

VI. Student Services

1. Description of Current Conditions

(1) Have we clearly stipulated the policies regarding the student services required for students to focus on their studies and lead a safe and comfortable university life?

<Clarification of Educational, Daily Life and Career Support Services>

APU states in its “APU Student Guidance and Support Concept” (Document 6-1), which was formulated in October 1998 before its inauguration, that the ideal student needed to realize the university’s 3 vision of “Freedom, Peace and Humanity”, “International Mutual Understanding”, and “Creating the Future Shape of the Asia Pacific”, is 1) an individual who has the great sensitivity and intercultural communication skills required to succeed as a global citizen, 2) an individual who has specialized knowledge, analytical skills and policy proposal skills, and 3) an individual with personal and professional global networks who can contribute to human coexistence and a sustainable and peaceful society.

In order to achieve this, APU formulated the “APU Extra Curricular Activities Student Campus Activities Support Policy” in December, 1998 (Document 6-2), outlining that extracurricular activities on this multicultural and multilingual campus, such as the freshman Orientation, clubs, circles and events held at the student dormitory AP House, were just as important as regular classes in fostering growth and potential in students. The policy also states that APU, as a university that opened thanks to the large amount of support received from Oita Prefecture and Beppu City, will actively carry out an array of cooperative initiatives and exchange activities with the community and local citizens and contribute to the internationalization of the city.

In March, 2004, when APU finally had students covering all years from 1 to 4, achievements of this policy was reviewed and 7 items including “developing intercultural understanding and dynamic student communication”, and “active student participation in regional exchange events, along with active intake of citizens in campus events” were formulated as a temporary policy (Document 6-3) and widely shared amongst staff and faculty.

More recently, student support policies were set in the “Phase Three Plan” (Document 6-4). These include “strengthen and improve extracurricular and independent activities that utilize the multicultural APU environment to foster cooperation between students from a diverse set of nationalities”, “strengthen and improve learning functionality and support in creating a cooperative community between students living in AP House”, enhance student staff activities at the dormitories – a place for student growth and, use the scholarship selection process, to help students realize any challenges hindering their further growth.

These policies first went up for deliberation at the University Senate Meeting in January 2010, then they were discussed at the Student Affairs Committee, Faculty Council Meeting, Faculty Discussion Meeting, Administration Meeting, and between staff and faculty in the

workplace and were finalized at another Senate Meeting.

Regarding career and job hunting support, the Careers Division and Academic Affairs Department work closely together to provide support in line with the university's vision of "Freedom, Peace, and Humanity", "International Mutual Understanding", and "Creating the Future Shape of the Asia Pacific", as well as the mission to nurture the young talent who will help shape the future of the Asia Pacific.

Since its inauguration APU has aimed to actively support not just domestic students, but also international students, in their search for jobs in primarily Japanese corporations.

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

The above learning support policies were stipulated in detail before APU even opened its doors to students. In order for these to be realized after inauguration, the university then formulated further detailed support policies that utilized APU's multicultural environment. As a result, the following APU-esque extracurricular activities and initiatives are now firmly established as part of the university culture.

[1] Multinational Student Exchange through Multicultural Weeks

Multicultural Weeks, week-long events that promote the foods, arts and culture of a particular country, aim to promote understanding of various countries and regions around the world. 10 countries and regions were showcased during Multicultural Weeks in AY2012, with over 1600 students planning and carrying out traditional dances and performances etc. With the participating students equally from the country being showcased, domestic and international students, Multicultural Weeks are multinational student cooperative events that have come to represent APU's extracurricular activities.

[2] Creating a Cooperative and Multinational Student Community at AP House

AP House was built on campus for international students to spend their first year after enrollment living in a dormitory environment and getting used to life in Japan. Even after this first year AP House still plays an active role in students' lives. Every year approximately 1000 students from 40 countries, including Japan, live at AP House, interacting and strengthening multicultural understanding and communication skills and cultivating a sense of belonging to the university.

[3] Peer Learning Through Dynamic Student Staff Activities

While the student staff initiative was primarily introduced to help students out financially, we have come to realize that it promotes individual growth and teaching and learning between students. The initiative has really taken off and now a variety of tasks related to the operation of the university are left up to student organizations.

