened systematic study considerably, but for the 2017 curriculum it is indeed possible that the levels were not coordinated. In observing faculty lectures and then considering the content, we hope to move forward with improving the quality of lectures as much as we can, although there are limitations.

- The suggestion that classes are too easy can be seen to increase towards fourth-year students and decrease significantly with fifth-year students and above when the data is studied further. It looks as if improving the content of 300-level classes will be our number one priority. Many faculty have said that because the curriculum is organized without introductory level prerequisite subjects (2017 curriculum), they are forced to repeat basic content even at the 300-level, and this has become an obstacle to advancing class content. In the 2023 new curriculum, barriers to improving 300-level courses were removed by establishing compulsory introductory courses in all three major areas to promote systematic study.

【APM】

As part of curriculum reform, establishing the prerequisite system and introducing the learning map in each specialization to enhance student learning is part of the action item. With prerequisite, it ensures that students enter a subject with some prior knowledge. The prerequisite also helps students to feel more comfortable and confident with the subject matter. Having prerequisite also enhances sequential learning in APM curriculum, resulting in the depth of learning and a higher learning outcome. Moreover, APM also plans to create the introductory courses for each field and emphasis on sequential learning as well as project-based learning, so that students will be introduced with business and management knowledge/concepts and skills at a 100 level course, reinforce their learning in 200 level course and master and be able to apply their learning in 300 and 400 level course. We are open to reform that will enable the higher achievers to take advanced courses at early stage.

Proposal I -7   **Timetable**   (Improvement demand rate for "we want a lunch break": 72%)   Relevant to: Division of Academic Affairs, Division of Student Affairs, each college, Administration Office, Co-op, individual faculty members
Based on opinions related to the large number of undergraduate classes, the inability to concentrate and negative impact on health due to a lack of break time, ensuring time for extracurricular activities, and safe meals during the pandemic (and based on interview(s) with the department(s) in charge)

a. Using empty classrooms, we would offer a shop like the House CO-OP and several spaces for eating [85%]
b. Have Instructors Innovate Teaching Methods [82%]

Since APU was established, classes have been held with a consecutive timetable with no lunch break. The following reasons can be provided as some of the reasons for this schedule.

① It is necessary to ensure the number of class hours set by the University Establishment Standards
② When considering APU's location, holding classes until a late hour will influence other activities (such as extracurricular activities and part-time jobs).

As implementing classes with the set class hours has been established in order for the university to award credits as in (1), the number of class times set for one course and the class hours for one lecture have been determined according to the University Establishment Standards. Each university determines its own timetable to ensure the set number of classes and class hours, but as described in (2), APU is located atop a mountain and it requires some time to make a round trip to Beppu City where the students live. If a lunch break was guaranteed under the current time table, 6th period would finish after 8:00 p.m., making it difficult to have extracurricular activities and part-time jobs. Part-time jobs in particular are essential for many students to attend APU, a private university. Furthermore, credits awarded by universities are not only based on the number of class hours in lectures, but on the premise of review and preparation done for classes as well. Therefore, it is necessary to ensure time to study outside of classes too. On the other hand, on-campus classes will resume in earnest as of April 2022, and we believe it is necessary to realistically consider whether infection control measures during the coronavirus pandemic, such as ventilation, disinfection, and hand washing, can be sufficiently undertaken during10-minute breaks and a 15-minute lunch.

One suggestion in this proposal was to utilize Wednesdays in order to ensure a lunch break, but many guidance and pre- and post-classes including overseas study programs are held on Wednesdays. Studying abroad is one of the features of studying at APU and many students participate. As a university, we believe that it is important to reserve Wednesdays for these guidance and pre- and post-classes. Furthermore, as described above, the university believes that it is important not to hold many classes on Wednesdays to ensure a considerable amount of time for part-time jobs for students who require them to attend APU, a private university.

As described in this proposal, the university would like to work towards improvements so that students may have an enjoyable lunch while thinking about nutritional balance in the limited amount of time available. Specifically, we hope to realize in the near future the expansion of spaces to have lunch outside the cafeteria and active invitations of mobile food stalls apart from those in the cafeteria. Furthermore, we would like to appeal to faculty members to observe the class hours.

