

## Chapter 1 Philosophy and Objectives

### (1) Explanation of Current Status

Inspection/evaluation item (1): Have the university's principles and objectives been appropriately established? Based on this, we will also develop a study

**Have the objectives of the department/graduate school been appropriately established?**

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| <p>Evaluation Perspective 1: Establishment and content of human resource development and other educational and research objectives set for each faculty and program in the undergraduate school and for each graduate school or major in the graduate school.</p> <p>Evaluation Viewpoint 2: Linkage between the university's philosophy and objectives and the objectives of faculties and graduate schools</p> |
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<Appropriate setting of the university's philosophy and objectives>

At the time of its opening in April 2000, Ritsumeikan Asia Pacific University formulated the "Ritsumeikan Asia Pacific University Opening Declaration" (hereinafter referred to as the "Opening Declaration"), which states the university's basic principles as "Freedom, Peace and Humanity," "International Mutual Understanding" and "Creating the Future of the Asia Pacific Region.

#### Ritsumeikan Asia Pacific University Opening Declaration

Since the dawn of history, human beings have built their own cultures in various regions of the earth and have engaged in diverse activities in pursuit of the evolution of civilization. Humanity has also sought to realize freedom, peace, and humanity, transcending various restrictions and barriers, in pursuit of a desirable society.

The 20th century was an era of unprecedented progress and breakthroughs in all areas of politics, economics, and culture, and human activity has developed on a global scale. Through the experience of the two world wars, the United Nations and other organizations for international cooperation were established, and great strides were made in efforts to maintain peace and international understanding.

As we look ahead to the coming global society of the 21st century, we recognize that the peaceful and sustainable development of the Asia-Pacific region and the coexistence of humans, nature, and diverse cultures are essential. Based on this recognition, we hereby establish Ritsumeikan Asia Pacific University to nurture talented individuals and create a new academic discipline that will contribute to the creation of the future of the Asia Pacific region.

Ritsumeikan Asia Pacific University was established on April 1, 2000 in

Jumonjibaru, Beppu City, with the cooperation of Oita Prefecture, Beppu City, and a wide range of people in Japan and abroad, based on the basic principles of "Freedom, Peace and Humanity," "International Mutual Understanding" and "Creating the Future of Asia Pacific". We hereby proclaim the opening of Ritsumeikan Asia Pacific University as a place of intellectual creativity where young people from countries and regions around the world, who bear the future, gather to study and live together, understand each other's cultures and customs, and pursue common goals for humanity.

April 1, 2000

Based on this opening declaration, the objectives of the university are stipulated in the school regulations as follows

The purpose of the University is to impart knowledge widely as a center of academia, to teach and research deeply specialized arts and sciences related to the Asia Pacific, and to develop intellectual, moral and applied abilities, in accordance with the general rules and methods of education as stipulated in the Fundamental Law of Education.

In an environment of unparalleled internationalism and diversity, the university has developed a distinctive educational program, as exemplified by biannual admission and graduation, bi-lingual selection of students, and classes offered in both English and Japanese (English is the only language used in graduate school classes). The university is developing a unique educational program. Since the opening of the university, we have maintained the "3 50s" for the past 20 years: 1) accept international students (international students: students whose status of residence is "College Student") from 50 countries and regions, 2) to realize a multicultural campus, the ratio of international students to domestic students (domestic students: students of Japanese nationality and foreign nationals whose status of residence is not "College Student") should be 50% each, 3) 50% of faculty members should be foreign nationals. The "3 50s" have been maintained for the past 20 years. Since FY2014, in addition to the "3 50," the entire university has been working to achieve the "4 100" targets: (1) 100% of first-year student education dormitories, (2) 100% of multicultural cooperative learning courses, (3) 100% of diverse overseas experiences (Japanese students) while in school, and (4) 100 countries/regions of origin for international students at any given time, At present, we are steadily achieving the targets set for each fiscal year.

In addition, in order to share the "ideal and desirable state of APU in 2030" with a wide range of constituents and stakeholders, based on the university's Opening Declaration, APU formulated the "APU The APU 2030 Vision" which was formulated in 2015. In developing this vision, we spent more than two years gathering the opinions

of current students, faculty and staff, as well as alumni, business people, and local citizens. Since its formulation, the "APU 2030 Vision" has been disseminated to all members of the university through campus-wide postings and various forms of communication and publicity to students, faculty and staff.

<Appropriate establishment of the objectives of faculties and graduate schools based on the philosophy and objectives of the university>

The educational and research objectives of each faculty and graduate school are appropriately set so that they are interrelated based on the basic philosophy and objectives of the university as stated in the Declaration of University Opening.

In the faculties, all three faculties have set the objective of cultivating cross-cultural communication and practical problem-solving skills in addition to acquiring basic and specialized knowledge in their respective fields of education and research, based on the premise of the university's basic philosophy of "cultivating talented individuals who will contribute to the creation of the future of the Asia Pacific region". The School of International Management aims to develop human resources with management skills and high professional ethics in globalizing organizations, while the School of Sustainability and Tourism aims to develop human resources who can deal with various social issues and act based on a sense of responsibility as a world citizen. The School of Sustainability and Tourism aims to develop human resources who can deal with various social issues and act based on a sense of responsibility as a global citizen.

In the Graduate Schools, the Graduate School of Asia Pacific Studies and the Graduate School of Business Administration share the same educational and research objectives of fostering human resources with advanced specialized skills and knowledge, and human resources who will become general managers and leaders in their respective fields of specialization. The Graduate School of Business Administration aims to develop human resources who will play a central role in solving various business problems.

Inspection and evaluation item (2): The philosophy and objectives of the university and the objectives of the faculties and graduate schools are described in the school regulations or equivalent.

**Appropriately stated in regulations, etc., and made known to faculty, staff, and students, and publicly announced to the public.**

**Do you want to be a member of the group?**

Evaluation Viewpoint 1: Appropriate clarification of human resource development and other educational and research objectives set for each faculty, and for each graduate school or major.

Evaluation Viewpoint 2: Publicize and disseminate the philosophy and objectives of the university and the objectives of faculties and graduate schools to faculty members, students, and society through publications, websites, and other means.

<Appropriate clarification of the university's philosophy and objectives, and the objectives of faculties and graduate schools in the school regulations, etc.>

The philosophy and objectives of the university, based on the Declaration of University Opening, are appropriately articulated in the university regulations as the objectives of the university. The educational and research objectives of each faculty and graduate school are appropriately stipulated in the regulations of the faculty as a unit for faculties, and in the regulations of each graduate school as a unit for courses and majors for graduate schools.

<Publication of the university's philosophy and objectives, and the objectives of faculties and graduate schools to students, faculty members, and staff, and to the public.>

As a university that attracts students, faculty, and staff from around the world with diverse educational and social backgrounds and values, it is highly important that the university's philosophy and objectives are well communicated in both English and Japanese, and that all members of the university understand these objectives. First, the opening declaration is made known to students at the entrance ceremony, and then the opening declaration, curricular policy, and degree-awarding policy are described in the Undergraduate Study Handbook and Graduate Academic Handbook distributed to all students. The student acceptance policy is widely announced to prospective students through the entrance examination guidelines and university brochures. For faculty and staff, the objectives of human resource development for the university, faculties, and graduate schools are described in the "Faculty and Staff Handbook," which is accessible to all faculty and staff members, and efforts are made to disseminate them to the public. In terms of publicizing and announcing to the public, not only to students and faculty

members, but also to the wider society, the university website discloses the university's opening declaration and the human resource development objectives of the university, faculties, and graduate schools.

All of the information and dissemination of the university's philosophy and objectives, as well as the objectives of the faculties and graduate schools, is conducted in two languages, English and Japanese, so that foreign students and faculty members, who account for approximately half of the total, can receive the same information in Japanese as they do in English. In order to facilitate understanding of the relatively lengthy Opening Declaration and to ensure that its key messages are clearly conveyed to constituents and society, the three principles of "Freedom, Peace, and Humanity," "International Mutual Understanding," and "Creating the Future of the Asia Pacific" are frequently used as keywords in various publications as well as in internal policy documents and other materials. The three principles are used as expressions of the university's philosophy not only in various publications but also in internal policy documents.

Inspection and evaluation item (3): To realize the philosophy and objectives of the university and the objectives of each faculty and graduate school

The university will establish a medium- to long-term plan and other various measures for the future.

Are you doing it?

Evaluation Viewpoint 1: Establishment of medium- and long-term plans and other measures with an eye to the future

(2) Formulate medium- and long-term plans, etc., based on the results of the accreditation evaluation, etc.

<Establishment of medium- and long-term plans and other various measures>

In order to achieve the university's basic philosophy and educational and research objectives, university management has been centered on a medium- and long-term plan with five- and ten-year units since its opening, in line with the business plan that is based on the medium- and long-term plan of Ritsumeikan Educational Corporation. The plan from 2015 onward is positioned as the second half of the APU2020 Plan, which includes the implementation of academic reforms in the two faculties in FY2017 and the formulation of the "4 100" policies. In formulating this mid- to long-term plan, the APU2030 Vision, a mid- to long-term vision that was formulated in 2015 and that outlines "the ideal and desirable state of APU in 2030," was used as the upper guideline.

In FY2020, APU formulated the "APU Vision R2030 APU Challenge Design" (hereinafter referred to as the "APU Challenge Design"), a mid- to long-term plan for the period from FY2021 to FY2030, and is currently implementing the first half of the plan (FY2021-2025). This APU Challenge Design was established to serve as a concrete action plan to embody the "APU 2030 Vision" following the second half of the APU 2020 Plan. Based on the innovation and entrepreneurship generated by an

## 学園ビジョンR2030 APUチャレンジ・デザイン

### 3つの重点目標

1. APUは、比類ない多国籍・多文化環境を活かして、世界市民として 成長するための学習や活動の機会及び生活環境を提供し、世界に誇るグローバル・ラーニング・コミュニティを創成する。
2. APUは、教育・研究の質を絶え間なく向上させ、世界で通用する新たなグローバル・ラーニングの価値を創造し、世界に通用する研究を発信する。
3. APUは、世界中の卒業生、世界各地の地域社会、各種ステークホルダーとのつながりを深化させ、教育活動や大学運営で協働する。

### 6つのアクションプラン

1. 多様性/多文化環境からDiversity & Inclusionへ、新たな成長の追求および創造的かつ国際競争力のあるAPU教育の創出
2. 社会・地域に貢献する国際通用性のある研究の推進
3. 世界各地で展開する地域社会の成長への貢献(大学を中核とした民官学の新たな地域発展モデルの創出)
4. 世界で活躍し貢献できる多様なライフスパン・キャリアの強化
5. グローバルリーダーとして世界を変える卒業生組織・卒業生ネットワークの高度化
6. Global Learning Communityを支える組織・基盤の構築



inclusive campus, APU aims to solve the problems of poverty, inequality, environment, welfare, discrimination and other issues faced by various regions around the world under the APU philosophy, which leads to the APU 2030 vision of "People who study at APU change the world. This leads to the APU 2030 Vision, which states that "people who study at APU change the world. To realize these goals, the APU Challenge Design sets forth three key objectives and six action plans to achieve them, as follows.

In addition, the annual university plan includes an appropriate response to the accreditation results. After receiving the results of the third accreditation evaluation in 2022, the progress of those items for improvement, including not only the items pointed out but also the comments within the general comments, are checked during the inspection and evaluation process within the university, and if necessary, set as improvement issues for the fiscal year.

## **(2) Strengths and Features**

The development of the APU 2030 Vision in 2015 was important not only in guiding the formulation of the mid- to long-term plan, but also in communicating the vision of APU to university members, the local community and industry, by ensuring that the Opening Declaration is realized and that the "ideal and desirable state of APU" in 2030 is appropriately articulated. It was also important not only in guiding the formulation of the mid- to long-term plan, but also in informing university constituents, the local community and industry of the vision of APU. The process, which took more than a year to complete and was based on the collection of interactive opinions from students, faculty, staff, domestic and international alumni, the local community, and industry, has itself become a good practice that has taken root in the university's decision-making culture and will be utilized in the two-year process of formulating the "School Vision R2030 APU The process of formulating the "APU Vision R2030 Challenge Design" in 2020 is also a good practice that has taken root in the university's decision-making culture. As a result, both the "APU2030 Vision" and "School Vision R2030 APU Challenge Design" are widely recognized by university constituents.

## **(3) Problems**

nashi (*Pyrus pyrifolia*, esp. var. *culta*)

## **(4) Overall summary**

The University opened in 2020 with the aim of fostering talented human resources and creating a new academic discipline that will contribute to the creation of the future of the Asia-Pacific region. The basic principles of the university are

"Freedom, Peace, and Humanity," "International Mutual Understanding," and "Creating the Future of the Asia Pacific" as stated in its opening declaration. In order to create a multinational campus as a place where these principles can be realized, the university has been maintaining the "3 50s" for the past 20 years: 1) admission and graduation twice a year, selection of students in Japanese and English, and provision of classes and student support in both languages, and The university has maintained the "3 50s" for the past 20 years: (1) acceptance of students from 50 countries and regions, (2) 50:50 ratio of international to domestic students, and (3) 50% of the faculty members are foreign nationals. In addition, to realize the university's basic philosophy and educational and research objectives, the university has formulated the APU2030 Vision, which outlines the "ideal and desirable state of APU," and the "School Vision R2030 APU Challenge Design" and other mid- to long-term plans for university management.

The educational and research objectives of the university are appropriately stipulated and publicized in the school regulations, and the educational and research objectives of each faculty and graduate school are appropriately stipulated and publicized in the faculty regulations for each faculty, and in the graduate school regulations for each course and major for each graduate school. In addition, when formulating mid- to long-term plans, a system has been established to flexibly and proactively reflect the opinions of a diverse range of university members, alumni, and other stakeholders in mid- to long-term plans and other important measures.

## Chapter 2 Internal Quality Assurance

### (1) Explanation of Current Status

Inspection/evaluation item (1): Are university-wide policies and procedures for internal quality assurance clearly stated?

Evaluation Perspective 1: Establishment and articulation of university-wide policies and procedures for internal quality assurance with the following requirements

The university's basic approach to internal quality assurance  
The authority and role of the university-wide organization responsible for promoting internal quality assurance, and the division of roles between this organization and the faculties, graduate schools, and other organizations involved in internal quality assurance.

Guidelines for planning/design, operation, verification, and improvement/enhancement of education (PDCA cycle operation process, etc.)

<Establishment of university-wide policies and procedures for internal quality assurance.

The university-wide policies and procedures for promoting internal quality assurance are clearly stated in the following three policies: (1) Ritsumeikan Asia Pacific University Internal Quality Assurance Policy, (2) Self-Assessment and Evaluation Implementation Policy, and (3) Ritsumeikan Asia Pacific University Assessment Policy.

First, with the aim of fulfilling the University's opening declaration and achieving its social mission through assurance of the quality of education and research, the University's basic approach to internal quality assurance, the role of the university-wide organization responsible for promoting internal quality assurance, and its relationship with other organizations, and guidelines for improvement and enhancement, are 1) Ritsumeikan Asia Pacific University's Internal Quality Assurance Policy (formulated in June 2018 and partially revised in March 2021).

At the beginning of the internal quality assurance policy, the university clearly states its basic philosophy as follows

(1) To realize the university's founding philosophy and achieve its social mission, the university will conduct its own inspections and evaluations of its various activities, including education and research. Based on the results, we will promote systematic and constant quality improvement.

(2) The organization responsible for promoting internal quality assurance throughout the University shall be the University Senate Meeting.