RA – senior student Resident Assistants live on each floor of AP House, assisting with dormitory life and making sure everything runs smoothly and first year students behave accordingly.

TA – students who act as Teaching Assistants during lectures.

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LA – students who assist in the library and with IT and equipment operations.

GASS – a student group that give tours of the university and assists with planning for primarily open campus events aimed at high school students.

FLAG – a student group that assists with freshman orientation, student-life and registration guidance sessions, making themselves available for all types of student consultations.

SAS – a student group that supports and promotes the various local exchange events.

TSS – a student group that offers technical assistance, such as lighting and sound, for student organized and hosted events like Multicultural Week.

SPA – a student group that helps with university public relations.

<Suitability of assessment and handling of students in their 5th year and above, on a leave of absence or who have withdrawn>

Students apply for a leave of absence or withdrawal at the Student Office. After an interview with their supervising staff, approval judgment is finalized after discussions by the Student Status Committee, made up of the Deans of Colleges or Graduate Schools, the Vice-President in charge of Student Affairs, and the Dean, Associate Dean and members of Academic Affairs. With regards to a leave of absence due to medical reasons, students are required to submit a doctor's certificate when they apply for the leave and likewise when they apply to come back. This will then be used to decide whether or not the student is ready to adjust back to student life. In addition, students who require follow-up medical attention after coming back to APU are offered support from nurses in the Health Clinic and counselors in the Counseling Room. Support related to everyday life is offered via the Student Office and course and registration support from the Academic Office. Staff and faculty are given basic training in dealing with mental support and developmental disorders. The Dean of Student Affairs gives a report on the status of leave of absence and withdrawal students each semester at the Faculty Council Meeting.

Regarding international students who are unable to graduate in the minimum 4-year standard period for graduation, the supervisor in charge from the Student Office will meet with the student and give guidance on redesign of study plan and assist with the necessary documents required to apply for a visa extension at the immigration office.

<Study Consultations to Facilitate Smooth Learning for Students>

To ensure undergraduate students can concentrate on their studies and lead safe and comfortable daily lives, APU offers individual guidance to students who are struggling with completing a sufficient number of credits or who aren't attending enough classes. This support is provided through collaboration between the Student and Academic Offices and Academic Advising faculty, the supervising faculty for the freshmen Japanese and English courses, and the supervising faculty for the "First-Year Student Workshop I and II". In addition, and from the perspective of ensuring international students maintain their visa status and complete the required number of credits, there is a policy in place for dealing

with international students who are absent from the “Language Education / Japanese Course” (a course taken by the majority of international students) for more than two weeks. This is handled by the Academic Office, Student Office and the faculty member in charge of the Japanese language course.

Those who fail to complete the requirements for graduation by the end of their 4th year will become 5th year students, then 6th year students, and so on. Year levels may not be repeated. Therefore underperforming students with insufficient credits are categorized into five groups each semester and given a written warning and asked to come in for a consultation if necessary. Because of the importance of picking up on underperforming students as soon as possible, an “Academic Advising Session” was held in 2012 for students with insufficient credits after just their 1st semester of study at APU. 114 students attended, of which 111 registered for an individual academic advising consultation. In this way, APU is offering an adequate level of learning support.

<Organization and Implementation of Supplementary Classes>

At APU, approximately 70% of incoming domestic students come in via AO Examinations, Affiliated Schools, Partner Schools or Designated Schools (Recommendations), bringing with them varying sets of knowledge, abilities and high motivation to study. With the objective of helping this diverse set of students adjust smoothly to their studies after enrollment, the university works with faculty from the Center for Language Education (CLE), the Education Development and Learning Support Center (EDLSC) and the Academic Office to provide “Campus Visit Days” (at APU), and “Schooling” one-on-one advice sessions in 4 locations around the country. We also hold “Pre-enrollment Basic Skill-up Courses” for students to study at university before they officially enroll. These initiatives, along with “APU Note” – which gives students research tasks into the countries and regions APU international students come from, are all ways in which we are carrying out pre-enrollment learning support.

The bulk of international students enroll on an English language basis, entering APU with no Japanese skills. For this reason, all international applicants are sent a survival Japanese textbook called “Tobira”, at the enrollment processing stage. The textbook requires students to complete homework, thus APU is supporting Japanese language learning from before a student even starts APU.