On the other hand, on-campus classes will resume in earnest as of April 2022, and we believe it is necessary to realistically consider whether infection control measures during the coronavirus pandemic, such as ventilation, disinfection, and hand washing, can be sufficiently undertaken during10-minute breaks and a 15-minute lunch.

Furthermore, in a survey of all students conducted in July 2021, some students said that in connection to rest time, they needed time in order to calm themselves mentally. A Quiet Space that can be used for a variety of purposes, such as meditation, reading, thinking, religious prayer to the extent it does not impose on others, etc., has been set up on the second floor of Student Union I (Bldg E, where the cafeteria is). Anyone with a student ID or faculty/staff ID can easily use the Quiet Space for a short time without permission from the Student Office. This is announced at new student guidance sessions, new faculty and staff trainings, and on the APU website. See here for details:https://www.apu.ac.jp/studentsupport/page/content0335.html/

Our response to the requests from students written in the proposal are as follows.
(2) In response to the student request to underline devise a curriculum (educational program) that can guarantee students time for

<u>lunch</u>

【APS】
- With inter-university educational exchanges that use DX, it will be possible to experiment with taking online courses that take advantage of the time difference. By incorporating a registration format that extends beyond the traditional six-period framework (e.g., zero period, seventh period, etc.), we expect this will create flexibility for securing time for lunch, too.
- But still, there will be a limit to the responses from the colleges as regards the time settings for the time schedule. This is a case for the Division of Academic Affairs, and it is also a university-wide issue. However, we will reconsider the allocation of courses on the time schedule and consult with the Academic Office to see if it is possible to reduce the number of courses set for third period or to make it so undergraduate subjects do not run consecutively at midday.

【APM】

We are open to work with university in exploring the class schedule that avoid consecutive classes during the mid of the day. We fully understand student's point of view that also effects our faculties. We advise students to carefully schedule their classes, so that they will have at least one break period during the middle of the day, in order to lessen the pressure on our cafeteria operation system.

Proposal II -1   **IT Support Services** (Improvement Demand Rate: See chart below)   Relevant to: Division of Academic Affairs, individual faculty members

manaba (utilization by faculty, etc.), Campus Terminal (difficult to understand necessary information, etc.), and the syllabus (hard to search, slow to update, etc.)

	manaba	Campus Terminal	Syllabus
Improvement Demand Rate	40%	64%	73%
a. Modification of IT Services	・Deletion of completed courses ・Display contact information for faculty and TAs	・Improve UI ・Extend the time until re-login ・Change how cancelation emails are handled	・Improve search methods ・Increase update frequency
b. Add Functions for IT Services	・Notifications of time limits and deadlines ・Categorize lectures (set up folders)	・Categorize information ・Add "pin" and "favorite" features ・Notifications for necessary information only/function for deleting messages no longer needed	
c. Standardizing Use of IT Services	・Handling of completed lectures ・Consolidating methods for submitting assignments		

Response

① *manaba*

A Learning Management System (LMS) such as *manaba* is an important tool for university learning, and the

university believes that it should not only be easy to use for all the faculty and students who actually use it, but it must also increase the quality of learning. *manaba* was introduced in AY 2016, and we have also received opinions regarding points for improvement from faculty members. As we are currently in the process of selecting the next LMS for *manaba* together with the instructors who are actually teaching the classes, we would like to select the new LMS based thoroughly on the contents of this proposal.

② Regarding Campus Terminal

Opinions that Campus Terminal's user interface is difficult to see have appeared many times on student surveys, and the university takes these comments very seriously. Campus Terminal is an important portal for the university to communicate with students, and it is important for such a portal to be easy to use and see so that it can function effectively. Based on this proposal, the university will continue to review methods for improvement, including the introduction of a new portal system.

