

6. Faculty and Faculty Organization

(1) Description of Current Conditions

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

Evaluation Points

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

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

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

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

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

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

■ Responsibility for teaching and research

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

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

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

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

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

Evaluation Points

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

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

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

Number and makeup of full-time faculty

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

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

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

Faculty assignments for key lecture subjects

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

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

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

Graduate subject instructor qualification screenings

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

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

Considerations for teaching load

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

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

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

Administrative framework for liberal arts education in the undergraduate programs

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

university aims to produce.

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

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

Evaluation Points

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

■ Faculty recruitment, hiring, and promotion

Standards and procedures for recruitment, hiring, and promotion

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

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

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

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

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

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

Tenure track system

The university adopted a tenure track system in AY2008. Under this system, faculty hired as five-year fixed-term faculty are typically screened in their third or fourth year to determine if they are eligible to switch their status to that of a tenured faculty member. The system is administered strictly based on the Screening Criteria for Status Switch to Tenure, which stipulate standards for education, teaching experience, research achievements, university service and other factors.

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

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

■ Institutional implementation of FD

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

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

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

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

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

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

Faculty Assessment System

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

teach and conduct research activities. We also operate a Faculty Assessment System to assess both organizational activities and the activities of individual faculty members in an effort to improve the quality of education and research (Ref. 6-13). Assessments are performed by the Faculty Assessment Committee (Chair: President; Members: Vice Presidents, College Deans, Deans of Divisions, Center Directors, etc.). The following is an outline of the system.

- Assessments for Each Field

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

- Awards for Contributions to University Service

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

- Education Quality Promotion Incentive

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

The Dean of APS and the Vice President of Academic Affairs interview faculty who belong to the College using their faculty assessment results as a reference. In these interviews, faculty reflect on the teaching, research, community service and administrative duties they engaged in for the academic year in question, and careful counseling is provided with the Dean and Vice President informing each faculty member of their evaluation and future expectations. All graduate school faculty are also subject to assessments because those positions are assumed concurrently by the faculty in the undergraduate colleges. With respect to the aforementioned graduate instructor qualification screenings, there is a policy mandating that faculty be re-screened once every five years, as stipulated in the document

entitled “Reformulation of the Graduate School Instructor Qualification Screening Criteria”, which allows them to accumulate teaching and research achievements (Ref. 6-8).

Establishment and utilization of faculty qualifications for international accreditation

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

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

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

■ Assessment of the faculty organization for suitability

Assessments by the university-level Personnel Affairs Committee

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

Graduate school instructor qualification screenings

A Graduate School Instructor Qualification Screening Committee is established under the

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

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

Faculty assessment system

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

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

■ Improvements based on assessment and evaluation outcomes

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

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

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

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

(2) Strengths and distinctive features

■ Establishment of a university-level Personnel Affairs Committee

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

■ Realizing a 50% non-Japanese faculty member ratio

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

■ Ascertaining research achievements and improving international compatibility

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

(3) Problem areas

■ Formulation of the next Faculty Organization Development Plan

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

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

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

■ Performance evaluations of faculty teaching and research

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

(4) Summary

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

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

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

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

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

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

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

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

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

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

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