In conjunction with APU affiliate institution Kumon Educational, a learning corner has been set up in the library as part of APU’s remedial education for students. The learning corner, which aims to strengthen students’ basic Japanese, English and Math skills, is a desk manned by a supervisor and/or student staff to give guidance and support to students (in AY2012, 14 students received Japanese support, 41 English support, and 40 Math support)

<Suitability of Study Support Measures for Students with Disabilities>

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In December, 2011, the university started to review support measures, aimed at examining the following three points, for students with disabilities.

[1] Examine the systems required to offer the necessary support for students with disabilities to be able to study at APU same as other students and make a proposal to the whole university.

[2] Review the support available for students facing mental issues (developmental disorders, depression etc.)

[3] Focusing on learning, continue to organize support systems for students who have physical disabilities or who have hearing or visual impairments.

A report on the “discussions thus far regarding a review of services for students with disabilities” was then presented at a Faculty Discussion Meeting in December, 2012. In addition, the university started offering special care in the lecture and note-taking assistance to students with disabilities in 2012. This, along with a variety of individual support during examinations (longer exam time, larger answer sheets etc.), shows that APU has adequate support services in place for students with disabilities.

<Suitability of Financial Support such as Scholarships>

[1] Scholarships for Undergraduate Students

As a fundamental scholarship of financial support for domestic students, approximately 1,200 APU undergraduate domestic students receive the JASSO Scholarship System (Document 6-5). As supplement for the JASSO scholarship, APU has its own scholarship program. At present, 1,075 student are receiving JASSO scholarships and 154 are receiving APU scholarships (Academic Excellence: 88, Academic Incentive: 38, Domestic Student: 28), which means about 40% of APU’s 3,130 domestic students (as of November 1) are receiving some sort of scholarships (Note: Students can receive both JASSO and internal APU scholarships). APU’s scholarship programs either give students financial aid or reduce their tuition fees. Domestic students can apply for one of three scholarships. The “Domestic Students Academic Incentive Scholarship” (Document 6-6), and the “Domestic Recommended Admissions Students Scholarship” (Document 6-7) are both scholarships that students apply for before enrolling, while the “Domestic Students Financial Support Tuition Reduction” (Document 6-8) is for students who are met with financial difficulties during their study time at APU. In addition to these scholarships, the APU-Club – Domestic Students’ Parents Association offers a “Learning Assistance Scholarship” (Document 6-9) to children of association members.

APU offers financial assistance to international students in the form of an “International Student Tuition Reduction”, which has 30%, 50%, 65%, 80% and 100% tuition reduction types (Document 6-10). Approximately 70% of all international students studying at APU are on one of these scholarships (Document 6-11). Under the current system, AY2011 saw 196 students receive 30% tuition reduction, 299 receive 50%, 501 receive 65%, 429

receive 80% and 169 students receive full 100% tuition reduction, totaling an overall tuition reduction value of approximately 1.4 billion yen.

In addition, between 500 and 600 international students every year receive scholarships from external sources such as private scholarship organizations and the Japan Student Services Organization (JASSO) (Document 6-12).

APU also offers both domestic and international students financial support in the form of a “Makino Textbook Scholarship”, to fund the purchase of textbooks (Document 6-13).

APU also has its own unique “Domestic Students Academic Excellence Scholarship”, a scholarship that supports a diverse range of learning (Document 6-14), and a “Resident Assistant Scholarship”, for resident assistant students at AP House (Document 6-15). We also offer the “Kyushu Oil Labor Union Stork Scholarship”, a scholarship for students who are involved with local development through community exchange and contribution activities (Document 6-16).

Criteria and application requirements for each scholarship are stipulated in line with the scholarship objectives, either by university regulations or by the external organization offering the scholarship. Every year the Student Affairs Committee reviews the scholarship recruitment, selection and recommendation policies, screens applications, carries out interviews and makes the final decision on who will receive APU scholarships and who will be recommended to an external organization.

While the academic advantages of peer learning through the activities of dynamic student staff is explained in the section on academic support for extracurricular activities, peer learning does also provide financial support on campus for students who are unable to find part-time work off campus due to the university’s remote location.