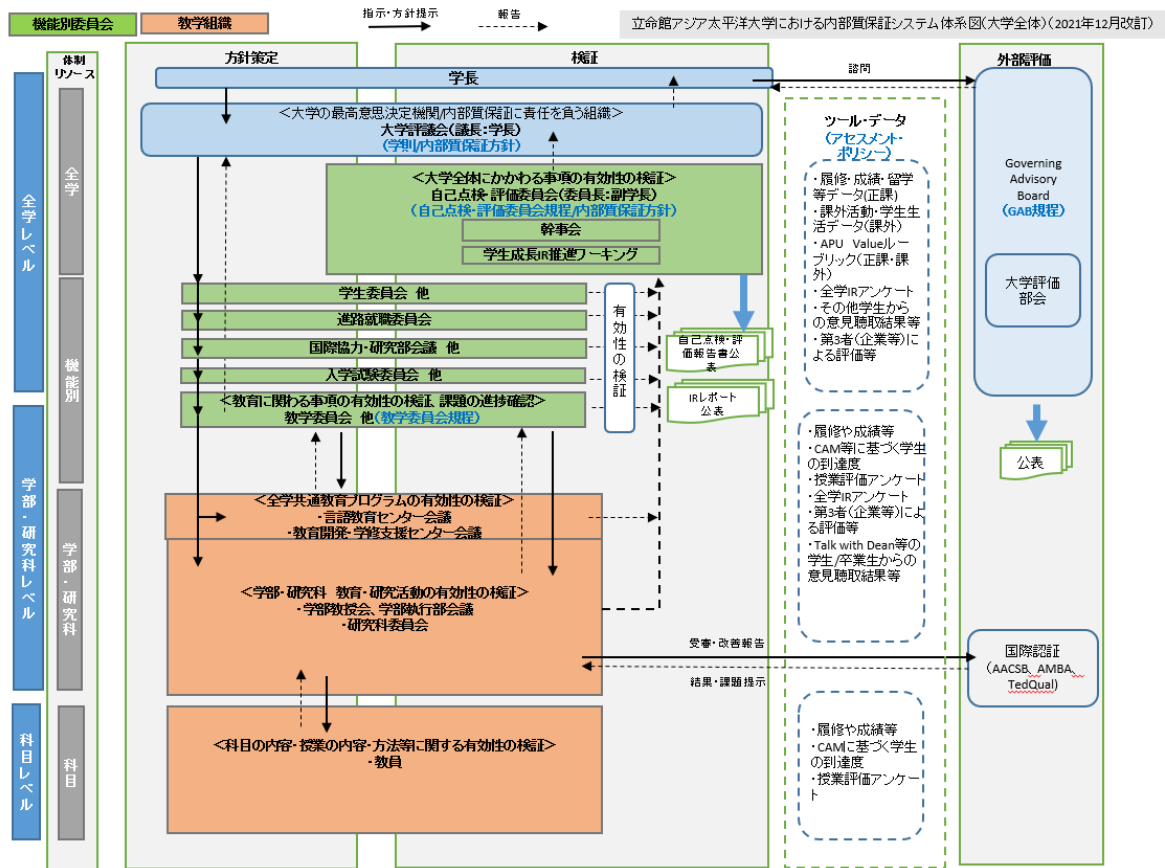
(3) A self-inspection and evaluation committee will be established to inspect and evaluate matters related to education and research, organization and administration, and facilities and equipment from a university-wide perspective. In order to strengthen the functional effectiveness of self-assessment, an Executive Committee shall be established under the Self-Assessment Committee.

(4) The APU Governing Advisory Board (hereinafter referred to as "GAB") will be established as an advisory body to the President to verify self-assessment and evaluation activities.

(5) The contents of the self-assessment shall be disclosed to the public.

Then, in "2. Promotion Structure" of the Internal Quality Assurance Policy, the role of the university-wide organization responsible for promoting internal quality assurance, and its relationship with other organizations, is clearly stated. First, the University Senate Meeting is the organization responsible for assuring the quality of education and research throughout the university. The University Senate Meeting decides on priority issues and action plans for faculties, graduate schools, and other organizations, which are the basis for self-assessment, based on proposals from each organization. The Self-inspection and Evaluation Committee shall periodically inspect and evaluate the progress and improvement status of priority issues and action plans determined by the University Senate Meeting from a university-wide perspective (mid-term and year-end inspections), and report the results to the University Senate Meeting. Based on the results, the University Senate Meeting will request the heads of each organization to implement improvements and enhancements. The head of each organization is responsible for self-assessment of matters related to that organization and improvement activities based on the results, and reports to the Self-assessment Committee on the status of implementation of various plans and initiatives.

The GAB has been established to ensure the objectivity and validity of the university's self-assessment and evaluation. The GAB was established in April 2018 after a partial review of the previous role of the University Evaluation Committee, with the aim of incorporating the international and multifaceted external perspectives of the external evaluation committee members into the internal quality assurance verification system, reflecting them in the university's business plans, and improving the university's educational activities and business operations. It was established. This GAB, in consultation with the President, evaluates the



activities of the University and reports its findings to the President. Based on the results of the report, the President shall request the head of each organization to implement improvements and enhancements. The head of each organization shall report to the Self-inspection and Evaluation Committee on the improvement plan and the results of the improvement with respect to the matters for which improvement is requested to be implemented.

Figure 2-1: Systematic Diagram of the Internal Quality Assurance System at Ritsumeikan Asia Pacific University (University-wide)

Next, the policy for implementation of self-assessment (2) is formulated to clarify more specific procedures and policies regarding self-assessment (Check), which constitutes the internal quality assurance process from a university-wide perspective. As a policy, in FY2014, we confirmed the basic policy of "preparing a self-assessment report in accordance with the university standards of the Japan University Accreditation Association, and based on this report, incorporating self-assessment (self-assessment committee), external evaluation (university assessment committee), and accreditation evaluation (accreditation by the Japan University Accreditation Association) into a series of verification cycles, and making them function in an integrated manner. こと」を基本方針として確認をした。 In FY2021, we reviewed the implementation status of self-assessment since FY2014, and revised part of the self-assessment policy for FY2023 and beyond. In this review, from the perspective of university-wide management regarding internal quality assurance, it was added that the self-assessment and the planned implementation of external assessment based on self-assessment in each organization shall be appropriately confirmed under the responsibility of the Self-assessment Committee.

#### Self-inspection and evaluation of the university as a whole

(1) To promote improvement of the quality of education and research at the university as a whole, the implementation of self-assessment, external evaluation by experts (GAB), and acceptance of accreditation evaluation by the Japan University Accreditation Board (JUAA) will function as a series of self-assessment cycles.

(2) As for the method of self-assessment, the basic principle is to prepare a self-assessment report in accordance with the accreditation evaluation standards of the Japan University Accreditation Board (JUAA) once every two years. In the year following the preparation of the self-assessment report (in principle, once every two years), an external evaluation shall be conducted based on said report.

(3) With regard to items pointed out by the Japan University Accreditation Association (JUAA) and external evaluations, inspections will also be conducted on the status of their improvement, and the verification cycle will be made to function effectively.

(4) Pursue inspection and evaluation that appropriately utilizes data on teaching and research in order to objectively conduct self-inspection and evaluation and substantiate the internal quality assurance process.

#### Self-inspection and evaluation as College Office

(1) College Office will conduct self-inspection and evaluation in order to promote quality improvement in education and research.

(2) College Office will systematically conduct external evaluations based on

self-assessment. Based on the situation of each College, a plan for implementation of external evaluation, including the scope of external evaluation, items to be evaluated, and evaluators (faculty members in the same field at other universities, employers, business persons, etc.) shall be discussed by College Office, and decided by the Self-Evaluation Committee. The results of the implementation shall also be reported to the Self-Evaluation Committee.

Finally, in order to further clarify the connection between self-assessment (Check) and improvement (Action), we formulated (3) Ritsumeikan Asia Pacific University Assessment Policy (Version 2), which specifies specific tools (data) and the organization that will be the main body for inspection and assessment and specific improvements. As previously mentioned, (1) in the Internal Quality Assurance Policy, the basic concept and promotion system for the overall internal quality assurance of the university as a whole, and (2) in the Policy for Implementation of Self-assessment and Evaluation, the medium-term timeline for the implementation of self-assessment and evaluation, external evaluation (GAB) by experts, and accreditation evaluation by the Japan University Accreditation Association are clearly stated as the main pillars of the process, respectively. The process is clearly stated respectively. In contrast, the Assessment Policy clearly states the routine inspection and evaluation with appropriate use of data based on a single-year cycle. This policy reiterates the University Senate Meeting's basic approach to assessment of student learning outcomes at three levels: (1) the university level, (2) College Office/Center level, and (3) the subject level. A feature of this policy is the APU Rubric, which is designated as one of the tools of assessment. The APU Rubric is a tool for students to self-evaluate their personal growth after enrollment in both regular and extra-curricular courses. Since its drafting in 2012 by a cross-faculty/center project established under the Faculty of Education, it has been introduced mainly in some first-year courses. By setting up this rubric as the next university-wide assessment tool, universities can visualize the growth and transition of students' non-cognitive abilities, which are difficult to measure only with direct data from regular courses (grades and course data), and use it for internal quality assurance from a university-wide perspective.

These three main policies related to internal quality assurance are published on the official website of the University in order to make them widely known not only to faculty and staff but also to stakeholders, including students.

**Inspection/evaluation item (2): Is a university-wide system responsible for promoting internal quality assurance in place?**

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| <p>Evaluation Perspective 1: Development of a university-wide organization responsible for promoting internal quality assurance</p> <p>Evaluation Viewpoint 2: Membership structure of the university-wide organization responsible for promoting internal quality assurance</p> |
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<Development of the university-wide internal quality assurance promotion organization>.

The University Senate Meeting, which is responsible for promoting internal quality assurance throughout the university, has been handling matters related to internal quality assurance as part of "important matters related to education, research, student support, and university administration," as stipulated in Article 6 of the University Regulations. However, in order to better clarify the University Senate Meeting's responsibility for internal quality assurance, the University Senate Meeting amended the University Regulations to add a new section, "Matters Concerning the University's Internal Quality Assurance".

The University Senate Meeting decides the priority issues for the university as a whole for the current fiscal year and multiple fiscal years under the leadership of the president, based on the university's medium- and long-term plans and other policies, as well as the issues and status of each organization over time, and at the same time deliberates and approves priority issues for each organization from a university-wide perspective. The role of the University Senate Meeting is not only to discuss and approve each organization's priority issues, but also to be able to give specific instructions for improvement under the leadership of the President, depending on the status of promotion of each priority issue after discussion by the Self-Evaluation Committee and each organization.

The Self-Evaluation Committee is working to further strengthen internal quality assurance based on the importance of the internal quality assurance system and other factors in the third phase of accreditation. Specifically, some changes were made to the items to be inspected and evaluated by the Self-Assessment Committee in FY 2018, based on the university evaluation standards in the third phase of accreditation by the Association of University Standards. As a result, in addition to the items focusing on the items pointed out by past accreditation evaluations and external evaluations, inspections and evaluations (mid-term and year-end inspections) will be conducted on the university's mid-term plan and the annual plans of each organization. It was also confirmed that the committee will actively utilize teaching and learning IR data within the Self-Evaluation Committee in order to make its inspection and evaluation activities more quantitative and objective, and to gain a more concrete understanding of the current situation regarding issues.

In addition, following the formulation of the Assessment Policy (2nd edition),

and based on the recognition that a more specialized system for analyzing IR data from the perspective of student growth and making specific recommendations is needed for further and continuous concrete improvements based on data analysis, a "Student Growth IR Promotion The "Student Growth IR Promotion Working Group" was established under the Executive Committee.

<Appropriateness of the membership of the university-wide internal quality assurance promotion organization.

The members of the University Senate Meeting are the president, vice presidents, special assistants to the president, deans of faculties and graduate schools, heads of all departments and centers, and administrative directors. This is due to the position of the University Senate Meeting as the highest decision-making body of the university for the realization of the university's philosophy and objectives. By making the University Senate Meeting responsible for internal quality assurance, it is possible to quickly and appropriately materialize measures for quality improvement based on the inspection and evaluation results of each organization.

On the other hand, in accordance with the regulations, the composition of the members of the Self-Evaluation Committee is as follows: one vice president each as chair and vice chair, deans of faculties and graduate schools, deans of teaching and research, deans of student affairs, deans of international cooperation and research, deans of admissions, deans of employment, and the director of the administrative office. The regulations also state that the chairperson may appoint additional committee members as needed to conduct more appropriate self-inspections. The number of nominating committee members, which had previously been two (Director of the Center for Language Education and Director of the Center for Educational Development and Learning Support), was increased to two more (Director of the Ritsumeikan Asia-Pacific Research Center and Director of the General Information Center) from FY2021, for a total of four members. This is due to the fact that the basic policy is to review and strengthen the process of self-assessment and evaluation from 2020 to 2021, and to appropriately conduct planning, mid-term inspection, and annual summary in all departments responsible for education, research, and student support within the university. Since the Self-Evaluation Committee is a forum for checking the progress of issues in each organization and deliberating on measures for appropriate implementation of those issues, it is appropriate to nominate the head of each organization as an additional member of the committee. With the increase in the number of members of this Self-Evaluation Committee, a Self-Evaluation Committee Executive Committee was established in FY2020 to ensure mobility and objectivity in the Self-Evaluation Committee. While comprehensively checking the progress of each organization's issues at the Self-inspection and Evaluation Committee, at the same time, the committee plays the

role of checking and evaluating the results of self-inspection and evaluation by each organization from the perspective of the university's overall educational management, and carefully verifying the validity of the current status, recognition of issues, and response measures, etc. In principle, the Executive Committee meetings are held prior to the Self-Evaluation Committee meetings (four meetings in 2020, six meetings in 2021, seven meetings in 2022, and seven meetings in 2023), and were established as a forum to confirm the progress of the issues to be promoted and to discuss specific improvement measures prior to the Self-Evaluation Committee meetings. As a result, the points of discussion at the Self-Evaluation Committee have become clearer, and the internal quality assurance system of the university as a whole has been strengthened.

**Inspection/evaluation item (iii): Is the internal quality assurance system functioning effectively based on the policies and procedures?**

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| Evaluation Perspective 1: Establishment of a university-wide basic concept for formulating the degree awarding policy, curriculum development and implementation policy, and student acceptance policy                        |
| Evaluation Viewpoint 2: Implementation of internal quality assurance activities in accordance with policies and procedures  |
| Evaluation Viewpoint 3: Regular implementation of inspection and evaluation in faculties, graduate schools, and other organizations   |
| Evaluation Viewpoint 4: Systematic implementation of improvement and enhancement based on inspection and evaluation results in faculties, graduate schools, and other organizations   |
| Evaluation Viewpoint 5: Efforts to make the PDCA cycle of education in faculties, graduate schools, and other organizations function by the university-wide organization responsible for promoting internal quality assurance |
| Evaluation Viewpoint 6: Appropriate responses to points raised by administrative agencies, domestic and foreign accreditation bodies, etc. (e.g., surveys on the status of implementation of establishment plans, etc.)       |
| Evaluation Viewpoint 7: Ensuring objectivity and validity in inspection and evaluation  |

<Establishment of a university-wide basic concept for the formulation of the degree awarding policy, curriculum development and implementation policy, and student acceptance policy (the three policies)>

The review of APU's three policies (Degree Conferral Policy, Curriculum

Development and Implementation Policy, and Student Acceptance Policy) and academic content is guided by the APU 2030 Vision, a mid- to long-term vision that clearly outlines the direction of the university's human resource development and social conditions at the time of review and reform, while maintaining the basic principles of the university's Opening Declaration. The APU 2030 Vision is the guiding principle for the review of the three policies and academic content of the university. In the academic reform of the two faculties in FY2017, specific academic content was reviewed with the primary objective of the academic reform being the "establishment of APU Global Learning" as articulated in the "APU 2030 Vision. In the reform of the Faculty of Teaching and Learning in FY2023, the establishment of new faculties and the reform of existing faculties (APU Future Vision) were carried out, and three new policies for them were voted on.