Proposal Ⅱ-2 **Online Classes** (Improvement demand rate for the continuation of online classes: 76%) Relevant to: Division of Academic Affairs

From the fact that by increasing options for where and how to learn according to the environment and circumstances of individual students (job hunting, health issues, ability to maintain concentration, energy, etc.), universities can provide more people with opportunities to learn and students can also learn more efficiently

a. Make online classes an option

Response We believe that many APU students decided to enroll in APU expecting to "lead a university life with students gathered from all over the world." "Leading a university life with students gathered from all over the world" assumes that university life will be led on the APU campus and classes will be taken in the classroom. Although the COVID-19 pandemic has made traditional in-person classes difficult at present, students gathered from all over the world leading university lives on campus is APU's greatest feature, and the university hopes to return to our former lively campus as soon as possible. On the other hand, although classes have been taken online due to the COVID-19 pandemic, the university is regarding the great potential of an online environment. For example, faculty from overseas universities who could only come during session periods in the past can now hold classes online, and opportunities for learning together with students from other universities that have only been possible in some programs such as exchange programs is now possible through online classes.

b. Incorporate on-demand classes

Response OnDemand-form classes can also be expected to produce a higher learning effect if students do groupwork upon viewing the recorded lectures in advance.

While learning at a multicultural campus which is APU's greatest feature will be the basis for future learning at APU, the university plans to incorporate various learning formats utilizing such an online environment.

In addition, please check the class policy in the 'AY 2022 Spring Semester Classes' document on the Academic Office website for more information on the format of classes in the AY 2022 Spring Semester.

Prposal Ⅱ-3 **Learning Support Services at APU** (Frequency of student use of existing services: see the proposal text)

For students, lack of a systematic and consistent approach to using and applying existing services, lack of motivation to use them, and lack of uniformity in services Relevant to: Division of Academic Affairs

a. Collaboration between learning support services and Student Social Media Unit (SMU) [87%]

b. Creation of webpage informing the access methods and availability of the services [94%]

c. Working with instructors to encourage the usage of learning support services [95%]

Response Although various Learning Support Services are set up by the university, the fact that only a portion of students use them is a major issue. As described in the contents of this proposal, we would like to cooperate with student staff to consider more effective publicity methods.

We would also like to cooperate with faculty members to have the use of Learning Support Services promoted in classes as well.

Ⅲ. Facility (Cafeteria)

Cafeteria (Improvement Demand Rate: 54%)

From the comprehensive perspective of whether students are eating healthy meals (and from interview(s) with the department(s) in charge)

a. Referencing examples of the APU CO-OP shop's initiatives, the cafeteria and the Administration Office will establish mechanisms so that student needs can be heard and then make the opinions obtained and their responses available to the public

Response **Introduce the "*Watashi no Hitokoto*" comment cards in the APU cafeteria, too.**

b. In particular, the cafeteria/APU CO-OP working together with the student committee members will collect the student opinions obtained during implementation of Proposal (a) above and formulate operational guidelines that take these opinions into consideration. Also, we will strengthen public relations of our own efforts and make students further aware of them through the use of Campus Terminal and other means in addition to our existing media (leaflets, CO-OP website, etc.)

Response **We will operate as an organization that considers student requests and we will move forward with strengthening PR activities from the Co-op.**

Response, detail

The following is a response from the University Co-op with regards to issues concerning the APU Cafeteria.

(1) The University Co-op has introduced the use of the *"Watashi mo Hitokoto Card"* in the APU Cafeteria to help solicit student feedback.

• Students are encouraged to use this card to voice their opinions and requests regarding the Cafeteria's menu and service.

• The University Co-op values student feedback and has involved Student Committee members in the "*Watashi mo Hitokoto Card*" initiative.

• Cards submitted by students will be publicly displayed to promote active communication between the Co-op and APU students.

• We hope to use this opportunity to improve our support for APU students and better meet student needs.

(2) The University Co-op considers students' requests as an organization.

• Co-op staff do not arbitrarily make decisions on their own. The Co-op is an organization that values the opinions of its Student Committee members. Meetings are held with Student Committee members roughly once a month to discuss student requests and learn more about issues confronting students that could be important in Co-op decision making and operations.