[2] Scholarships for Graduate School Students

The scholarships available to Graduate School students are the same as for the undergraduate students. They can apply for one of the five tuition reduction scholarships offered by the university: 30%, 50%, 65%, 80% or 100%. Approximately half of all graduate school students receive one of these scholarships (Document 6-17). In AY2011, 32 students received a 30% reduction in tuition, 16 received 50% reduction, 11 received 65% reduction, 14 received 80% reduction and 39 students received full 100% tuition reduction, totaling an overall tuition reduction value of 110 million yen. In addition, a large number of graduate school students receive external scholarships from places such as foreign governments, making the combined percentage of graduate school students on scholarships approximately 90% (Document 6-18).

Also available to graduate school students are grants to assist with research activities. Doctoral and Master’s students can apply for a “Field Research Subsidy” (Document 6-19), and PhD students a subsidy to assist with the financial costs of presenting research at conferences (Document 6-20). Approximately 26 students a year receive financial support

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in one of these two ways (Document 6-21). Criteria and application requirements for each scholarship are stipulated in line with the scholarships objectives, either by university regulations or by the external organization offering the scholarship. Every year the Student Affairs Committee reviews the scholarship recruitment, selection and recommendation policies, screens applications, carries out interviews and makes the final decision on who will receive APU scholarships and who will be recommended to an external organization.

(3) Is support for student life being effectively carried out?

<Attention to safety and hygiene and the maintaining and improving of students' mental and physical well-being>

Managing Students Health and Illnesses

The Student Office-run Health Clinic forms the core of student health and management at APU. It carries out health checks for all students and, based on these results, offers medical advice and further consultations. It also deals with the prevention of infectious diseases. In addition, the Health Clinic also holds regular first-aid courses and workshops on taping, the objective of which is to inform students in sports related extracurricular activities, of relevant first aid and safety procedures.

In addition, Risk Management Guidance Sessions (Document 6-22) are held for students traveling overseas as part of a regular program or with a registered extracurricular organization. Students are also instructed on vaccinations for contagious diseases.

Furthermore, a "Student Health Management Support Network Meeting" (Document 6-23) is held once a semester by the school physician as Chairman, local medical and healthcare professionals including Beppu Medical Association, Eastern Oita Health Center, Beppu City Social Welfare Health Department, to share information on student health management, exchange ideas and form close networks.

Counseling Room

With one full-time receptionist and 4 part-time counselors, the APU Counseling Room offers counseling services to students, faculty and staff. In order to accommodate the diverse make-up of the APU faculty, staff and student body, and offer the best service possible, the counseling room is prepared to handle consultations in 5 languages: English, Japanese, Korean, Chinese and Mongolian (Document 6-24). In addition, the Counseling Room holds general meetings once a month with the Vice-President in charge of Student Affairs, Dean of Student Affairs, Student Office Staff, Health Clinic Nurses and Counselors. Here they discuss the mental health support for students, faculty and staff, share information and exchange opinions.

Support for the Protection of Personal Belongings and Prevention of Physical Harm

"The Ritsumeikan Trust Risk Management Guidelines" have been formulated with the objective of preventing accidents in Ritsumeikan Trust facilities, protecting the personal

belongings of, and preventing physical harm to all students, faculty, staff and all other related members of the Ritsumeikan Trust. In order to ensure that these objectives are achieved, APU has established the “APU Safety Management Committee”.

There are 7 AED devices located on campus (Document 6-25), and a “First-Aid Training Workshop” is held for all faculty and staff. We also work with the local self-defense fire brigade to hold emergency drills for students, faculty and staff. In addition, evacuation drills are held at the student dormitories, AP House, once a semester (Document 6-26).

(1) Prevention of Drug Use and Activities to Educate Students on the Effects of Smoking.

All students are educated on the consequences of drug use during their spring or fall freshmen orientation. With the mid-term objective of making APU a smoke-free campus, smoking has been relegated to the designated areas and there is an ongoing campaign to educate smokers on correct smoking etiquette and educate them on giving up.

<Harassment Prevention Measures> (Document 6-27)

In addition to the “APU Harassment Prevention Regulations” and “Harassment Prevention Guidelines”, APU also has a largely Administration Office-run Harassment Prevention Committee. Faculty and Staff are selected as counselors and made available to students everyday. Information regarding harassment and raising awareness in order to prevent it are carried out via the university homepage and the distribution of pamphlets. The APU Harassment Prevention Committee held 2 training sessions in AY2011 for faculty and staff-selected counselors, and 1 training session for all faculty. In addition, 1 training session was held in AY2012 for specified staff (a job type unique to APU) .