<Implementation of internal quality assurance activities in accordance with policies and procedures

The implementation of internal quality assurance activities in accordance with the policy is carried out as follows

(1) The Ritsumeikan Asia Pacific University Internal Quality Assurance Policy was developed in FY 2018, but internal quality assurance activities have been implemented since FY 2017, the year before, in accordance with the procedures articulated in the policy. First, at the beginning of the fiscal year, each organization's annual plan based on the previous year's summary is confirmed by the University Senate Meeting. Beginning in FY2020, in order to substantiate university-wide academic management, the University Senate Meeting has adopted a procedure under its responsibility to determine the priority issues for the university as a whole, based on each organization's annual agenda. Next, the Self-inspection and Evaluation Committee conducts mid-term and year-end inspections of the progress of each organization's tasks, and at the end of the fiscal year, a summary of each organization is reported to the University Senate Meeting and the President. In FY2021, among the priority issues for the university as a whole, the committee is clarifying issues that require particularly intensive deliberation, and implementing initiatives such as intensive inter-organizational mutual checks and evaluations. With regard to the implementation of external evaluation by GAB and the reflection of the results in business plans, there was a fiscal year when GAB was not held due to the Corona disaster, but in FY2020, GAB was held in an online format with local governments, graduates, and domestic and international educators as committee members. In FY2021, the program consisted of faculty members from outside universities and continued to be conducted in an online format. Not held in FY2022. In FY2023, two members will be from universities and two will be experts

from companies, and the face-to-face meeting will be held at our Tokyo office. The GAB's findings are incorporated into each organization's agenda for each fiscal year.

(2) The policy for conducting self-assessment was established in 2014 and has been properly implemented in FY2021-2023 as shown in Table 2-1. The fact that the basic routine of self-inspection is to prepare a self-assessment report once every two years is appropriate as the frequency of implementation. It can be concluded that the two rounds of self-assessment within the seven-year unit university assessment cycle are functioning well in terms of fostering a culture of self-assessment within the multinational and multicultural faculty and staff organization that is APU, while promoting a deep understanding of the self-assessment process, leading to concrete improvements. The APU is functioning well. The basic policy on external evaluation of faculties and graduate schools was not clearly defined at the university-wide management level as an issue, and this policy is being revised in FY2021 to remedy this situation.

(iii) Ritsumeikan Asia Pacific University Assessment Policy was developed in FY2021 and fully implemented in FY2022. Specifically, the APU Rubric was utilized, and a survey of current students was conducted in response to the rubric. A full-scale analysis will be conducted in the future and will serve as the basis for inspection, evaluation, and improvement.

Table 2-1 Summary of Self-Evaluation Report Preparation and External Evaluation for 2014-2020

|        | 自己点検・評価      | 外部評価  |
|--------|--------------|---|
| 2014年度 | 自己点検・評価報告書作成 |   |
| 2015年度 |              | 大学基準協会 第2期認証 受審   |
| 2016年度 |              |   |
| 2017年度 | 自己点検・評価報告書作成 |   |
| 2018年度 |              | 大学評価委員会から Governing Advisory Board (GAB) へ組織変更<br>外部評価 (GAB) 実施 |
| 2019年度 | 自己点検・評価報告書作成 | 新型コロナ感染拡大の影響で、外部評価 (GAB) 実施見送り                                  |
| 2020年度 |              | 外部評価 (GAB) 実施   |

<Regular implementation of inspections and evaluations in faculties, graduate schools, and other organizations, and systematic implementation of improvements and enhancements based on the results of inspections and evaluations>.

The basic structure of APU's internal quality assurance activities in line with the university-wide policy is based on the premise that each organizational unit conducts its own internal quality assurance activities according to its

field or area, and that the results of the internal quality assurance activities of each organizational unit are checked and evaluated from a university-wide perspective by the Self-Check and Evaluation Committee, leading to specific improvement activities through deliberations at the University Senate Meeting and the leadership of the President. The results of internal quality assurance activities at each organizational unit are inspected and evaluated from a university-wide perspective by the Self-inspection and Evaluation Committee, which leads to specific improvement activities through deliberation at the University Senate Meeting and the leadership of the President.

In particular, the internal quality assurance activities of the faculties and graduate schools offering degree programs, as well as the Center for Language Education (CLE) and the Educational Development and Learning Support Center (EDLSC), which provide some of the academic programs, are described as follows. The PDCA cycle at the university level and at the department/graduate school level functions as follows: establishment of issues and plans based on mid- to long-term plans and summaries of previous years, submission of such plans to the University Senate Meeting, implementation of academic programs based on the plans, inspection and evaluation during and at the end of the term, review at the end of the year, and reflection in initiatives for the next year. In addition, the university has established the Academic Affairs Committee, which is a university-wide organization that maintains the consistency of the university-wide academic affairs system and is responsible for assuring the quality of education at the university.

In addition, among the series of activities for internal quality assurance in these faculties, graduate schools and centers, APU conducts what it calls AOL (Assurance of Learning) activities, in which the level of student achievement is assessed and the results are used to improve classes and educational content, based on the abilities that students should acquire as stated in the degree awarding policy. Learning (Assurance of Learning) activities, which are implemented by all organizations offering degree programs.

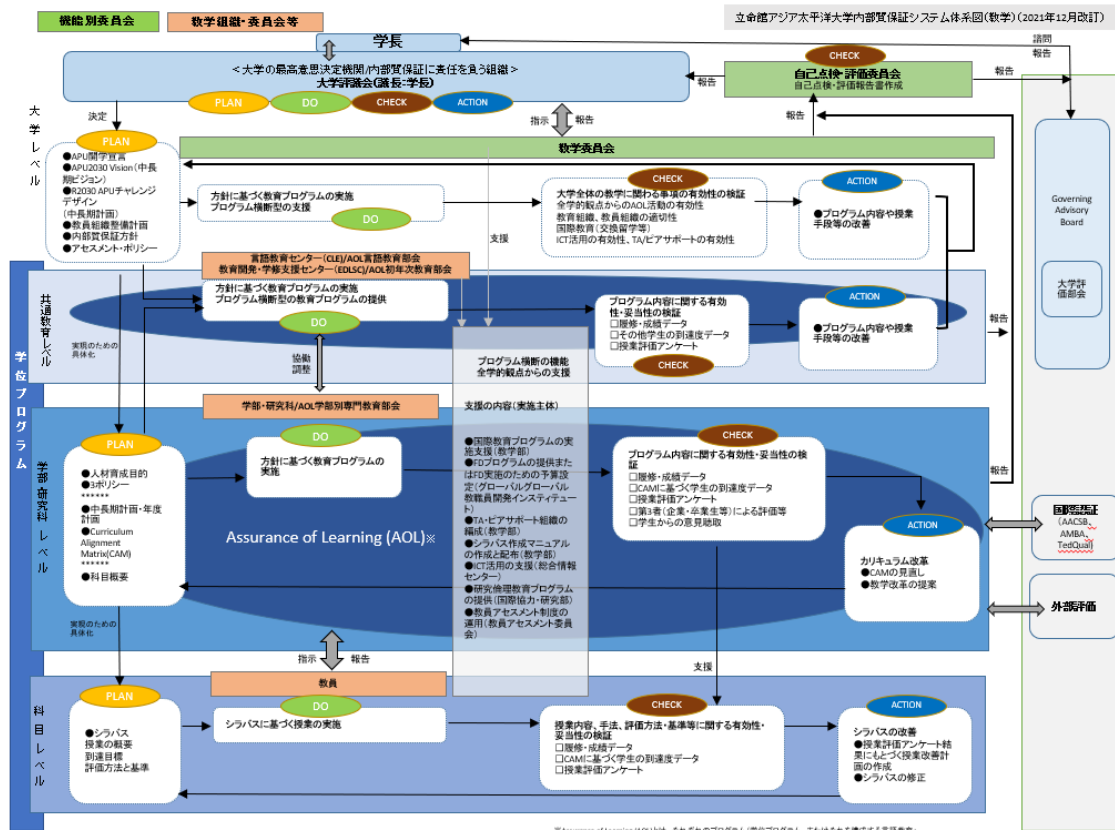


Figure 2-2: Systematic Diagram of the Internal Quality Assurance System at Ritsumeikan Asia Pacific University (teaching and learning)

In addition, the university as a whole places a high priority on acquiring international accreditation, and in pursuit of world-standard quality assurance, the university is unique in that it conducts regular inspections and evaluations through initiatives for international accreditation in accordance with its fields of study. As of FY2023, this overseas accreditation and maintenance initiative is being implemented in three faculties and one graduate school: the College of International Management, the Graduate School of Business Administration, and the College of Asia Pacific Studies and the College of Sustainability and Tourism. The School of International Management and the Graduate School of Business Administration obtained accreditation by AACSB International (AACSB) in 2015 and conducts regular self-inspections, especially from the perspective of improving the quality of AOL and faculty research, and prepares a self-assessment report in accordance with AACSB standards every five years. The company prepares a self-assessment report in accordance with AACSB standards once every five years. The first self-inspection and certification audit was conducted in 2014-2015, followed by reacquisition in October 2022. In

addition, the Graduate School of Business Administration will conduct a self-inspection in 2019 toward obtaining AMBA accreditation, which is specialized for MBA programs, and will obtain accreditation in August 2020 (Reference 2-24). Thereafter, in accordance with AMBA standards, a self-inspection as a graduate school of business administration was conducted on a yearly basis, and the school was granted continued acquisition of the certificate in October 2023. The School of Asia and the Pacific has obtained and maintains the TedQual accreditation for tourism education institutions by the United Nations World Tourism Organization, UNWTO. In 2017, the school prepared its own self-assessment report for the School of Asia Pacific Studies and Tourism and received initial accreditation in 2018, followed by continued self-assessment in single years and a self-assessment report in 2020, leading to reaccreditation in April 2021 (Evidence 2-26). The next round will be led by the School of Sustainability and Tourism, with the goal of reacquisition in April 2025.

There are many similarities between these multiple international accreditations and university evaluations by university standards associations. Rigorous examinations by experts in their respective fields will be conducted on a regular basis to ensure the appropriateness of the philosophy and objectives, the solid promotion of internal quality assurance, the inspection of the appropriateness of teaching and learning content based on data through AOL and the evaluation of student learning outcomes, and the verification of faculty research and educational outcomes. In addition, the review process for the international accreditation that the University has obtained includes interviews with current students and graduates, and the voices of students are reflected in the results of these accreditations and in the recommendations for improvement from the accrediting bodies. Thus, through self-inspection and efforts by faculties and graduate schools to obtain and maintain international accreditation, efforts toward regular improvement and enhancement are being implemented.

<Implementation of initiatives to make the PDCA cycle of education in faculties, graduate schools, etc. function through the university-wide internal quality assurance promotion organization.

As mentioned above, each organization, including faculties and graduate schools, formulates their own mid-term plans and single-year plans based on the general policies including the mid- to long-term plan formulated for the university as a whole, priority issues presented by the president, and summaries of past fiscal years, and the University Senate Meeting confirms these plans of each organization under its responsibility. The University Senate Meeting confirms the plans of each organization under its responsibility, and the PDCA cycle functions through this process.

In addition, to promote quality assurance of teaching and learning, especially in faculties and graduate schools, from a university-wide management perspective, a university-wide AOL Promotion Committee has been established under the University Senate Meeting since FY 2018. This committee, which is under the University Senate Meeting for the purpose of promoting quality improvement in teaching, has so far promoted AOL with an emphasis on the visualization of academic outcomes for each course of study. In order to establish a quality assurance system that functions effectively under the initiative of faculties, graduate schools, and centers, as of December 2021, the role of the committee was taken over by the Academic Affairs Committee, and the organization of AOL activities in faculties, graduate schools, etc. was partially reviewed. Accordingly, matters related to the quality of teaching and learning are added to the scope of deliberations of the Academic Affairs Committee as indicated in the Regulations to clarify the interpretation in the Regulations.

Subsequently, in 2022, the University Senate Meeting confirmed that the existing University-wide AOL Promotion Committee will be succeeded by the Academic Affairs Committee for internal quality assurance of regular courses (University Senate Meeting, February 1, 2022). In addition, from that year onward, faculties, graduate schools, and centers will take the initiative in establishing a quality assurance system. Since most of the efforts of the university-wide AOL and the Academic Affairs General Administration overlap, the roles and functions of the existing university-wide AOL will be integrated into the Academic Affairs General Administration in the future.

Furthermore, as one of the efforts to make the PDCA cycle function at the subject level, a university-wide faculty assessment system is operated under the University Senate Meeting. This system evaluates the teaching and research achievements of faculty members at the individual level on an annual basis, and all full-time faculty members are subject to this system. The system consists of a faculty award system to recognize individual faculty members for their outstanding achievements in education and research, and a reward system to promote improvement of the quality of education, which is conditioned on a review of classes and improvement plans based on the review, etc. The system has been implemented annually since 2006.

<Appropriate response to points raised by administrative agencies, accreditation bodies, etc.

The Self-inspection and Evaluation Committee checks the progress of response and improvement once every six months with regard to the points pointed out in the results of accreditation evaluation by the Japan University Accreditation Association (JUAA). In the 2015 evaluation of the university by the University

Standards Association, two issues for effort were attached, and for these, a report for improvement was submitted to the University Standards Association in 2019. In addition, the Self-inspection and Evaluation Committee confirms the status of improvement not only on the issues to be addressed but also on the recommendations made in the general review.

For issues identified as "issues for improvement" in the university evaluation by JUAA in FY2022, the status of improvement will be inspected and reported to JUAA as an "Improvement Report" by July 2026.

In addition to the domestic accreditation by the Japan University Accreditation Association (JUAA), the university has received several international accreditation evaluations as previously mentioned. With regard to the points raised by these accreditation bodies, each faculty and graduate school, which is the main body responsible for obtaining accreditation, is taking steps to make improvements.

#### <Ensuring objectivity and validity in inspection and evaluation>

First, the GAB has been established to ensure objectivity and validity in inspection and evaluation at the university-wide level. The GAB has the role of objectively evaluating the University's self-assessment and providing opinions on its validity, while reflecting the international and multifaceted external perspectives of the external evaluation committee members in the University's business plan. The committee consists of members from diverse backgrounds, including not only educators but also local government officials, business people, and alumni, and about half of the members are from overseas.

IR data is actively utilized to ensure the objectivity of inspection and evaluation within the organization. The university's data related to student learning and activities are stored in a data warehouse (DWH). Data from students' enrollment to graduation is integrated and visualized as appropriate for use according to the content of the inspections. In addition, a university-wide questionnaire is conducted to collect and accumulate subjective data from the students themselves for quality assurance and improvement activities in each organization. The university-wide questionnaire includes the "Entrance Questionnaire" administered at the time of admission (response rate of about 95%), the "Current Student Questionnaire" administered once a year during the students' enrollment (response rate of 54.0%), and the "Graduation Questionnaire" administered at the time of graduation (response rate of 61.6%).

At the undergraduate and graduate levels, the validity of inspections and evaluations is ensured by conducting self-inspections and evaluations in accordance with international accreditation standards. In addition, the basic policy for self-inspection and evaluation, etc. (formulated in July 2021) confirms that planned external evaluations will be conducted to improve the validity of inspections and

evaluations in faculties and graduate schools.