- It would be possible to organize a Co-op User Meeting that would also include Co-op members, for further discussion and opinion exchange if necessary.
- A vegetable curry tasting event was held in response to a comment from a vegetarian international student who said there were very few vegetarian-friendly dishes on the Cafeteria menu and has since resulted in the decision to offer vegetable curry in the Cafeteria as of this January.

(3) The Co-op will strive to improve our public relations efforts.
- We will try to find more effective ways to get information on special deals out to students such as enlisting Student Committee members to post this information on their Instagram accounts, etc.
- We will test out a variety of SNS functions to find the best way for Co-op members to get involved and for students to access this information.
- We will arrange to begin using Campus Terminal to post the Co-op's business hours during emergencies and long vacations.

（4） Bento sales have recommenced in F Building.
- The Co-op began selling bento boxes again in F Building as of the end of November in response to requests from students.
- Bento boxes are sold Monday, Tuesday, Thursday, and Friday from 12:00~12:30. (There are few students on campus on Wednesdays.) The number of students who purchase bento averages to 25 a day.

（5） The Co-op is committed to supporting students' health and wellness through food.
　We have been attempting to raise awareness about "*shokuiku*" (food/nutrition education) through efforts such as showing how incorporating side dishes (*kobachi*) can boost a meal's nutritional value. Students are advised to check the posters in the Cafeteria that show examples of different meal combinations and the APU Co-op website for nutrition information from a registered dietician.

Response

　Although there was no reference to student dormitories in the proposal, there were many students who left dormitory-related comments in the student survey implemented in July 2021. This response is intended to provide additional information on current dormitory measures.

（1）Dormitory Facilities
　The University conducts the necessary maintenance and repairs to combat the effects of time on student dormitory buildings in line with APU's ①"University-Wide Facility Maintenance and Repair Plan" and ②"Student Dormitory Maintenance and Repair Plan." Examples of dormitory repairs from AY2018 onward include the installation of Wi-Fi routers in dorm rooms for wireless Wi-Fi access throughout the dormitory, new dorm room refrigerators and mattresses, construction on communal kitchen facilities, new kitchen tables and chairs, and repairs to the communal shower room to improve water volume and temperature. Additionally, repairs are made to the ceilings and exterior of each dormitory building every year in accordance with the "University-Wide Facility Maintenance and Repair Plan"

　Dorm rooms undergo a thorough cleaning and inspection when a resident moves out. The inspection includes a check of the room's sink, toilet, air conditioner, bed, desk, chair, refrigerator, window, screen door, and curtains. The University is also required by law to conduct a yearly inspection of air conditioning units, elevators, and fire alarms. Dormitory pest control

measures include regular maintenance of grounds and greenspace in addition to spraying for bugs and insects.

The above is an introduction of some of the measures implemented in student dormitories, however, we will reassess the number of times these measures are implemented as well as the measures themselves to ensure they are as effective as possible. More vacuums will be purchased for each building and efforts will be made to improve the convenience and comfort of dormitory residents.

（2）Resident Capacity

The maximum dormitory capacity is 1,300 residents which includes approximately 70 Resident Assistants (RAs) in addition to 660 incoming international students. It is mandatory for first-year international students to reside in the dormitory given the difficulty of securing housing in Japan from their home countries. Additionally, living in the dormitory provides international students with the opportunity and time to adjust to life in Japan seeing as many students enroll with little knowledge of Japanese and are not accustomed to the way of life nor the rules that must be followed. The approximately 570 remaining rooms are allotted to domestic students who apply to live in the dormitory, however, not all domestic students are able to live in the dormitory if more applications are received than the number of rooms available.

APU plans to open new dormitories in 2021 in addition to the existing AP House 1 & 2 buildings which will make it possible to provide more on-campus housing opportunities for domestic students.

（3）Other

Limitations on entering the dormitory must be enforced to a certain extent seeing as the rent residents pay every month gives them the right to use dormitory facilities as opposed to non-residents who do not pay rent. There are other considerations, such as making sure we get an accurate count of residents to ensure that everyone is safe if an earthquake or other natural disaster were to occur, which have contributed to the decision to not let non-residents into the dormitory.