(4) Is there an adequate level of career and job hunting support for students?

APU, with its short history and provincial location, has a student body half made up of international students. Under these conditions the university has, since its inauguration, strived to fulfill the vision of nurturing graduates with the skills needed to shape the future of the Asia Pacific region. One of the pillars of career and job hunting support at APU has been On-Campus Recruiting. With the majority of major companies and corporations focusing their graduate recruitment in the larger cities, APU students are at both a geographical and financial disadvantage. In order to overcome this hurdle, APU has continued to improve its on-campus recruiting system, a system that invites companies directly to the campus to hold company seminars and even carryout part of the selection process. From the 87 companies that took part in 2003, APU now welcomes over 300 (total number of visiting: 400 times) top Japanese companies, leading to jobs for APU graduates in a diverse range of industries (Document 6-28). This service has also proved extremely beneficial to students graduating in the fall. When on-campus recruiting was first introduced the majority of companies came to APU to recruit for international students, but now approximately half the companies are targeting domestic students. Approximately 90% of

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domestic students (approximately 500) and 50% of international students (approximately 300) at APU seek jobs every year.

<Guidance about choosing a career path or further education that ties in with undergraduate college education>

In order to realize the human resource development goals of the undergraduate colleges, career development is reflected in APU's regular curriculum. The unique career development -focused subjects "Career Design I", "Career Design II", and Career Design III" are systematically offered to undergraduate students. In addition, APU also offers an "Internship" subject that sees students intern at companies and institutions with which the university has cooperative agreements. APU offers this career development support to students from their 1st and 2nd year so that they will discover the path they wish to take after graduation before their job hunt begins.

APU has put a lot of effort into the job hunting support it offers to international students wanting to find employment in Japan. When APU first opened, there were no universities in Japan offering systematic job hunting support to international students, and very few companies actively recruiting for foreign employees. Our job hunting support started by visiting companies and organizations directly and finding out what they were looking for when recruiting for new employees. Because most companies said that their recruitment standards for international students would be the same as for domestic students, including of course Japanese language ability, APU introduced "Career Japanese (I, II and III)" in cooperation with Division of Academic Affairs and a number of guidance sessions, held in both English and Japanese, to deepen students understanding of the very unique state of job hunting in Japan. We have also continued to offer career counseling and implement initiatives that offer direct job hunting support to students. Also, because international students require a working visa to work in Japan, we offer two guidance sessions a year that inform students about the visa application process. In addition, all staff have the Application Processor certificate for status of residence applications and can therefore give both students and their future employers information on the application process and immigration laws.

APU students, in particular domestic students, start travelling to the bigger cities for job hunting following the spring vacation of their third year, and therefore APU is developing and strengthening the job hunting related counseling services at both the Ritsumeikan Tokyo campus and the Ritsumeikan Osaka campus. There is one full-time APU staff member, extremely knowledgeable about APU and the types of students we foster, employed at the Tokyo campus, with two more staff being sent up as Career Counselors between the busiest job hunting months of February to May.

Since sending its first batch of accelerated program graduates out into the working world in

2003, APU has continued to maintain a job hunting success rate of more than 95% of both domestic and international students, excluding 2009, when the success rate fell to 90.2% as a result of the Lehman Shock (Document 6-29). Moreover, since 2011, APU has improved support measures to include not only “job hunting support” but also “Career Development Support”, a system in collaboration with the Academic Affairs Division that develops students’ career knowledge and expertise and sets about cultivating a personal career and work view from a student’s first year.

<Implementation of guidance and support measures to help with career path selection>

(1) Regular Classes that Support Career Development

First year students can take “First-year Student Workshop”, “APU Introduction”, “Career Design I (Japanese and English)”. Second year students can take “Career Design II (Japanese and English)”. Third year students can take “Career Design III (Japanese)”, and the common liberal arts subjects “Special Lecture – company talks by guest speakers or discussions lead by supervising faculty”, and “Career Japanese (I-III)”. In addition, students can also gain credits by participating in a “Contract Internship”. In 2011, 141 students did internships at 83 companies and in 2012, 122 students were sent to 71 companies.