**Inspection and evaluation items (4): Education and research activities, self-inspection and evaluation results, finances, status of other various activities, etc.**

**(iii) Does the company properly disclose information about the company's activities and fulfill its accountability to society?**

Evaluation Perspective 1: Disclosure of education and research activities, self-assessment results, finances, and the status of other activities

Evaluation Viewpoint 2: Accuracy and reliability of published information

Evaluation Viewpoint 3: Appropriate updating of information to be made public

<Publication of the status of education and research activities, self-assessment results, finances, and other activities.1>

The University discloses information appropriately and widely to the public in accordance with the "Ritsumeikan Information Disclosure Regulations" in order to fulfill the social accountability of the University's operations and various projects such as education and research, and to realize fair and highly transparent University management. As stipulated in the regulations, the following information is disclosed on the website: (1) basic information on the corporation and the school, (2) information on finances and management, (3) information on education and research activities, (4) information on evaluation, (5) information on compliance, etc., (6) information on audits, (7) information on student activities, (8) information on public funding, and (9) information on disclosure and personal information protection. (9) Information on disclosure of information and protection of personal information The results of self-assessment and evaluation are also appropriately disclosed on the website. In addition, the APU Databook is published annually on the APU website and in print media for more proactive information disclosure. In addition, the achievements of full-time faculty members are appropriately disclosed on the official website.

In addition, as about half of the students and faculty members are non-Japanese, and the university conducts education and administration in both Japanese and English, all official information dissemination, including the website and various publications, are in principle identical in content and in both Japanese and English, in order to disseminate information appropriately.

<Ensure the accuracy and reliability of published information and update it appropriately>

With regard to the release of information, information within the university is

checked on a consolidated basis and updated on a regular basis as appropriate. As a general rule, the base dates for renewal are May 1 and November 1, and a working list regarding items that need to be renewed is prepared to ensure appropriate renewal. Furthermore, in order to implement appropriate updates in accordance with the "Ritsumeikan Information Disclosure Regulations," the company is also working with the General Affairs Department of the corporation to ensure appropriate disclosure of information as a corporation.

Inspection/evaluation item (5): The adequacy of the internal quality assurance system is regularly inspected and evaluated.

**Do you want to be a member of the group? Are efforts being made to improve and enhance the results based on these findings?**

|  |
|--|
| Evaluation Viewpoint 1: Appropriate inspection and evaluation of the appropriateness and effectiveness of the university-wide PDCA cycle |
| Evaluation Viewpoint 2: Use of appropriate evidence (materials and information) in inspection and evaluation                             |
| Evaluation Perspective 3: Improvement and enhancement based on inspection and evaluation results   |

<Appropriateness and effectiveness of the university-wide PDCA cycle, and improvements and enhancements based on inspection and evaluation results>.

Verification of the appropriateness of PDCA as university-wide management is conducted mainly by the University Senate Meeting, the university-wide internal quality assurance promotion organization, and the Self-inspection and Evaluation Committee. In response to the points raised in the overview review in the accreditation evaluation by the Japan University Accreditation Association (JUAA) in 2015, the University has recognized the improvement of the effectiveness of the internal quality assurance system, especially from a university-wide perspective, as an essential issue to be improved and strengthened, and is working on the following improvements and enhancements, which are appropriately being implemented.

First, the company began improving "P:Plan. In FY 2017, the University Senate Meeting began by confirming the annual plans (P) in each of the faculties, graduate schools, and other organizations, which had not previously been adequately confirmed at the University Senate Meeting, as well as the University as a whole. In FY 2017, FY 2018, and FY 2019, these annual plans at the University Senate Meeting were positioned as "matters for discussion" and were reviewed by the University Senate Meeting members regarding the appropriateness and feasibility of the plans themselves. Subsequently, starting in FY2020, the annual plans of each of these organizations were repositioned as "voting items" of the University Senate

Meeting, with a strong emphasis on university-wide academic management, and the University Senate Meeting, as the organization responsible for university-wide quality assurance, was given clear responsibility for the annual plans and progress of each organization.

In FY 2018, the company began improving the C: Check. (As already mentioned in the inspection and evaluation item (2) in this chapter), the scope of progress inspection during and at the end of the fiscal year is to be conducted in a unified manner, focusing on items pointed out by past accreditation evaluations and external evaluations, and on annual plans of each organization during and at the end of the fiscal year. It was also confirmed that the committee will actively utilize the teaching and learning IR data in the self-assessment committee in order to improve the objectivity of the inspection and assessment activities.

In FY2020, the company began to improve "A: Action. It was decided to make it mandatory for each faculty, graduate school, and other organizations to summarize their activities on an annual basis, and to formulate "priority issues for the university" for the following fiscal year based on those summaries. This is intended to position major improvement issues based on summaries at each organizational unit as priority issues to be promoted by the university as a whole, and to lead to specific improvements (A) as part of university-wide management.

Examples of improvement through inspection of the university-wide PDCA cycle include the following, in addition to the previously mentioned improvements related to "P: Plan," "C: Check," and "A: Action.

- Develop an internal quality assurance policy at the university-wide level (March 6, 2018, Self-Evaluation Committee)

It is a university-wide policy that defines the roles of internal organizations involved in internal quality assurance and the procedures for promoting internal quality assurance at the University.

Organize the internal assurance system chart (developed March 2018, revised July 2019 Self-assurance and evaluation committee)

At the same time as the above internal quality assurance policy was formulated, a system chart was organized and confirmed. Two internal quality assurance system charts for the entire university and a system chart for teaching and learning were created. Based on this, the "Ritsumeikan Asia Pacific University Assessment Policy" was formulated in July 2021, followed by the "Ritsumeikan Asia Pacific University Assessment Policy (2nd Edition)" in November 2021.

Establishment of Self-inspection and Evaluation Committee Executive Committee

With the aim of further strengthening and substantiating the cycle of self-assessment and evaluation, an executive committee was established under the Self-Assessment Committee in FY2020 to confirm the progress of the issues to be promoted and discuss specific improvement measures.

<Use of appropriate evidence (materials and information) in inspection and evaluation>

In order to ensure objectivity in inspection and evaluation activities, the IR data for teaching and learning are actively utilized in the Self-inspection and Evaluation Committee. For the accumulation of teaching and learning IR data, the DWH has been in full operation since 2015, centralizing all data related to student classes, student activities, etc. In 2020, in order to foster a culture of data utilization in daily operations, the university will introduce Tableau, a data visualization tool, to the entire university, confirming that data visualization and the identification of issues based on this data visualization will be carried out throughout the university.

## **(2) Strengths and Features**

The first point is that, in order to ensure the objectivity and validity of the internal quality assurance activities of the university as a whole at the international level, the university has actively promoted efforts toward international accreditation as one of its medium- to long-term priorities. The AACSB accreditation, obtained in 2016, took nearly eight years to achieve international accreditation specific to the School of International Management and Business Administration. Since then, the company has continued its quality improvement efforts to maintain its accreditation, based on AACSB standards. As of FY2023, two faculties and one graduate school have obtained and maintained a total of three international accreditations.

What is unique about the University is that it has been strongly aware of and has implemented the international accreditation not only to improve the quality of education and research in the acquired faculties and graduate schools, but also to adapt the world-class evaluation standards to the entire University. For example, one of the main evaluation criteria for AACSB certification is the ongoing implementation of AOL activities. In other words, the evaluation is based on whether a series of processes (Closing the Loop) is functioning to analyze the level of student achievement and attainment of the competencies specified in the degree awarding policy, using objective and subjective data, and to conduct improvement activities. After obtaining the AACSB in 2016, the AOL was actively implemented in all departments, and in April 2018, under the leadership of the President, the AOL University-wide Promotion Committee was established to implement AOL activities in all departments and graduate schools (Evidence 2-28).

Secondly, as an external evaluation committee, the four members of the GAB are also recruited from a wide range of external sources, enabling the members to receive advice on the operations of the University, which is characterized by

diversity, from members with diverse backgrounds.

In addition, the activities of IR for teaching and learning have reached a certain level of success, which is characteristic of the University. Data on all students is stored in the DWH, allowing for analysis on all aspects of student growth and experience. The system stores all data related to regular and extracurricular activities prior to enrollment, during the school year, and at the time of graduation, in a manner that is linked to individual students. A team has been established within the President's Office to manage and analyze these data, and to process and provide data for issues that cut across organizations within the university.

### **(3) Problems**

Since the university evaluation in 2015, the university has been strengthening its internal quality assurance system from the perspective of institutional design, including the formulation of various policies and policies, in order to substantiate the system from a university-wide perspective. However, there are still some differences among organizations in terms of the granularity and content of the tasks set and inspections and evaluations conducted by each organization under each system. Based on the established policies and systems, the organization as a whole needs to continue to substantiate its internal quality assurance activities by carefully repeating them and improving the systems themselves in the process. There are also several policies and policies that have been developed over the past several years, and it is a future task to ensure that a series of concrete examples of improvements are made based on these policies and others.

There is also room for strengthening student involvement in the university-wide internal quality assurance system. Although there is an actual situation in which students' voices are used to improve education in some faculties and graduate schools, the university as a whole has yet to confirm a clear policy and permanent procedures to utilize students' voices in university administration. In FY2021, a project to listen to students' voices is being conducted on a trial basis, and this initiative will be organized as a system in the future.

### **(4) Overall summary**

In accordance with the opening philosophy and the APU 2030 Vision, from the perspective of university-wide internal quality assurance, efforts have been made to strengthen the university-wide PDCA cycle led by the University Senate Meeting and the Self-inspection and Evaluation Committee. Since FY2016, Ritsumeikan Asia Pacific University has been developing university-wide policies such as the "Ritsumeikan Asia Pacific University Internal Quality Assurance Policy," "Basic Policy for Self-Assessment and Evaluation, etc.," and "Ritsumeikan Asia Pacific

University Assessment Policy". The development of these policies has led to the university-wide academic management centering on the University Senate Meeting, the university-wide internal quality assurance promotion organization, and the university's basic approach, procedures, and tools for internal quality assurance activities being widely shared among the constituent members. The procedures outlined in the policy have been thoroughly implemented over the past few years in the implementation of internal quality assurance activities in accordance with the policy. The activation of IR activities utilizing continuous student data from admission to graduation as a tool for self-assessment and evaluation has also progressed, and an environment has been established in which students can access visualized actual student data on a daily basis within the university. In addition, to ensure objectivity in inspection and evaluation and to promote quality assurance at an international level, the University Evaluation Committee, which conducts external evaluation of the university as a whole, was reorganized and established as the GAB to pursue diversity in terms of nationality and gender, and then regular external evaluation is conducted.

As for quality assurance in faculties and graduate schools, although there are some differences in efforts in faculties and graduate schools depending on whether they have obtained or maintained international accreditation, good practices (e.g., AOL activities) in faculties and graduate schools that have achieved international accreditation are positioned as university-wide initiatives under the responsibility of the University Senate Meeting, and have been The good practices (e.g., AOL activities) in faculties and graduate schools that have achieved international accreditation are positioned as university-wide initiatives under the responsibility of the University Senate Meeting, and have been extended to other faculties and graduate schools.

In the future, we will continue our efforts to rigorously and stably apply the basic policies, etc. that have been formulated, and continue to strengthen the internal quality assurance system university-wide. In addition, in line with the Assessment Policy developed in FY2021, the project will lead to specific improvements that will improve student learning and the quality of education based on data.

## Chapter 3 Education and Research Organization

### (1) Explanation of Current Status

Inspection and evaluation item (1): In light of the philosophy and purpose of the university, the faculties, graduate schools, research institutes, and centers

**Is the establishment of other organizations appropriate?**

|  |
|--|
| Evaluation Viewpoint 1: Compatibility of the university's philosophy and objectives with the composition of faculties and graduate schools (graduate schools or majors)            |
| Evaluation Viewpoint 2: Compatibility of the organization of research institutes, centers, etc. with the philosophy and objectives of the university                               |
| Evaluation Viewpoint 3: Consideration for the educational and research organization, academic trends, social demands, and the international environment surrounding the university |

<Compatibility of the educational organization (faculties, graduate schools, etc.) with the university's philosophy and objectives and the purpose of its establishment and activities>

Ritsumeikan Asia Pacific University has established various organizations within the university with the basic principles of "Freedom, Peace and Humanity," "International Mutual Understanding," and "Creating the Future of the Asia Pacific" in the university's opening declaration, aiming to "foster talented individuals who will contribute to the creation of the future of the Asia Pacific region. As of April 1, 2024, the educational organization has three faculties: the College of Asia Pacific Studies, the College of International Management, and the College of Sustainability and Tourism, and two graduate schools: the Graduate School of Asia Pacific Studies and the Graduate School of Business Administration. In addition, the university has two organizations responsible for university-wide education: the Center for Language Education (CLE) and the Education Development and Learning Support Center (EDLSC).

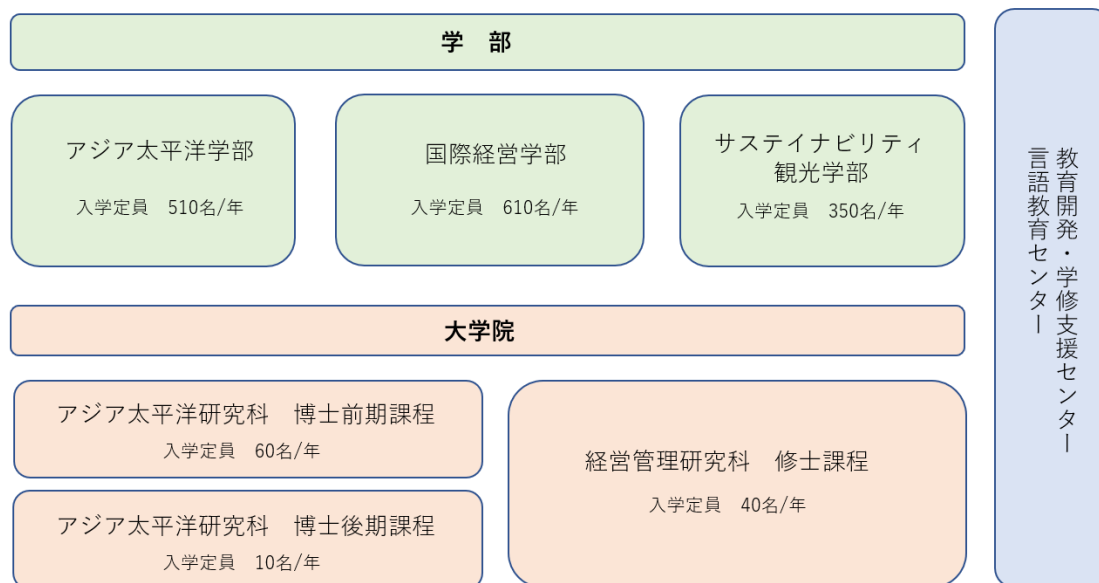


Figure 3-1: Educational Organization (as of FY2024)

### Faculty

Each of the three faculties has its own educational goals that are compatible with the university's philosophy. All three faculties have been established based on multilingual education, multicultural cooperative education, and specialized undergraduate education centering on social science fields, with the aim of developing human resources who can contribute to solving issues that require solutions for the development of the Asia-Pacific region in the 21st century. The College of Asia Pacific Studies and the College of International Management were established when the university opened in 2000. The School of Sustainability and Tourism is being newly established in April 2023, primarily out of the Tourism Studies Cluster of the School of Asia Pacific Studies. In conjunction with the establishment of Sustainability Tourism, the two existing faculties were reorganized and their curricula reformed in FY2023.