Resident Assistants plan floor, building, and dormitory-wide events to encourage exchange and social interaction among residents. Additionally, the University has introduced the AP House MIX Program which offers residents the opportunities to get to know each other through cooking classes and fitness classes like yoga and Pilates. The pandemic has unfortunately prevented many international students from coming to Japan and living in the dormitory. Although the situation still requires a strict adherence to infection prevention measures, we hope to be able to continue to provide as many exchange opportunities for dormitory residents as possible.

Ⅳ. International and Educational Exchange

Proposal Ⅳ-1   **International Exchange** (Improvement Demand Rate: 72%)   Relevant to: Division of Academic Affairs, Division of Student Affairs

Reduced opportunities for interaction due to the pandemic (cancellation of related programs, etc.), lack of support for study abroad scholarships, etc., and lack of awareness regarding information on studying abroad and international interaction

    a.   Language Partner System [92%]

Response   Although it is difficult to implement a university-wide language partner system due to operational issues, as an alternative plan, we will study incorporating a system that will match student partners during events and projects that promote interaction between students.

    b.   Visibility of Clubs and Accessibility [91%]

Response We have studied a concrete system that would allow students to communicate smoothly with each club and circle group, but there are aspects that do not conform to the actual situation and we believe the cooperation of each group is needed.

    c.   International Exchange Programs and Scholarships Briefings [94%]

We are still holding a number of guidance sessions even now, but going forward we expect to continue holding guidance sessions online, record the sessions, and share the recordings with students who were unable to attend the session.

Details of the response to a.

In general, we believe it is important as a university to provide opportunities for our students to mix with one another, which is one of APU's strengths. From this perspective, we believe the language partner system is effective as an opportunity for students to acquire their opposite language early on, help each other out, and to get to know different cultures. On the other hand, if the system is applied to all students, it will also include students who are not interested in being part of the language partner system. Careful consideration will be needed because it will be necessary to create a mechanism so that the system won't become a mere shell of itself, devoid of any substance. If we were to tentatively implement this university-wide, there is certainly something to be said for doing it during orientation week. But, it would be difficult to find the physical time and space to do so because other, higher-priority initiatives are implemented during this week. On the other hand, as one approach based on the aforementioned perspective, there are multiple events run by FLAG (student peer support staff) for new students during the orientation period. These events promote interaction among students in order to encourage them in easily making friends and to apply themselves to university life after enrolling in the university. The participation rate for all new students in AY2021 was around 20–40%, and that means there is still plenty of room for students who wish to participate in exchanges. Additionally, events for promoting interaction between international students and domestic students have been held at the SALC (HP : https://salc82.wixsite.com/apusalc, Facebook : https://www.facebook.com/apu.salc/) Other major events for interaction that have taken place during the coronavirus pandemic (with infection control measures in place) are as follows.

<AY2021>

In-person events, such as fitness and wellness classes, tea ceremony, shamisen, and karate workshops

<AY2022>

Student interaction event by APU Spirit Week, a student organization selected for the APU Selection Project Type B

(With the aim of improving engagement, mental health and team building as APU students, and to create a vibrant campus) As for the request for interaction capable of overcoming the language barrier described in the proposal, we will consider effectively incorporating such interaction into events and projects with high affinity for it. At that time, we will also take operational safety (establish rules for interacting in public places, emphasize the perspective of protecting personal information, etc.) into consideration at the same time.

Details of the response to b.

First, with regard to making activities visible, since AY2020 information on student clubs and circles, project activities, and student staff activities registered with the university has been moved online (https://apu-online.jp/). There, not only can one review information introducing the activities of each group, one can also check for the latest information and SNS, etc. for each group. We believe it is appropriate for individual students to inquire with each group for the more specific details of activities that go beyond the scope of the visibility that the university is able to systematically provide to all students.