(2) Extracurricular Career Development Support

APU’s “Top Executive Lectures” see leaders of notable companies and organizations come to the campus to lecture students. In 2012 APU invited HOSHINO Yoshiharu, President of Hoshino Resort Co., Ltd. We have also held ten “International Cooperation Career Seminars”, twelve “Job Sector Guidance Sessions”, seven “Diplomatic Problems Seminars and two “SME Bus Tours”, that take students directly to visit leading small and medium-sized enterprises in Kyushu.

(3) Establishing Career Development Support Programs with Graduates and Students who have already finished Career and Job Hunting activities, and improving Peer-Education

APU has held six CA (Career Adviser) Consultations by APU graduates active in the workforce, and “Career Design College” events that see 4th year SCAs (Student Career Adviser), students who have already finished their career and job hunting activities, give career and job hunting advice and support to 3rd year students. We have also established a JAC (Junior Assistant-advisers for Career) career and job hunting support system that focuses on 2nd year undergraduate students and carrying out initiatives to try and amp up their motivation for upcoming career and job hunting activities.

(4) Support for Students Seeking Jobs Overseas

In 2010 we started gathering information about companies (Japanese companies included) in Singapore (because of its high demand for global resources) and the top five countries

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from which APU international students come from – Vietnam, Thailand, Indonesia, Korea and China. We also held guidance sessions and seminars by alumni and recruiters from those countries. In 2012 two Japanese companies located in Singapore participated in on-campus recruiting, resulting in both companies hiring APU students.

(5) Career and Job Hunting Support

“Job Hunting Guidance Sessions” are held several times a year, in both the spring and fall semesters, and in both Japanese and English. In addition, the following courses and guidance sessions are held:

- SPI Prep Course
- Resume and Entry Sheet Writing Course
- How to Read the Nikkei Shimbun (held a total of 5 times)
- Guidance for students who have come back from a study abroad program
- Intensive course for job hunting support aimed at students who have come back from a study abroad program
- Civil Servant Career Guidance & Job Hunting Camp
- Extension Courses for students wanting to take civil servant, book keeping, or information processing examinations
- Guidance sessions for students needing to change their visa status (held twice a year)

APU also offers students individual career consultations and mock interviews, dealing with 1932 inquiries per year (data taken from April 1st, 2012 – March 31st, 2013).

(6) Setting up a database that allows staff in charge of careers and job hunting services to share information.

Each supervisor inputs data into the categories of “job vacancy”, “further education”, “internships”, “companies”, “job hunting support” and “job hunting statistics”. Using the university-wide intranet, this information can then be viewed and utilized amongst those in charge of careers and job hunting. We also carry out trend analysis by company and industry, and show the job hunting status for each student attribute.

<Development of Career Support Frameworks>

Established at the time of inauguration, The Ritsumeikan Asia Pacific University Career and Job Placement Committee formulated a mid- and long-term “APU Career Development Program” plan that completed on the first batch of 4-year graduates graduating in March, 2004. From 2004 the system underwent some changes, including the establishment of the Division of Careers to replace the Career and Job Placement Committee. The Division of Careers, made up of Dean of Academic Affairs, a Deputy Director of the University

Administration and Student Services (in charge of career and job placement), and full-time Careers Office staff members, analyzes career and job placement information, makes policies, makes sure these policies are being adequately implemented, and makes any necessary improvements. The Career Office, made up of 5 full-time staff and 2 special contract staff, offers individual consultations to students in either Japanese or English.

2. Self Assessment

[1] Items That Are Showing Results

<1> Strengthen and Improve extracurricular and independent activities that use the multicultural APU environment to foster cooperation between students from a diverse set of nationalities

The Multicultural Weeks are an excellent example of an extracurricular activity that has proved effective in utilizing the multicultural environment here at APU. With the objective of fostering student growth and promoting cultural understanding of a diverse range of countries and regions around the globe, these one-week long events showcase the culture, arts and food of a particular country. With over 1,600 students participating equally from the countries being showcased, Japan, and other countries and being involved with the planning and running of the multicultural weeks of ten countries and regions held in 2012, these events are proving very effective in promoting multicultural cooperation between students. 80% of respondents to a survey who participated the process said they were happy and satisfied with the event, with many students saying that it promoted independence, planning skills and teamwork (Document 6-30).