### <Graduate School>

The two graduate schools were established in 2003, in line with the philosophy and objectives of the university, to achieve an even higher level of human resource development that can contribute to the creation of the future of the Asia Pacific region, and to fulfill the university's social responsibility as an institution of higher education. As of April 2024, the Graduate School of Asia Pacific Studies has doctoral programs (first and second terms) in Asia Pacific Studies, as well as

a Master's Program in International Cooperation Policy, which focuses on practical human resource development. The Graduate School of Business Administration offers a Master's degree in Business Administration. In these two graduate schools, English is the language of instruction in order to realize their educational and research objectives. This is to create an environment that actively welcomes diverse human resources from all over the world, regardless of their Japanese language skills. By using English as the language of instruction, the system enables students with diverse cultural, educational, and professional backgrounds to work together in education and research.

Organization responsible for university-wide common education

The University has placed CLE and EDLSC as the organization responsible for university-wide common education. The purpose of the CLE is "to provide regular courses in language subjects at the University, to develop and administer extra-curricular programs, and to promote and advance language education." To support the University's dual-language education in English and Japanese, the CLE provides English/Japanese language instruction for low-year students, advanced and practical English/Japanese language instruction for upper-year students, and instruction in six Asian The University also provides education in six languages of the Asia-Pacific region (from introductory to advanced levels). Under these language courses provided by the CLE, students who enter APU with either the Japanese or English entrance examination standard language will be able to acquire operational proficiency in the opposite language\* upon graduation, making APU's distinctive dual-language education a reality.

The EDLSC is stipulated in its regulations to carry out projects that contribute to the enhancement and advancement of education and support for academic training, and it carries out projects related to education and academic training support, conducts surveys of students' actual conditions, and plans and implements FD and other activities from the perspective of improving academic training support. Specifically, the program develops and offers regular first-year education courses and undergraduate overseas programs, thereby supporting the smooth adaptation and growth of students from all over the world with diverse educational backgrounds.

\*Language opposite to the entrance exam reference language. The opposite language for the Japanese language standard students "whose standard language of admission is Japanese" is English, and the opposite language for the English language standard students "whose standard language of admission is English" is Japanese.

<Compatibility of the research organization's purpose and activities with the university's philosophy and objectives.>

The University has established a research organization in order to realize "the cultivation of talented human resources and the creation of new academic disciplines that will contribute to the creation of the future of the Asia-Pacific region," as clearly stated in the university's opening declaration. First, the Ritsumeikan Center for Asia Pacific Studies (RCAPS), which encompasses multiple disciplines related to diverse issues in the Asia Pacific region, has been established as an affiliated center of the university. At RCAPS, in accordance with the University's research philosophy and objectives, the Ritsumeikan Center for Asia Pacific Studies (RCAPS) has established regulations and conducts research meetings, project research, joint research, international symposiums, and other activities to promote the dissemination of the University's research results and to strengthen networks with researchers and research institutions in Japan and overseas, among other research. The Center also conducts research activities such as strengthening networks with domestic and overseas researchers and research institutions. In particular, the Asia Pacific Conference (AP Conference), which RCAPS has organized since 2003, is the largest English-language humanities and social sciences conference in the country, and in 2019, before the Corona Disaster, over 200 researchers from 37 countries and regions attended. Since the Corona Disaster, the AP Conference has continued to be held online, and for FY2021, more than 200 researchers presented on the conference theme of "Diversity and Inclusion," with a total of more than 1,200 participants. Face-to-face meetings will resume in FY2022, with 221 participants from 46 countries/regions in FY2022, 340 from 45 countries/regions in FY2023, and 374 from 47 countries/regions in FY2024, and the number is on the rise. It has become an established opportunity for graduate students and young researchers to present their research.

The research centers under RCAPS will be reorganized and established as independent research centers in FY2023. As of October 2024, three centers have been established.

The University has a Department of International Cooperation and Research, which is responsible for analyzing research performance as a university-wide organization and formulating policies to advance research at an international level. In addition, a Research Committee has been established with members appointed from each department and center to discuss matters related to the university's research policy and various research systems, and to make decisions on the establishment

and renewal of research centers.

<Education and research organization development based on academic trends, societal demands, and the international environment surrounding the university  
>

In opening the university, the two faculties were established based on the strong regional needs of Oita Prefecture, which places particular priority on the enhancement of higher education, and Beppu City, which has positioned international academic and cultural development and regional promotion as important policies, taking advantage of its status as an international tourist city. In addition, since the opening of the university, we have been working on the establishment and modification of the educational and research organization by analyzing global trends in Japan and abroad and the activities of graduates in society (domestic and international) in order to promote educational and research reforms centered on the improvement of the quality of education and research.

In terms of substantive improvement of the quality of education, the University undertook academic reforms in interdisciplinary fields and increased capacity (2006), and established the Education Development and Learning Support Center (EDLSC) (2008) to enhance and upgrade education and strengthen support for academic training.

In addition, in order to realize the APU2030 Vision, the University's mid- to long-term vision, the "Challenge Design" mid- to long-term plan for the period 2021-2030 was formulated. In order to celebrate the 20th anniversary of the university's opening in 2020, the most significant initiative in the first half of the "Challenge Design" period was the establishment of a new faculty and the reorganization of existing faculties as a new academic development. The discussion led to the establishment of a new faculty (Faculty of Sustainability and Tourism), reorganization of the two existing faculties, and changes in the admission capacity. In considering the new faculty, we decided to make "sustainability" and "tourism" the pillars of the new faculty, taking into account the strengths of the university's education and research in this field, its location in the tourist city of Beppu, and the international and social demands for the realization of a sustainable society and the ever-growing "tourism" that will follow the Corona disaster. The decision was made to establish a department with "Sustainability" and "Tourism" as its main pillars. The establishment of this department aims to realize the basic philosophy of the university and achieve its vision through the

development of academic practitioners: Academic-Practitioners who are committed to academic knowledge and innovative research to solve contemporary issues related to sustainable society and tourism.

In terms of responding to the demands of society in terms of research, we have responded to the human resource development needs of governments and municipalities supporting the Asia-Pacific region at the graduate school level (Human Resource Development Scholarship Program, Long-term Training Support Program for Young Administrators in China, Indonesia Higher Human Resources Development Program, Asian Development Bank-Japan Scholarship Program, and Japan/World Bank Joint Graduate School Scholarship Program). Scholarship Program, Japan/World Bank Joint Graduate School Scholarship Program, etc.).

In addition, in order to respond to the demands of society and the general situation in the academic field, RCAPS has established affiliated research centers with a fixed term, as previously mentioned, to ensure flexibility in research activities.

**Inspection/evaluation item (2): Is the appropriateness of the education and research organization regularly inspected and evaluated?**

**Are efforts being made to improve and enhance the results based on these findings?**

|   |
|---|
| Evaluation Viewpoint 1: Inspection and evaluation of the structure of the education and research organization based on appropriate evidence (materials and information) |
| Evaluation Perspective 2: Improvement and enhancement based on inspection and evaluation results  |

<Periodic inspection and evaluation of the appropriateness of the educational and research organization and its improvement>

<Educational Organization>

The first opportunity for an educational organization to verify whether its own philosophy and objectives are in line with the demands of society and to verify its appropriateness as an organization is the formulation of a medium- to long-term plan as a university. In formulating the APU Challenge Design, the mid- to long-term plan for the period from FY2021 to FY2025, the current educational organization of the three faculties and two graduate schools was evaluated, and after several years of internal deliberations, a decision was made on the "APU

Future Vision,” a new educational development plan including the establishment of new faculties and reform of existing ones. The new “APU Future Vision” includes the establishment of new faculties and reform of existing faculties. Based on the mid- to long-term plan, the Self-Evaluation Committee manages APU’s priority issues and progress for each fiscal year, and has established a university-wide framework for the semi-annual verification process within the university’s executive office of the school’s annual progress targets. As a system to financially support these project plans, a university-wide policy budget was newly established in FY2023 to provide support for initiatives required by each faculty and department to promote the APU2030 Challenge Design Tasks, etc., and a “budget for strengthening educational capabilities” was newly established by the Faculty of Education to support the strengthening of the university’s educational capabilities. The Faculty of Academic Affairs has established a “Budget for Strengthening Educational Capabilities” to support the enhancement of the university’s educational capabilities, and has put in place a financial support system. For FY2024, applications will be accepted in two categories: the “Priority Strengthening of Teaching and Learning” category, which will more actively support the university-wide measures that are set as priority items in the teaching and learning policies of the FY2024 business plan, and the “Faculty/Center Specialization” category, which will support the goals set by each center and faculty as their individual priority issues in the business plan. The “Faculty/Center Specialization” category supports the goals set by each center and faculty as their individual priority issues in their project plans.

Another way to verify the adequacy of the educational organization and its content is to reform the teaching and learning process. In academic reforms, each organization and academic department examines educational objectives, degree awarding policies, curricula, and educational content and methods, and after deliberations at faculty meetings and other meetings, the University Council makes a decision. In academic reform, each organization and academic department examines educational objectives, degree awarding policies, curricula, educational content and methods, etc., and after deliberations at faculty meetings, etc., the University Council makes a decision. In considering undergraduate teaching reform, the “Guidelines for Undergraduate (Bachelor’s Program) Teaching” will be established as a uniform guideline for the entire university, and the details of teaching reform will be made concrete in a manner that fully takes into account the appropriateness of each organization and its consistency with the university-

wide teaching system.

In addition, the following efforts are being made to inspect and evaluate the status of student learning and other aspects of the university's education.

- (1) Inspection and evaluation through Assurance of Learning (AOL)
- (2) Inspection and evaluation by the Graduation and Completion Judgment Committee
- (3) Inspection and evaluation through course opening summary and course opening policy
- (4) Inspection and evaluation through class evaluation questionnaires

These inspection and evaluation activities are conducted on a regular basis on a semester-to-year basis, but are not conducted by faculties or graduate schools on a degree-granting basis, but are primarily conducted from a university-wide perspective, led by the academic departments.

The inspection and evaluation of the structure of the degree-granting unit includes a teaching and learning summary. In formulating the Educational Summary, the following information is included in each chapter of the Educational Summary in order to plan (P), execute (D), check (C), evaluate, and improve (A) educational activities in each department, etc., based on the PDCA cycle.

- Issues and plans for the next year (P)
- Efforts, etc. implemented during the fiscal year (D)
- Details of inspection and evaluation of efforts made during the fiscal year and proposed improvements (C, A)

- (1) Overview of the structure of the Educational Summary and the contents of each chapter

Faculties

| Chapter | Title                   | Contents to be described in each chapter   |
|---------|-------------------------|--|
| I       | Philosophy & Objectives | <ul style="list-style-type: none"> <li>• Status of formulation, revision, and publication of basic curriculum-related documents (human resource development objectives, educational goals, three policies, and course outlines)</li> <li>• Issues and Plans for the Next Year</li> </ul> |

|      |   |   |
|------|---|---|
| II   | Verification of learning outcomes   | <ul style="list-style-type: none"> <li>• Methods of identifying and evaluating learning outcomes</li> <li>• Assessment and issues for the year in question as a faculty of learning outcomes</li> <li>• Issues and Plans for the Next Year</li> </ul>   |
| III. | Review and planning of various initiatives  | <ul style="list-style-type: none"> <li>• Status of implementation of multicultural cooperative learning</li> <li>• Status of Global Learning On/Off-Campus initiatives</li> <li>• Issues and Plans for the Next Year</li> </ul>   |
| IV   | Systematic FD   | <ul style="list-style-type: none"> <li>• FD policy, status of implementation, and evaluation for the current fiscal year</li> <li>• Issues and Plans for the Next Year</li> </ul>   |
| V    | Structure and number of classes and class size (inspection based on course offering policy) | <ul style="list-style-type: none"> <li>• Inspection and evaluation of the system in charge (percentage of full-time employees), the number of courses, the number of courses offered, and the number of over- and under-enrolled lectures.</li> <li>• Issues and Plans for the Next Year</li> </ul> |
| VI   | Faculty and Faculty Organization  | <ul style="list-style-type: none"> <li>• Faculty organization policy based on the philosophy and objectives of the faculty</li> <li>• Recruitment plan and implementation status for the year in question</li> <li>• Issues and Plans for the Next Year</li> </ul>                                  |
| VII  | Matters pointed out by external evaluations, etc.   | <ul style="list-style-type: none"> <li>• Details and status of response to suggestions/improvements made as a result of external evaluations, etc.</li> <li>• Issues and Plans for the Next Year</li> </ul>   |

Graduate School

| chapter | Title.       | Contents to be described in each chapter   |
|---------|--------------|--|
| I       | Philosophy & | <ul style="list-style-type: none"> <li>• Status of formulation, revision, and</li> </ul> |

|      |   |   |
|------|---|---|
|      | Objectives  | <p>publication of basic curriculum-related documents (human resource development objectives, educational objectives, three policies, curriculum map, curriculum tree, and course outlines)</p> <ul style="list-style-type: none"> <li>• Issues and Plans for the Next Year</li> </ul>                 |
| II   | Verification of learning outcomes   | <ul style="list-style-type: none"> <li>• Methods of identifying and evaluating learning outcomes</li> <li>• Evaluation of learning outcomes as a graduate school for the year in question and issues to be addressed</li> <li>• Issues and Plans for the Next Year</li> </ul>                         |
| III. | Summary and plan for research guidance  | <ul style="list-style-type: none"> <li>• How to grasp the preparation status of research guidance plans and the actual status of research guidance</li> <li>• Summary of research guidance based on the above</li> <li>• Issues and Plans for the Next Year</li> </ul>                                |
| IV   | Systematic FD   | <ul style="list-style-type: none"> <li>• FD policy, status of implementation, and evaluation for the current fiscal year</li> <li>• Issues and Plans for the Next Year</li> </ul>   |
| V    | Structure and number of classes and class size (inspection based on course offering policy) | <ul style="list-style-type: none"> <li>• Inspection and evaluation of the system in charge (percentage of full-time employees), the number of courses, the number of courses offered, and the number of overloaded and underloaded lectures.</li> <li>• Issues and Plans for the Next Year</li> </ul> |
| VI   | Faculty and Faculty Organization  | <ul style="list-style-type: none"> <li>• Faculty organization policy based on the philosophy and objectives of the Graduate School</li> <li>• Summary of Graduate School Faculty's Possession of Graduate Qualification Examinations</li> <li>• Issues and Plans for the Next Year</li> </ul>         |
| VII  | Matters pointed out by external   | <ul style="list-style-type: none"> <li>• Details and status of response to suggestions/improvements made as a result of external evaluations, etc.</li> </ul>   |

|  |                      |  |
|--|----------------------|--|
|  | evaluations,<br>etc. | <ul style="list-style-type: none"> <li>• Issues and Plans for the Next Year</li> </ul> |
|--|----------------------|--|

(3) Center

| chapter | Title.  | Contents to be described in each chapter  |
|---------|---|---|
| I       | Philosophy & Objectives   | <ul style="list-style-type: none"> <li>• Status of formulation, revision, and publication of basic curriculum-related documents (educational objectives, mission, course outlines, etc.)</li> <li>• Issues and Plans for the Next Year</li> </ul>   |
| II      | Verification of learning outcomes   | <ul style="list-style-type: none"> <li>• Methods of identifying and evaluating learning outcomes</li> <li>• Evaluation and issues for the year in question as a center for learning outcomes</li> <li>• Issues and Plans for the Next Year</li> </ul>   |
| III.    | Review and planning of various initiatives  | <ul style="list-style-type: none"> <li>• Details and status of distinctive initiatives at each center</li> <li>• Summary of the above</li> <li>• Issues and Plans for the Next Year</li> </ul>  |
| IV      | Systematic FD   | <ul style="list-style-type: none"> <li>• FD policy, status of implementation, and evaluation for the current fiscal year</li> <li>• Issues and Plans for the Next Year</li> </ul>   |
| V       | Structure and number of classes and class size (inspection based on course offering policy) | <ul style="list-style-type: none"> <li>• Inspection and evaluation of the system in charge (percentage of full-time employees), the number of courses, the number of courses offered, and the number of overloaded and underloaded lectures.</li> <li>• Issues and Plans for the Next Year</li> </ul> |
| VI      | Faculty and Faculty Organization  | <ul style="list-style-type: none"> <li>• Faculty organization policy based on the Center's philosophy and objectives</li> <li>• Recruitment plan and implementation status for the year in question</li> <li>• Issues and Plans for the Next Year</li> </ul>  |

## 0 Research organization

For RCAPS, a permanent research organization, an annual plan is formulated together with the International Cooperation and Research Department based on the philosophy and purpose of the center's establishment, and is voted on at the University Council meeting. In addition, the company conducts self-inspection on the progress of the plan during and at the end of the term, and reports the results to the Self-inspection and Evaluation Committee. In addition to the case of newly established research centers, at the end of the pre-determined establishment period (5 years), the Research Committee will make a review decision on the extension or abolition of the research center.