As regards accessibility to each group, the proposal suggests that perhaps APU email addresses could be given to the representatives of each club and circle or to each club and circle itself. But there is the concern that as the number of APU email addresses needing to be managed increases, so will the burden placed on club and circle groups increase. Also, the SNS that many groups already possess are posted on the university website's circle introduction page (the URL mentioned above), so as things currently stand, students are also communicating with each group through SNS (no major problems have been reported to the Division of Student Affairs by the Council of Specially Recognized Groups, which is composed of students

belonging to each organization). On the other hand, as a way to communicate with representatives while keeping their personal e-mail addresses confidential on the internet, we considered a system in which the university would centrally create a shared inquiry form for all extracurricular activities (including requests to join clubs) and the representatives of each extracurricular activity would be automatically notified (by email, etc.). However, when we looked at the actual situation, we found that, depending on the group or representative, there were many cases in which they do not check their university email addresses or they do not report back to the university, even if their group representative changes, so we supposed having students contact groups directly using the SNS or group email address they were familiar with would be faster, as would be the responses. There is also the facet that we respect the convenience (accessibility) of the groups. In any case, <u>at the time we review academic year-end applications for continuation of the club/circle group, we will make it mandatory for the representative of each group to submit a direct contact for the group (such as an email address that is in regular use) and we will study the inquiry form mechanism described above. At the same time, we will also request the cooperation of each group</u>.

In general, we believe broadly raising awareness of student activities, both domestically and internationally, by taking up the activities of students from a variety of angles and disseminating this information via the university's webpage and SNS is important as a tool for conveying the appeal of APU. During the coronavirus pandemic, club and circle activities were unavoidably reduced and restricted, but in AY2021 we held online club information sessions and provided information to new students. We will continue to support extracurricular activities while giving heed to measures for controlling infection.

Details of the response to c.

Guidance sessions for international exchange programs are regularly held, mainly on Wednesdays, and these sessions also include information on scholarships available for each program. In AY 2021 we held seven study abroad fairs (four in spring and three in fall), seventeen study abroad cafés (nine in spring and eight in fall), and two joint events with the SALC (one in spring and one in fall).

At present these are mainly being held online due to the Covid-19 pandemic, and we plan to continue holding them online until the pandemic eases. We are still holding a number of guidance sessions even now, but going forward we expect to continue holding guidance sessions online, record the sessions, and share the recordings with students who were unable to attend the session. By making the recordings available for viewing, we will no longer need to hold sessions at multiple dates and times as shown in the proposal.

In addition, if a student has questions about international exchange programs, or wishes to talk with someone about a program, the Academic Office offers in-person and online consultations services so students can inquire through the Academic Office.

Hold a scholarship information session at the same time as the above-mentioned information session for exchange students, and at that time introduce relevant websites and publicize the information widely.

In general, disseminating information on study abroad programs and international exchange programs in a way that is easy for students to understand is important for them as they take responsibility for designing the four years of their student life. At the time, in order to be able to provide information and advice to students from a comprehensive perspective, including information on scholarships, internships, employment, and career paths, when providing that information and advice we will undertake further plans and improvements with an understanding of the students' actual situations and requests.

Proposal Ⅳ-2   **Domestic Student Exchange** (Improvement Demand Rate: 74%) Relevant to: Division of Student Affairs

From the lack of interaction between students which occurs during learning and extracurricular activities with domestic universities and the lack of interaction during the pandemic, including in the Beppu area

a. Beach Beautification & BBQ [Combined with b. below, 92%]

b. Polar Plunge [Combined with a. above, 92%]

Response **In addition to the projects listed in a. and b. above, if there are any suggestions for student-run exchange projects, please take advantage of the Event and Project Support System.**

Response Details

We provide support for events initiated by student groups and projects with a limited time frame for working on them. We support students' desire to do things, and their attitude to think deeply about and implement a single initiative. Please see the website for details (https://www.apu.ac.jp/studentsupport/page/content0312.html/)

Creating opportunities for students to interact with one another, with APU faculty and staff, and with city residents is important as an opportunity for students to get to know APU, Japan, and Beppu. Due to the coronavirus pandemic, interaction with the elementary schools in Beppu and with the community will continue piecemeal in an online format. During the coronavirus pandemic, online initiatives have not only been for university education, but have become widespread. In actuality, this a good way to deepen interaction even in cases where in distant places it is difficult to come and go directly. We will continue with schemes such as these in the future, too. On the other hand, there is great desire for in-person interaction, and APU also hopes to increase such opportunities while implementing measures to control infection. At APU, we have the student staff known as SAS, who promote interaction with the community. Additionally, there are also many groups undertaking interaction with the community in clubs and circles and student projects. We will devise ways to publicize our activities so that students are fully aware of them and do not miss out on opportunities to participate. Additionally, we will strengthen our efforts to develop staff to support events and to inform the public in a way that is easier to understand about student activities through PR, etc.