<2> Support for the development of a cooperative community between students living in the student dormitory, AP House.

Since opening, approximately 60 students have been set as RAs (Resident Assistant) and since 2006 the AP House Office was established and has been carrying out overall management of the AP House dormitories, providing support both for dormitory activities and everyday dormitory life. The majority of international students spend their first year after enrollment living at AP House, getting used to life in Japan. Every year, AP House provides a home to 1,000 students from approximately 40 countries, including Japan, and becomes a place where students interact and enhance their multicultural understanding and communication skills.

<3> Support for Student Growth through Scholarships

In addition to the student development initiatives that come about due to the selection processes for international students applying for external scholarships, APU begun its own unique academic program session in 2011 (Document 6-31). This program is for recipients of the Honors Scholarship for Privately Financed International Students, the monthly

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stipend scholarship with the highest number of recipients amongst international students. This program provides students with the opportunity to reflect on their daily student lives, do a self-evaluation and realize any challenges for furthering their own growth. In the survey taken at the end of the scholarship period (Document 6-32), 77% of students said that the 1-year goal setting session that they attended had been very beneficial in helping them set their goals, and 92% of students said they had succeeded in achieving these goals by the end of the year. APU also holds a pre-application guidance session for all students wanting to apply for the ANDO Momofuku Scholarship (Document 6-33), during which students are required to carry-out a self-evaluation of their student life. In AY2012, the university introduced a student-development focused educational interview as part of the selection process for some of the external scholarships offered to domestic students.

<4>Turnout global human resources who embody the university vision

The Job hunting support for international students wanting to work in a Japanese or Japanese-affiliated company has been highly valued as cultivating students with strong Japanese language skills, the ability to fit in with Japanese culture, and an understanding of the very unique Japanese job hunting information and career path of employees in Japanese firms. This is reflected in the 93.6% job hunting success rate for career-seeking international students achieved in AY2011. Motivated by securing a job placement before graduation, the number of international students seeking jobs jumped from 31.3% in 2003 to 48.4% in 2011 (Document 6-29).

Domestic students also, having spent their entire student life at APU surrounded by and in the midst of multicultural experiences, are adept at transcending ethnicity and nationality, and are therefore often sent to branches in predominantly other parts of Asia soon after entering their chosen company. In this way, APU is succeeding in turning out students that embody the university vision.

The success shown by our graduates is also helping to promote companies to participate in APU's unique on-campus recruiting program. On-campus recruiting, a program that gives APU students, who are at a disadvantage geographically, the chance to meet with firms from the metropolitan area, is definitely part of the reason behind the overall 95.1% job hunting success rate APU achieved in AY2011.

<5> Multilingual Mental Health Support System

With one full-time staff member on reception and 4 part-time counselors, the APU Counseling Room offers counseling services to APU students, faculty and staff. To accommodate the diversity in languages spoken on campus multilingual counseling services are available (5 languages in AY2012).

[2] Items Requiring Improvement

<1> Formulation of Comprehensive Student Support Policies

Despite carrying out career and student support based on the university's opening declaration, we have yet to formulate a set of comprehensive student support policies.

<2> Role of the Career and Job Placement Committee

While the Career and Job Placement Committee was established as part of the regulations for the university, there have been no committee meetings held since establishment of the Division of Careers in 2004. The Division of Careers analyses career and job placement information, make policy plans, reviews their enforcement and carries out necessary improvements.

<3> Support for Students Going on to Graduate School

While APU students have been going on to study at the APU Graduate School, other domestic and former imperial universities within Japan, as well as notable Graduate Schools in US and UK, we don't have an organized support system in place. We need to consider issues such as academic frameworks and faculty-staff collaboration systems for supporting students wanting to further their studies at graduate school.

3. Development Policies towards the Future

[1] Items That Are Showing Results

<1> Strengthen and Improve extracurricular and independent activities that use the multicultural APU environment to foster cooperation between students from a diverse set of nationalities

We need to review the effectiveness of the various student systems, measure student growth, and work towards making improvements. One way we can do this is by surveying students who belong to extracurricular clubs and circles, as well as student staff – Resident Assistants at AP House, student staff who do community exchange and student staff who help with support for new students etc.