### **(2) Strengths and Features**

The organization has been reviewed appropriately in response to educational, research, and other issues, including the establishment of the EDLSC in 2008, the IPG in 2016, and the Research Center with a fixed term. The APU Future Vision, a new teaching and learning development that includes the establishment of new faculties and reform of existing faculties implemented in FY2023, is a major transformation of the University's educational organization. After analyzing the needs of high school students, current students, and business and society, we established a new faculty and curriculum for the first time since the school opened, as well as two existing faculties.

In particular, the collaboration with Kyushu Institute of Technology, which aims to integrate APU's diversity with Kyushu Tech's science and technology fields, is a distinctive experiment. The agreement will promote the development of global science and technology human resources between APU, which has "expertise in global human resource development through a multinational and multicultural environment and the practice of Diversity and Inclusion (D&I)," and Kyushu Institute of Technology, which has strengths in "science fields centered on engineering, including satellite operation and robotics, The two institutions plan to promote this program with the goal of revitalizing the local economy. In collaboration with the university, which has produced highly specialized engineers in the industrial world, the project aims to promote diversification through collaboration with people with backgrounds in diverse fields of expertise, leading to the creation of new value and the resolution of issues.

### **(3) Problems**

Through the efforts described above, we have reached a certain level of achievement in terms of the cooperative learning system for realizing "global learning," efforts related to multicultural environments, and the internationalization of the university that supports these efforts. On the other hand, the "multicultural environment" that exists in the real world is not merely one that is attributed to nationality or culture. In addition to multicultural environments in over 100 countries, it is necessary to build a platform that encompasses multiple attributes and other domains in a broader sense, such as age, gender, and fields of study and research.

By promoting these issues in collaboration with the Kyushu Institute of Technology, we will create new value by implementing new knowledge from a fusion of the humanities and sciences to solve regional issues in Kyushu.

The University has established the Ritsumeikan Center for Asia-Pacific Studies (RCAPS) as a permanent research organization and the International Cooperation and Research Division (ICRD) as an organization to support faculty research. Since the opening of the university, research activities and research support have been conducted mainly by these two organizations. 20 years have passed since the opening of the university, and social demands and local needs have changed significantly. In light of this situation, we recognize that we are at a stage where research activities and support at the University need to be reviewed anew, and the organization involved in research activities must also be evaluated, verified, and reviewed.

The APU Challenge Design, the university's mid-term plan, also includes the advancement of the university's research as one of the issues to be addressed, and a plan for research advancement from FY2025 to FY2030 will be formulated during FY2024.

#### **(4) Overall summary**

In order to put into practice the mission of "fostering talented human resources who will contribute to the creation of the future of the Asia Pacific region and the creation of new academic disciplines," which is clearly stated in the university's opening declaration, the university has provided distinctive educational programs, such as biannual admission and graduation, dual-language courses in English and Japanese, and a quota system in a learning environment with unparalleled internationality and diversity. The school has been offering a unique educational program represented by biannual admission and graduation, dual-

language courses in English and Japanese, and a quarter system.

In 2015, the APU 2030 Vision was formulated as a medium- to long-term vision, and in FY2023, a new faculty was established as an educational organization, with three faculties, two graduate schools, and two centers that provide common education for the entire university. We will continue to verify the consistency of the appropriateness of the educational and research organization with our philosophy and objectives through the cycle of inspection and review of teaching and learning, especially from the perspective of international acceptability, which is a priority for our university.

As for research organizations, RCAPS has been established to conduct research related to diverse issues in the Asia-Pacific region. In addition, fixed-term research centers have been established to respond flexibly to various social and regional issues. For these research centers, a decision on their continuation is made five years after their establishment, thereby promoting research activities that always take into account academic trends.

## Chapter 4 Curriculum and Learning Outcomes

### (1) Explanation of Current Status

**Inspection/evaluation item (1): Is a degree conferment policy established and announced for each degree to be conferred?**

Evaluation Perspective 1: Appropriate establishment (for each degree to be conferred) and publication of degree-awarding policies that clearly state the knowledge, skills, attitudes, and other learning outcomes appropriate to the degree that the student is expected to acquire upon completion of the program.

<Appropriate establishment and publication of degree awarding policies>

The educational and research objectives of each faculty and graduate school are appropriately set so that they are interrelated based on the basic philosophy and objectives of the university as stated in the Declaration of University Opening. As already mentioned in Chapter 1, Inspection and Evaluation Item (1), both undergraduate faculties aim to cultivate intercultural communication skills and practical problem-solving abilities, in addition to acquiring basic and specialized knowledge in their respective fields of education and research, based on the university's basic philosophy of "cultivating talented individuals who will contribute to the creation of the future of the Asia Pacific region". In addition to acquiring basic and specialized knowledge in their respective fields of education and research, the program is designed to cultivate intercultural communication and practical problem-solving skills. In the Graduate Schools, the Graduate School of Asia Pacific Studies aims to nurture human resources who will contribute to the sustainable development and coexistence of the Asia Pacific region, while the Graduate School of Business Administration aims to nurture comprehensive management professionals or leaders in their respective fields of specialization.

In order to achieve the human resource development objectives of each of these faculties and graduate schools, appropriate degree awarding policies have been established for each degree to be conferred. The degree awarding policies of each faculty and graduate school specify (1) graduation requirements and (2) academic achievements to be acquired upon graduation. These academic outcomes are strictly linked to the Curriculum Alignment Matrix (CAM), which is clearly stated within the curricular structure and implementation policy, and ensure the relationship between the courses arranged in each faculty and graduate school and the degree awarding policy. In the CAM, the expected learning outcomes to be acquired in each subject are clearly stated, and the CAM is designed to clarify the relationship between the subjects and the degree awarding policy for students.

The degree awarding policy is widely publicized on the university website, and students are informed of the policy through the undergraduate course manual, the website: Academic Information, and the graduate school's Graduate Academic Handbook. Undergraduate information is published in two languages, English and Japanese, and graduate information is published in English.

**Inspection/evaluation item (2): The organization and implementation policies of the educational program are established and announced for each degree to be conferred.**

**Do you want to be a member of the group?**

Evaluation Perspective 1: Establishment and publication of curricula development and implementation policies (for each degree to be conferred) with the following contents  
Curriculum structure and content  
Classification of courses that make up the educational curriculum, class format, etc.

Evaluation Perspective 2: Appropriate linkage between curricula development and implementation policies and degree awarding policies

< Appropriate establishment and publication of curriculum development and implementation policies. >

All faculties and graduate schools have established curricula development and implementation policies for each degree to be awarded. In addition, the following items are commonly established in the curricular organization and implementation policies of each faculty and graduate school to ensure consistency as a university. The curricular organization policy clearly states the division and arrangement of common education subjects and specialized education subjects, and the curricular implementation policy clearly states the policies for course offerings (e.g., courses offered in two languages, Japanese and English, in the bachelor's program) and classroom management methods.

Curriculum Organization Policy . . . Subjects arrangement (common, common education subjects, specialized education subjects), Curriculum Alignment Matrix (CAM) as a curriculum map.

Curriculum implementation policy: Course offerings, course management

Curriculum development and implementation policies are decided by the University Council after deliberation by the Faculty Council of each faculty. The contents of the handbooks are publicized on the university website and through the undergraduate and graduate academic handbooks.

<Appropriate linkage between curricular organization and implementation policies and degree awarding policies>

One way to rigorously ensure the linkage between the degree awarding policy and the curricular organization and implementation policy is to clearly state the results of study within the degree awarding policy and to develop the CAM as part

of the curricular organization and implementation policy. Specifically, the three faculties and two graduate schools clearly state in their degree awarding policies the learning outcomes that students must acquire when obtaining a degree, and each faculty and graduate school has a CAM that maps the relationship between learning outcomes and each subject in its curricular organization and implementation policies (except for the Doctoral Program in the Graduate School of Asia-Pacific Studies). In addition to clearly stating the achievement objectives required for each course, the system allows each faculty and graduate school to monitor, analyze, and evaluate the achievement of academic results and make specific improvements to assure the quality of the degree.

For example, in the School of International Management, "1-a. Understand the principles of business ethics and social responsibility" is set as one of the learning objectives in "1. The CAM clearly lists "Introduction to Business Administration" and "Introduction to Marketing" as two core courses in which students are expected to master this learning objective. In addition, there are three required courses, "Organizational Behavior Theory," "Production and Operations Management," and "Business Legal Strategy," to put the learning objectives into practice, and two required courses, "Business Ethics and Social Responsibility" and "Global Management (Capstone)," to apply the learning objectives. The "Business Ethics and Social Responsibility" and "Global Management (Capstone)" are compulsory subjects for the application of academic objectives. Although the method of expression differs in some faculties and graduate schools, the relationship between each subject and learning outcomes is clearly stated in the CAM, and each subject designs its syllabus and manages its classes based on its position in the CAM and learning outcomes, to ensure that classes are conducted in accordance with the degree awarding policy and curriculum organization policy and implementation policy. The implementation of classes is ensured in accordance with the degree awarding policy and the curriculum organization policy and implementation policy.

In discussing graduation requirements, another pillar of the degree awarding policy, the curriculum policy clearly indicates subject groups and subject classifications in accordance with the graduation requirements stated in the degree awarding policy. In other words, students can check the graduation requirements in the degree awarding policy, and then check the curriculum organization policy and implementation policy for the subject groups and classifications related to the graduation requirements indicated in the degree awarding policy.

Inspection and evaluation item (iii): Based on the curricular organization and implementation policies, the number of courses appropriate for each degree program is calculated.

**(2) Do you offer courses and organize the curricula systematically?**

Evaluation Viewpoint 1: Measures taken to ensure appropriate curricula in each faculty and graduate school

- Consistency of the curricula with the curricula policy.
- Consideration of sequentiality and systematization in the organization of curricula
- Establishment of credits in accordance with the purpose of the credit system
- Contents and Methods of Individual Courses
- Positioning of courses (required, elective, etc.)
- Establishment of educational content appropriate to each degree program
- Consideration for first-year education and high school-university connection,
- Appropriate arrangement of liberal arts education and specialized education, etc.
- Establishment of course periods that allow students to study off-campus (Master's and doctoral programs)
- Consideration for education that appropriately combines coursework and research work, etc.
- Involvement of the university-wide internal quality assurance promotion organization, etc. in curriculum development

Evaluation Perspective 2: Fostering the abilities necessary for students to become socially and professionally independent

- Appropriate implementation of education

Evaluation Perspective 3: Expansion of teaching and learning utilizing a multicultural and multinational environment

<Measures to organize curricula appropriately in each faculty and graduate school  
>

In accordance with the curricular organization and implementation policies, both faculties and graduate schools have class subjects arranged according to the

specific subject classifications and teaching methods in the regulations of faculties and graduate schools. In order to clearly indicate the organization and implementation of specific courses to students, a list of courses offered by each faculty and graduate school is published in the Undergraduate Course Handbook, the website: Academic Information, and the Graduate Academic Handbook of the graduate school. In addition, the academic year of each course is clearly stated. In addition, in order to clearly indicate the sequential nature and systematics of courses in each program, all courses are numbered in such a way that the numbering of courses can be determined by the number of students and academic fields. Furthermore, the development of CAM, already mentioned above, also contributes to guaranteeing the sequential nature of the courses.

The academic calendar for each academic year is appropriately set in accordance with Articles 22 and 23 of the Standards for the Establishment of Universities in terms of securing the class period and the annual number of class hours for each class subject. The number of credits for each course is stipulated in the Faculty Regulations and Graduate School Regulations in compliance with the provisions of Article 21 of the Standards for the Establishment of Universities. Classes are conducted over 14 weeks per semester, and credit is awarded after students are required to study outside of class hours associated with each class. The actual status of study time outside of class hours is determined by asking about the actual status of study time outside of class for the subject in the class evaluation questionnaire that students answer at the end of each class. In addition to this class evaluation questionnaire, the time spent studying outside of class is also surveyed in a questionnaire for all current students conducted once a year. According to the 2022 National Survey of Students (3rd trial implementation) by the Ministry of Education, Culture, Sports, Science and Technology, 76% of students (12% for 0 hours, 63% for 1-5 hours, and 1% for 6-10 hours) answered that they spend less than 10 hours per week on class-related studies such as preparation, review, and assignments (excluding graduation theses), whereas at the University of Tokyo About 55% of students answered less than 10 hours per week (less than 2 hours per day), while about 45% of students spend more than 10 hours per week on their studies. The percentage of students who reported 0 hours (no study) was also lower at APU, at approximately 3.2% (days with classes) and 7.25% (days without classes), compared to 15.9% in the national student survey.

The school regulations stipulate "lectures, exercises, experiments, practical training, or a combination of these," and based on this, each faculty and graduate school examines the most suitable teaching methods to achieve the objectives of each course, and then stipulates the teaching methods for all courses in the faculty regulations and graduate school regulations. Based on this, each faculty

and graduate school considers the most appropriate form of teaching to achieve the objectives of each course, and stipulates the method of conducting all courses in the faculty and graduate school regulations.

#### 0Faculty/Bachelor's Program

The university's bachelor's program is divided into two major categories: common education courses (language education courses and general education courses) and specialized education courses, and the basic structure of required graduate credits is generally the same among the three faculties. The minimum requirements are 40 credits in common education courses (language education courses and common liberal arts courses) and 62 credits in specialized undergraduate education courses, for a total of 124 credits or more. Of the 124 required graduation credits, 22 credits can be taken from any of the common education courses (language education courses and common liberal arts courses), specialized education courses in the home department, or specialized education courses in other departments. This is to accommodate the broad learning preferences of the University's students, who come from diverse backgrounds. In addition, to ensure that students can take courses without language disadvantage, the curriculum is designed to offer courses in two languages, Japanese and English. In FY2023, 95% of courses, excluding language education courses, were offered in two languages, English and Japanese.

One of the important pillars of the bachelor's program is the language education course in the common education subjects. These courses are organized by level of language proficiency, and a placement test is administered at the time of admission to ensure that students are offered courses at a level consistent with their language level at the time of admission. Japanese language students (students whose language standard at the time of admission is Japanese) are assigned to either the English Standard Track (24 required credits from Elementary to Advanced English) or the English Advanced Track (12 required credits from Advanced English I to II) based on the results of the assessment. English-standard students (students whose language standard at the time of admission is English) are similarly assigned a starting level for Japanese language courses (4 required levels from Japanese Beginner I to Japanese Intermediate, 16 credits in total) based on the results of a placement test.