Ⅴ. Counseling and Student Services Relevant to: Division of Student Affairs

Mental Health Support (Improvement Demand Rate: 50%)

Based on the language and cultural barriers between students and counselors, inadequate facilities and provision of services, low awareness of mental health on campus, strong demand for improvements from international students, and interview(s) with the department(s) in charge

a. Cooperating with International Mental Health Organization [96%]

b. Improve access to counselling services [98%]

c. Working with MeWe [95%]

d. Mental Health checkup for students [96%]

Response So that students can access information and be able to freely consult, we will study initiatives for disseminating information that is easy to understand, including improving the Counseling Room website, and how best to collaborate with external organizations.

Response Details

The Counseling Room is equipped to provide counseling in both Japanese and English. There are also days when it can provide support in Chinese. In the past, there have also been counselors from South Korea and Malaysia providing support. We are not limiting ourselves to counselors from Japan, so we will continue to actively consider counselors with foreign nationalities.

Before the coronavirus pandemic, counseling was only conducted in person. However, currently online consultations are also being accepted. (Laws regarding counseling vary from country to country, and there are some countries where counseling can only be undertaken in person.)

In principle, counseling must be reserved in advance in order to guarantee the counselor's time; but even without an appointment (i.e. walk-in), it is still possible to receive counseling if there is an open slot. The is a limit on the frequency of use for counseling so that there will be an equal opportunity for many students to get a consultation and also because a certain framework or limit is necessary in order to protect the individuals receiving counseling. Precisely because the time and place are restricted, time at counseling is extraordinary, and this ensures a situation where individuals can feel safe and express themselves in a protected space. Moreover, in the case of an emergency, students can receive support at any time on any day of the week.

There isn't any hospital on-campus at APU, so it is necessary to go to a hospital off-campus when treatment is needed. For international students, we have subscribed to the Medical Assistant Service, so it is possible to access medical consultations (hospital referrals, etc.) and also interpretation services for medical visits in many languages by phone (24 hours a day, 365 days a year, available in 18 languages, phone number: 03-3811-8124). Unfortunately, there are no hospitals in Oita Prefecture for psychosomatic medicine or psychiatry that can hold consultations in English, so sometimes we accompany patients from the university to see the doctor or refer them to a hospital in Fukuoka Prefecture.

Students have not been able to lead an everyday student life during the coronavirus pandemic. There are also a lot of international students who are waiting to enter Japan. They may not understand a definite cause, they may be somewhat anxious, they may be losing motivation, or they may be feeling stressed. Please feel free to consult with the Counseling Room, faculty you are close to, the Student Office, the Academic Office, or the Health Clinic. We also believe that it is important for students to stay connected to their surroundings in the campus community in order to improve their wellbeing. We believe that extracurricular activities and also activities from student groups such as MeWe play an important role in this, so we will continue to support student activities so that students who need it can find a place where they are comfortable. The regular medical checkup questionnaire includes questions about student worries. The university has been contacting students who have indicated that they would like a consultation, but we also hope to create a mechanism whereby the university can also keep an eye on students and someone would notice if there are any changes in how they are doing. So that students can access information and easily be able to freely consult, we will undertake initiatives to disseminate information that is easy to understand, including improving the Counseling Room website. We believe that it is important to prevent things before the situation becomes serious. In order to improve health literacy, which includes both mental and physical health, we are working to disseminate information through web-based communications and stress management events, etc. Together with this, we hope to collect information on consultation services for foreigners living in Japan, useful information on mental health care in various countries and regions, and explore the possibility of cooperation with international organizations connected with mental health.