<2> Support for the development of a cooperative community between students living in the student dormitory, AP House

Conduct yearly reviews of RA (resident assistants) activities, peace-exchange programs and other events, and develop new programs in light of changes of students' characters. Also review how AP House office staff interact with students. We need to also look at what kind of effect the AP House experience has on students.

<3> Supporting student growth through scholarships

Whilst APU does offer a variety of scholarships, including financial, educational and regional contribution types, as of AY2012, there still wasn't a set of scholarship policies that encompassed all of these. We need to take a comprehensive look at the scholarships

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offered and try and tie them up so they can all be managed together. Before the end of AY2013 we will take a comprehensive approach to reorganizing the necessary areas, substantiate the content, and share details with the rest of the university.

<4> Turnout global human resources who embody the university vision

While job hunting support for international students wanting to find work in Japan is proving successful, the increasing numbers of exchange students coming to Japan means that APU needs to provide support and education aimed at making students even more employable. We will also improve support for students wanting careers overseas, with a focus on rapidly developing countries in Asia.

<5> Multilingual Mental Health Support System

Working closely with a university in Kyushu that provides education and training in clinical psychology, APU aims to provide students with a stable counseling service. Through maximizing networks with the school doctor and other universities APU will make cooperative ties with 3 psychiatric hospitals within Oita Prefecture and a number of hospitals in neighboring prefectures in 2013, resulting in an improved mental health service for students.

[2] Items Requiring Improvement

<1> Formulation of Comprehensive Student Support Policies

Formulate comprehensive policies before the end of AY2013.

<2> Role of the Career and Job Placement Committee

Review the role of the committee before the end of AY2013, including the support system for students wanting to go on to graduate school.

<3> Support for Students going on to Graduate School

Consider support for students going on to graduate school when reviewing the role of the Career and Job Placement Committee.

4. Supporting Documents

6-1 APU Student Guidance and Support Concept

6-2 APU Extra Curricular Activities Student Campus Activities Support Policy

6-3 Temporary Extracurricular Support Policies to achieve the “Ideal APU Student” and achievements of the “Student Campus Activities Support Policy”, as we reach the end of the cycle

6-4 Phase Three Plan Outline Draft

- 6-5 Basic University Data
- 6-6 Domestic Students Academic Incentive Scholarship Regulations
- 6-7 Domestic Recommended Admissions Students Scholarship Regulations
- 6-8 Domestic Students Financial Support Tuition Reduction Regulations
- 6-9 Domestic Students' Parents Association "Learning Assistance Scholarship Regulations"
- 6-10 International Student Tuition Reduction Regulations
- 6-11 Basic University Data
- 6-12 Basic University Data
- 6-13 MAKINO Textbook Scholarship Regulations
- 6-14 Domestic Students Academic Excellence Scholarship Regulations
- 6-15 Regulations for Resident Assistant Scholarship"
- 6-16 Kyushu Oil Labor Union Stork Scholarship Regulations
- 6-17 Basic University Data
- 6-18 University Data, diagram 16-1 and 16-2
- 6-19 Ritsumeikan Asia Pacific University Master's Degree Program Field Research Subsidy Regulations
- 6-20 Ritsumeikan Asia Pacific University Doctoral Student Conference Presentation Subsidy Regulations
- 6-21 2012 PhD and Master's Subsidy Recipient List
- 6-22 Risk Management Guidance Session pamphlet
- 6-23 Outline of the Student Health Management Support Network Meeting
- 6-24 Counseling Room Homepage
<http://www.apu.ac.jp/studentsupport/page/content0034.html>
(lastly accessed on May 24, 2013)
- 6-25 AED Campus Location Map
- 6-26 AP House Evacuation Drill Implementation Report
- 6-27 Harassment Prevention Regulations, Guidelines for the Prevention of Harassment Harassment Consultants System HP
<http://www.apu.ac.jp/studentsupport/page/content0240.html>
- 6-28 2012 Ritsumeikan Asia Pacific University Crossroads pp.43-48
- 6-29 Job Placement Rate (AY2003 – AY2011)
- 6-30 AY2012 Multicultural Week Implementation Report

VI. Student Services

6-31 AY2012 Spring Honors Scholarship Recruitment Guidelines

6-32 AY2012 Results of Honors Scholarship Survey which was held after the session

6-33 ANDO Momofuku Scholarship/Honor Prize Guidance Material