After completing these required language courses, the program also offers elective language courses such as "English Discussion and Debate," "English for Journalism," "Japanese Language and Culture," and "Career Japanese" in order to provide students with more advanced language learning opportunities directly related to their careers after graduation. Other elective language courses, collectively called AP (Asia Pacific) languages, include Chinese (12 credits total), Korean (12 credits total), Spanish (12 credits total), Malay Indonesian (12 credits total), Thai (10 credits total), and Vietnamese (10 credits total), which are

systematically arranged. These AP languages are an opportunity for APU, which attracts students from all over the Asia-Pacific region, to promote mutual cultural understanding among students.

The other category of common education subjects, the common liberal arts subjects, are further classified into three areas: "APU Literacy," "Introduction to Undergraduate Specialties," and "Foundations of World Citizenship," and courses are provided to cultivate a rich knowledge and culture and to introduce students to specialized studies in each faculty.

In the APU Literacy area, designated courses for all first-year students include the "Student Success Workshop," in which students learn the knowledge, skills, and attitudes necessary for university study, and the "Multicultural Collaboration Workshop," in which students from around the world learn together in an active learning format. The program offers courses such as "Student Success Workshop," in which students learn the knowledge, skills and attitudes required for university study, and "Multicultural Collaboration Workshop," in which students from around the world learn together in an active learning format. The "Foundations of Global Leadership," which supports the peer learning structure that is a hallmark of APU learning, is also classified as an APU Literacy Field course. The introductory field of undergraduate specialization includes introductory courses (many of which are required for each faculty) that serve as an introduction to specialized studies in the three faculties. The World Citizenship Foundation offers a wide range of courses that do not fit into the specialized fields of the three faculties, with the aim of cultivating a rich knowledge and culture in the humanities, social sciences, and natural sciences.

Next, with regard to specialized fields in the bachelor's program, specialized courses are appropriately arranged in consideration of sequentiality and systematics based on the degree awarding policy and curriculum organization policy, and courses that must be acquired by graduation are defined as required courses.

In order to enable students to acquire specialized knowledge and skills in line with their interests and to design a four-year program of study based on their career plans, the School of Asia Pacific Studies and the School of International Management offer three to four fields of study, as follows. In the College of Asia Pacific Studies and the College of International Management, students select one of these fields of study to study systematically, and acquire the prescribed number of credits out of the 62 credits of specialized courses required for graduation from the school from the specialized courses in that field. The School of Sustainability and Tourism has a structure in which the required number of graduate credits (62 credits), including 10 credits each in tourism and sustainable society (20 credits in total), are studied in combination with 9 concentration courses.

|                                       |   |  |
|---------------------------------------|---|--|
| undergraduate (course, program, etc.) | Field of Study (College of Asia Pacific Studies, College of International Management)<br>Concentration (School of Sustainability and Tourism) |  |
| College of Asia Pacific Studies       | Culture, Society and Media, Global Economy, International Relations   |  |
| School of International Management    | Business Strategy & Leadership, Marketing, Accounting & Finance, Entrepreneurship & Operations Management                                     |  |
| School of Sustainability and Tourism  | sightseeing   | Tourism Studies, Tourism Industry, Hospitality Industry                              |
|                                       | sustainable society   | Environmental Studies, Resource Management, International Development                |
|                                       | common to all faculties   | Community Development, Social Entrepreneurship, Data Science and Information Systems |

Figure 4-1: Fields of Study and Fields of Study in the College of Asia Pacific Studies and the College of International Management Concentration in the School of Sustainability and Tourism

In addition, the University's human resource development objective is to nurture human resources with an "international sense and perspective." The schedule of courses is set up so that students can pursue various studies abroad to acquire an international sense and perspective, while learning in educational programs based on the curricular organization and implementation policies set forth by each faculty and graduate school. The schedule of courses is set so that students can pursue various studies abroad in order to acquire an international sense and perspective. Specifically, the course schedule is set up to maintain 14 class sessions (100 minutes per session) within the two-semester semester classification, with courses completed in a period of approximately two months (quarter) (excluding language education courses). This system is designed to improve learning effectiveness by allowing students to study intensively during the quarter, while also allowing them to study and experience a variety of subjects overseas and elsewhere during periods when classes are not scheduled.

0Graduate School / Master's Course / Doctoral Course

In the Master's Course, students are required to take required lectures and

seminar courses, and pass a master's thesis or an examination of the results of research on a specific topic. In addition, each graduate school has its own elective courses based on the educational and research objectives stipulated in the graduate school regulations.

For example, the Graduate School of Business Administration offers specialized courses in "Japanese Management," "Accounting and Finance," "Marketing and Management," and "Entrepreneurship, Innovation and Operations Management. The program is designed to enable each student to acquire knowledge of common issues in business administration and in-depth knowledge of specialized areas based on the student's career plan. The curriculum is arranged so that students can take courses systematically, focusing on each specialized category, with basic analysis courses, core business fundamental courses, capstone courses, and seminar courses as required courses, and elective courses, experiential learning courses, courses related to specific specialties, and free courses as the other categories.

The Doctoral Program of the Graduate School of Asia-Pacific Studies, which is established as a doctoral program, consists of 13 courses with 30 credits: 2 lecture courses (2 credits each), 6 seminar courses (2 credits each), research and presentation courses (2 to 4 credits each) and tutorials (2 credits each). All courses, including the two lecture courses "Research Methods in Asia Pacific Studies" and "Theory of Asia Pacific Studies," which are taken in the first year of the program, are required, and the course flow is also determined as shown in the following figure. As for research work toward writing the dissertation, students are required to take seminar courses (Special Studies on Asia Pacific Studies, 2 credits each) every semester from the first semester after admission, receive research guidance from their academic advisors, and finally write their doctoral dissertation.

<Cultivation of students' abilities for social and professional independence

Career education courses, which can be taken from lower grades, are systematically arranged to develop students' abilities for social and professional independence. Specifically, "Self-Analysis for Career Development" (Unit 100), "Diverse Perspectives for Career Development" (Unit 100), and "Career Field Analysis for Career Development" (Unit 200) have been established to help low-year students understand how they want to express themselves through their work and who they are, their interests, Students learn how to understand themselves from multiple perspectives in terms of their interests, values, personality, strengths, lifestyle, etc., and how to reflect this understanding in their specific future career and way of life. In the upper year, through industry analysis, students aim to acquire basic and versatile knowledge and analytical skills so that they can analyze the industry of their choice on their own. In addition, the "Career

Japanese” course is offered to international students with English as their standard language. The course focuses on acquiring the ability to use Japanese appropriately and effectively in job hunting situations, and to understand job hunting activities in Japan, corporate culture and customs, and economic activities of industries and companies, in parallel with Japanese language skills.

In addition, each department offers practical courses for upperclassmen to learn about the relationship between their field of specialization and the real world. For example, the School of International Management requires all students to take Global Management (Capstone), a course in which executives from various companies present to students the issues facing the companies, and students propose solutions to those issues by utilizing the knowledge they have learned so far. The School of Sustainability and Tourism aims to link theory and practice by combining internship activities in companies and organizations related to specialized teaching through the establishment of a “specialized internship” (200th).

In addition, internships are placed in common among the three faculties as a common liberal arts subject, and credits are granted for internships based on agreements with companies, etc., so that students can actively promote practical learning in society. In the next stage of curriculum reform, the company plans to explore a teaching format that will allow students to fulfill graduation requirements in four years while engaging in internships for an extended period of time.

<Expansion of teaching and learning utilizing a multicultural and multinational environment>.

The most distinctive feature of the university is its multicultural campus, a rarity in the world, which was declared in the university’s opening declaration as “a place of intellectual creation where young people from countries and regions around the world, who bear the future, gather to study and live together, understand each other’s cultures and ways, and pursue common goals for humanity.

Based on the Declaration of University Opening, the Curriculum Organization Policy and Implementation Policy also states as one of the items in the “Course Management” section that “All courses are designed to fully utilize APU’s multicultural environment for education and pursue “multicultural collaborative learning” in which international and domestic students work together in an interactive manner,” and as a common item in syllabus, “Practical Methods of Multicultural Collaborative Learning” has been established. As one of the common items in the syllabus, “Practical Methods for Multicultural Collaborative Learning” is set.

The University defines multicultural cooperative learning as follows

**Asia-Pacific University**What is multicultural cooperative learning?**Asia-Pacific University**By taking full advantage of the multicultural environment that characterizes the 1)**Asia-Pacific University**It is a generic term for a form of learning in which 1) students acquire diverse ideas and perspectives, 2)

The Ministry of Education, Culture, Sports, Science and Technology's "Support Project for the Creation of Super Global Universities (SGU)," which was adopted by the university in 2012, also sets "100% implementation rate of multicultural cooperative learning" as one of the project's achievement goals, and 91.0% of all class subjects clearly indicate in the syllabus "how to practice multicultural cooperative learning. In 91% of all courses, the syllabus clearly states "how to practice multicultural cooperative learning. In implementing multicultural cooperative learning, it is necessary for each faculty member to actively utilize the multicultural environment of the University and practice classes that encourage students' proactive participation in class. In cooperation with the University of Minnesota in the U.S., which has an established reputation for conducting classes in a multicultural environment, the University has conducted annual FD training for each faculty member to practice the multicultural cooperative learning that the University aims for.

The implementation period of the SGU ended at the end of FY2023, but in order to continue to develop the multicultural cooperative learning that has been advanced over the past 10 years, in July 2024 we will jointly apply with the Kyushu Institute of Technology for the Social Impact Creation Support Project of the Ministry of Education, Culture, Sports, Science and Technology, and aim to develop new human resources by incorporating not only the multicultural and collaborative learning of our university but also the perspective of science education in a way that leverages our mutual strengths. The goal is to develop new human resources by incorporating the perspectives of science education as well as multicultural studies at the university by taking advantage of our mutual strengths.

In order to inspect and evaluate the growth of students through the implementation of multicultural cooperative learning, data is collected and analyzed by placing relevant items in the class evaluation questionnaire and the graduation questionnaire. An item on "active learning" is included in the class evaluation questionnaire to ascertain whether classes that require students' proactive participation are being implemented in each class. The results are fed back and shared with the faculty members themselves and the faculty executive committee. Based on the definition of multicultural cooperative learning, the graduation questionnaire surveys students' self-perception of their ability to tolerate diverse ideas and perspectives, and their ability to overcome differences

and work together.

**Inspection/evaluation item (4): Are various measures being taken to stimulate student learning and provide effective education?**

Evaluation Viewpoint 1: Measures to stimulate student learning inside and outside the classroom and to provide effective education in each faculty and graduate school

(1) Measures to ensure the substantiality of credits according to the characteristics of each degree program (e.g., setting an upper limit on the number of registered credits per year or per semester).

(i) Syllabus content (clarification of class objectives, achievement goals, indicators of learning outcomes, class content and methods, class plans, instructions for class preparation, grading methods and standards, etc.) and implementation (ensuring consistency between class content and syllabus, etc.)

Appropriate revision of the syllabus and dissemination of the revised syllabus to students in the event of changes in class content, methods, etc.

Classroom formats, class content, and methods that encourage students' independent participation (e.g., ensuring opportunities for communication between faculty and students and among students, use of group activities, etc.)

Check progress and student understanding of the study

Guidance on coursework and other instruction for effective learning

Provide appropriate feedback that contributes to learning outside of class, and present learning assignments that are quantitatively and qualitatively appropriate.

Number of students per class in consideration of class format ([Bachelor's degree])

The research guidance plan (contents and methods of research guidance, annual schedule) shall be clearly stated and research guidance shall be conducted based on the plan ([master's degree], [doctoral degree]).

Involvement of the university-wide internal quality assurance promotion organization in the implementation of education in each faculty and graduate school (e.g., understanding the content and status of education)

<Measures to stimulate student learning inside and outside the classroom and to provide effective education. >

Substantiation of credits

The maximum number of credits for each semester is set for students to take courses in order to make credits substantial (CAP system). At the undergraduate

level, the first and second semesters are 18 credits, the third through sixth semesters are 20 credits, and the seventh semester and above are 24 credits. However, for students who meet the criteria set by the University, the maximum number of credits for registration in each semester is increased for students registered in the Early Graduation Program. In addition, the Open University of Japan, the "TOYONO MANABI Consortium" credit transfer program, and the Ritsumeikan University Summer Session are implemented as programs that allow students to earn credits at other universities in Japan. If an application is submitted in excess of the limit, the amount in excess of the limit is automatically invalidated, and the system is strictly enforced.

The upper limit for all semesters is 22 credits for the Graduate School of Asia Pacific Studies Master's Program and the Graduate School of Business Administration, and 6 credits for the Graduate School of Asia Pacific Studies Doctoral Program in the first semester, 10 credits in the second semester, 6 credits in the third semester, 10 credits in the fourth semester, 6 credits in the fifth semester, and 4 credits in the sixth semester.

0 Appropriate preparation of syllabus and class management based on the syllabus

The syllabus, common to all faculties and graduate schools, describes lecture areas, guidelines for taking courses, class outline, achievement objectives, class methods, outline of each class, content and amount of preparation and review, grading methods, methods of implementing multicultural cooperative learning, practical experience of class instructors, requests to students, text information, reference information, and faculty information. The following information is provided. In addition to the above items, the School of International Management and the Graduate School of Business Administration use the CAM Learning Goals to clarify the expected learning.

In writing the syllabus, the syllabus writing policy is confirmed annually by the Academic Affairs Committee, and a syllabus submission manual is formulated for each semester based on the syllabus writing policy. Faculty members are required to enter their syllabi based on this syllabus submission manual, and after entering the syllabi, the associate deans and deputy deans of each department, center, etc. check the contents of each syllabus. Textbooks and reference materials listed in the syllabus are available in the library and can be referred to by students who wish to use them. In principle, the syllabus is strictly enforced so that no changes are allowed to be made after the syllabus is published.

Students register for courses using "Campusmate," the university's course registration system, and can refer to the syllabus of the relevant course directly from the screen for checking the registered courses. In addition, "Textbooks" and "References" in the syllabus are linked to the books in the library collection, so students can refer to the syllabus of their courses not only when registering for

classes, but also after classes begin, as appropriate, to help them study outside of class hours.

0 Measures to check progress and understanding of learning

APU Moodle, a learning support system (Learning Management System: LMS), has been introduced to promote and support learning in class, provide a place for communication between faculty and students and among students, and as a tool for learning outside of class. The APU Moodle is used to support classes by distributing lecture materials, submitting reports, and managing attendance. In each class, daily assignments such as quizzes are set using Moodle, allowing both instructors and students to check the progress of their learning.

z Class forms, class content, and methods that encourage students' independent participation.

As already mentioned in the inspection and evaluation item (3) of this chapter, the syllabus includes a section on "Practical Methods of Multicultural Collaborative Learning" to encourage students to learn independently in the multicultural environment of the University, and faculty members set various "Practical Methods of Multicultural Collaborative Learning" including group work based on the contents and achievement goals of each subject. The faculty members set various "practical methods of multicultural cooperative learning," including group work, based on the content and achievement goals of each course. In addition to this, in order to encourage students' active participation in class, final examinations account for less than 50% of the grade in all courses, and each faculty member evaluates student learning through a variety of grading methods. By keeping the percentage of final examinations below 50%, instructors in charge of classes must use a variety of grading methods, such as assignments and contribution to the class, to evaluate grades, thereby encouraging students to study outside of class and participate in class independently.

0 Implementation of appropriate course guidance and study guidance

Course guidance is always available at the Academic Office counter and other locations. Regarding office hours for consultation and guidance on class content, a list of office hours set by each faculty member is presented. Research guidance at the graduate school is provided mainly through seminar courses and research progress presentations.

Number of students per class in consideration of 0 class format

The maximum number of students in undergraduate courses is set in accordance with the course format and subject areas, etc., in the course launch policy determined on an annual basis. Lecture courses have a maximum class size of 250 students, while class sizes for language education and seminar courses are

generally set at 25 students or less. While the number of students in lower year liberal arts courses tends to be high, the number of students in upper year courses is relatively small. In FY2023, 61.5% of all courses and classes had enrollments of 20 or fewer students, 74.6% had enrollments of 50 or fewer students, and 85.4% had enrollments of 100 or fewer students. Student teaching assistants (TAs) are assigned to courses with 100 or more registered students to assist faculty members in smooth class operation and to promote collaborative learning.

z Involvement of the university-wide internal quality assurance promotion organization, etc. in the implementation of education in each faculty and graduate school.

At the end of each fiscal year, each faculty, graduate school, and center conducts an academic review to check and evaluate various initiatives based on the human resource development objectives and educational goals set forth by each department. Although each department itself performs inspection, evaluation, and improvement, this summary is reported and confirmed by the university-wide Academic Affairs Committee and the Self-inspection and Evaluation Committee, and the cycle is designed to be an autonomous cycle of improvement.

0Statement of research guidance plan and research guidance based on the plan

In the master's and doctoral programs, all graduate schools provide research guidance after preparing a research guidance plan. As for the research guidance plan, the process is that all graduate students' plans are prepared by their supervisors, the graduate students themselves check the contents and sign the plan, and finally the Dean of the Graduate School approves the plan. In addition, one year after the submission of the guidance plan, the progress of the plan is reflected in the plan and the plan is to be submitted again. In addition, while taking into account the characteristics of each academic field, the procedures for the preparation of the thesis, such as registration for thesis instruction courses and submission of thesis title notifications, are established, and the degree acquisition process (research instruction content and methods, schedule) is clearly stated in the Graduate Academic Handbook and made known to students.

< Involvement of the university-wide internal quality assurance promotion organization in the implementation of education in each faculty and graduate school.  
>

As already mentioned in Chapter 2, the basic structure of the university's internal quality assurance activities is based on the assumption that each organization (faculty, graduate school, and center) conducts internal quality

assurance activities according to its field or area, and that the results of these internal quality assurance activities are checked and evaluated from a university-wide perspective by the Self-Check and Evaluation Committee. The results of these internal quality assurance activities are checked and evaluated from a university-wide perspective by the Self-Check and Evaluation Committee, which leads to specific improvement activities through deliberations by the University Council and the leadership of the President of the University. The PDCA cycle is a cycle that moves back and forth between the university level and the faculties and graduate schools level: setting priority issues and plans based on mid- to long-term plans and summaries of previous years and submitting them to the University Council (university level), implementing academic programs based on the plans (organizational level), conducting mid-term and year-end inspections and evaluations, and reviewing at the end of the fiscal year (university level) and reflecting in the initiatives for the following fiscal year (organizational level). The PDCA cycle is a cycle that moves back and forth between the university level and the faculty/graduate school level.

With regard to educational quality assurance, in addition to quality assurance activities at the university level led by the University Council and the Self-Assessment and Evaluation Committee, quality assurance activities are carried out mainly by the Academic Affairs Committee. The Academic Affairs Committee is a university-wide committee across the three faculties, two graduate schools, and two centers. It is the main body for quality assurance of academic matters common to these degree programs and is responsible for promoting specific measures to promote the priority issues identified by the University Council. In order to further clarify the roles between the Academic Affairs Committee and each faculty and graduate school, especially with regard to educational quality assurance, the following is organized and confirmed in the review of the university-wide AOL Promotion Committee in FY2021.

The policy for implementation of quality assurance of teaching and learning (common items) is presented to each faculty.

Summarize the results of quality assurance efforts in each department.

Verify and improve the adequacy of the quality assurance system for teaching and learning itself.

Provide necessary direction and coordination to faculties, graduate schools and other organizations with regard to quality assurance.

The committee will play a central role in promoting the quality assurance of teaching and learning in a unified manner among the organizations concerned,

including the following

Based on this, the following roles related to quality assurance of the Academic Affairs Committee and the Faculty and Graduate School Committees of each department are confirmed.

The Faculty Senate, CLE, and EDLSC will develop and implement a degree plan based on the Common Policy for Quality Assurance Implementation.

It will be the central implementer of quality assurance at the program and course level.

The APS subcommittee for professional education and the APM subcommittee for professional education are responsible for promoting quality assurance in each field from a professional standpoint.

Organize AOL subcommittees, (iii) Language Education subcommittee, and (iv) First Year Education subcommittee.

The faculty councils of each faculty summarize the efforts of each subcommittee and promote quality assurance of degree programs.

The following is a summary of the results of the survey. The results of the quality assurance implementation will be reported to the Academic Affairs Committee. The results of the implementation are then used to educate

This will be reflected in the planning, design, and operation of the

Based on this arrangement, we will now conduct educational quality assurance activities led by the Teaching and Learning Committee.

**Inspection/evaluation item (5): Are grading, credit approval, and degree conferment carried out appropriately?**

|  |
|--|
| Evaluation Perspective 1: Measures for appropriate grading and credit approval<br>Credit recognition based on the purpose of the credit system<br>Appropriate recognition of previously earned credits<br>Measures to ensure objectivity and rigor in grading<br>Clarification of graduation/completion requirements<br>Establishment of university-wide rules for grading and credit approval, and involvement of the university-wide internal quality assurance promotion organization, etc. |
| Evaluation Viewpoint 2: Measures for appropriate degree conferral<br>If there is a thesis review, clearly state the criteria for the thesis review.<br>Measures to ensure the objectivity and rigor of degree  |

|   |
|---|
| examination and certification of completion<br>The responsibility system and procedures for conferring degrees<br>are clearly stated.<br>Appropriate degree conferral<br>Establishment of university-wide rules for degree conferral and<br>other involvement of the university-wide internal quality<br>assurance promotion organization, etc. |
|---|

<Measures to ensure proper grading and credit approval>

The GPA system has been in place since the school opened, and two types of GPA are calculated: semester unit GPA (GPA for the semester in question) and total GPA for the entire semester of enrollment (total GPA). The system allows students with excellent GPAs to register for courses on a priority basis, and is also used for various selection and screening for exchange programs, scholarships, etc. In addition, there is a continuing review process in the tuition reduction scholarship system, to which about 70% of international students are eligible, and an incentive program for outstanding students that provides incentive grants to students with high GPAs, thereby promoting independent study by the students.

Credit recognition based on the purpose of the 0-credit system / Appropriate recognition of previously earned credits

For undergraduate students, courses taken at other universities, junior colleges, and colleges of technology prior to admission to the university are read as courses established by the university's undergraduate regulations based on the "Ritsumeikan Asia Pacific University Educational Affairs Regulations," provided that the content of courses taken at the other educational institution can be confirmed through course outlines, syllabi, etc. In accordance with the "Ritsumeikan Asia Pacific University Educational Affairs Regulations," credits are awarded by reading the courses into the courses established under the regulations of each faculty after determining whether or not they are compatible with the courses established under the regulations of the respective faculty. Courses that cannot be read as courses established by the University are not awarded credits, thereby ensuring the appropriateness of the credit approval method by only awarding credits for the content of study appropriate for the awarding of a bachelor's degree at the University.

Regarding the recognition of credits earned at other universities after enrollment, credits are appropriately accredited based on exchange programs (semester study abroad and summer session study abroad) with Ritsumeikan University and Akita International University, and credit transfer agreements with Oita University and the Open University of Japan.

Regarding the approval of credits based on agreements with overseas universities through study abroad programs, etc., credits are approved based on the "Ritsumeikan Asia Pacific University Educational Affairs Regulations" after determining whether or not the courses are compatible with the courses established under the Faculty Regulations. When taking courses at the host university, students can confirm in advance whether or not they will receive credit at the university for the courses they plan to take, thus enabling prior "learning agreement" (mutual confirmation of study). Courses earned at study abroad universities are reviewed by the associate dean of each faculty based on the student's application for credit after the study abroad period expires, transcripts from the study abroad institution, and syllabi, etc., and credit is granted. The number of credits is converted using the UCTS (UMAP Credit Transfer System), which defines the method of transferring university credits among multiple countries.

In both cases, credits earned outside the University are accredited up to 60 credits (48% of the required 124 credits for graduation) for undergraduate students in accordance with the law.

Regarding the accreditation of credits in the Graduate School, up to 15 credits may be earned outside the school in accordance with the school regulations. In addition, the Department of International Cooperation Policy in the Graduate School of Asia-Pacific Studies offers a joint master's degree (double degree) program with a single specialized department in Trier, Germany. The student must meet the completion requirements of 32 credits for the major and 120 ECTS credits (approximately 61 credits when converted to credits at the University) for the specialized department, submit a master's thesis or research report at the University and a master's thesis at the specialized department, and pass the respective examinations and examinations. The student must pass the respective examinations and examinations. The attached items to the agreement stipulate the courses to be taken at each university in the first year (Japan) and the second year (Germany), as well as the reading of courses and grades, and credits will be awarded at both universities in accordance with these items. A maximum of 10 credits earned at a single specialized tria college may be approved for credit as a course requirement for completion at the University. Program coordinators are appointed at both universities to coordinate course offerings, check student enrollment status, and provide course guidance.

#### 0 Measures to ensure objectivity and rigor in grading

The grading rules require that the percentage of final examinations in the grading system be kept below 50% in order to encourage students' constant participation in class. Grading methods and standards for all courses are described

in the syllabus, and the grading methods and percentages are checked before the syllabus is published to ensure that they are strictly applied.

| evaluation   | scoring rate     | result      | evaluation | scoring rate     | result      |
|--------------|------------------|-------------|------------|------------------|-------------|
| A+ (e.g. A+) | 90% or more      | eligibility | C          | 60-69% or higher | eligibility |
| A            | 80-89% or higher | eligibility | f          | 59% or less      | rejection   |
| B            | 70-79% or higher | eligibility |            |                  |             |

In addition, the submission of a "grade review" by the teacher in charge of the course after the class is completed is promoted. (excluding language education courses and seminar courses). All of these are available on the university website, and students can confirm the evaluation methods and evaluation criteria for the subject by reading the evaluation points of the final examinations and reports in the subject, examples of frequently made mistakes, the overall learning attitude of the students, and future messages to the students.

#### o Statement of graduation/completion requirements

Graduation and completion requirements stipulated in the degree awarding policy are widely announced on the university website, and are made known to students in the undergraduate course manuals and website: Academic Information for undergraduate students, and in the Graduate Academic Handbook for graduate students. Opportunities for explanations are also provided at new student orientations after enrollment to promote student understanding.

z Involvement of the university-wide internal quality assurance promotion organization, etc. in grading and credit approval.

The university's Academic Affairs Committee, a university-wide committee, formulates a syllabus writing policy and grading system each year. Based on this syllabus writing policy, a syllabus submission manual is formulated for each semester, and each faculty member formulates his/her syllabus based on this manual. Grading of each course is to be written in accordance with this syllabus submission manual, and the associate dean and deputy director of the center confirm the appropriateness of the syllabus content, including the grading method, for each syllabus. Credit approval is conducted by each faculty for specialized studies, and by the academic affairs department for university-wide common studies such as liberal arts courses.

<Measures to ensure the proper conferral of degrees>

The standards for awarding degrees at Ritsumeikan Asia Pacific University conform to the Standards for the Establishment of Universities and are stipulated in the "Ritsumeikan Asia Pacific University Academic Regulations" and the "Ritsumeikan Asia Pacific University Degree Regulations". The awarding of bachelor's degrees is decided by the President after deliberation by the Faculty Council in accordance with these regulations. According to the "Regulations of the Faculty Council of Ritsumeikan Asia Pacific University," the Graduation Judgment Committee is established under the Faculty Council as a specialized committee to deliberate on graduation, and deliberations by the committee are substituted for those by the Faculty Council.

The awarding of master's and doctoral degrees shall be decided by the President of Ritsumeikan Asia Pacific University after deliberation by the Graduate School Committee and the Degree Committee in accordance with the "Ritsumeikan Asia Pacific University Academic Regulations" and the "Ritsumeikan Asia Pacific University Degree Regulations". In addition, the "Regulations of the Graduate School Committee of Ritsumeikan Asia Pacific University" stipulates the Completion Judgment Committee as a specialized committee to deliberate on completion of courses, and deliberation by that committee is substituted for deliberation by the Graduate School Committee.

z Examination of dissertations and specific proposals and clarification of the criteria for the examination of dissertations and specific proposals

The Graduate School takes measures for objective and rigorous review of final products (master's thesis, research report, etc.). First, as a process to ensure objectivity, both master's theses and research reports, which are the final products of the master's program in the Master's and Doctoral programs of both graduate schools, are reviewed by two examiners (the supervising professor and another faculty member). In research guidance, joint presentations are held regularly in each research field within the department, and a system is in place where all faculty members in the same field check and guide the progress of the research plans of their students. In the Doctoral Program of the Graduate School of Asia-Pacific Studies, in order to maintain further objectivity and rigor in the examination of dissertations requesting doctoral degrees, it is stipulated that there be at least three examiners, including one from outside the university.

Next, with regard to review criteria, both Graduate Schools' Master's Degree Programs clearly state the respective evaluation criteria and the differences

between Master's thesis and research reports for Master's thesis and other research on specific subjects, etc., and inform students of these criteria in the Graduate Academic Handbook. The Graduate School of Asia-Pacific Studies, Master's Program recognizes the need to improve the evaluation sheets used by faculty members who review master's theses and research reports from the perspective of ensuring more rigorous uniformity in the review process among faculty members. Currently, in FY2024, the Company has begun to study ways to improve the situation.

z Involvement of the university-wide internal quality assurance promotion organization, etc. in the awarding of degrees.

The Graduation Judgment Committee, a specialized committee under the Faculty Council, deliberates on the awarding of bachelor's degrees, and the Completion Judgment Committee, a specialized committee under the Graduate School, deliberates on the awarding of master's and doctoral degrees. The members of both committees are appointed by the Vice President, who is nominated by the President. From the perspective of university-wide quality assurance, the Deans of both faculties, the Dean of the Graduate School, the Vice Dean of the Graduate School, the Dean of the Faculty of Education, and the Vice Dean of the Faculty of Education are appointed to these committees.

**Inspection/evaluation item (6): Are the student learning outcomes specified in the degree awarding policy properly grasped and evaluated?**

|  |
|--|
| Evaluation Perspective 1: Appropriate indicators for measuring learning outcomes according to the characteristics of each degree program field                               |
| Evaluation Perspective 2: Development of methods for understanding and evaluating student learning outcomes as specified in the degree awarding policy                       |
| <Example of how learning outcomes are measured   |
| Rubric-based measurement   |
| Student surveys to measure learning outcomes   |
| Interviews with alumni and employers   |
| Evaluation Perspective 3: Involvement of the university-wide internal quality assurance promotion organization, etc. in efforts to understand and evaluate learning outcomes |

< Appropriate indicators to measure learning outcomes according to the characteristics of each degree program field >

Efforts to understand and evaluate learning outcomes and verify the achievement

of educational goals include the appropriate understanding of learning outcomes through the Assurance of Learning (AOL). AOL activities, which are also one of the standards of the international accreditation AACSB, obtained by the School of International Management and the Graduate School of Business Administration, have been introduced throughout the university. The School of International Management and the Graduate School of Business Administration have been promoting AOL activities since 2009, prior to obtaining AACSB, and the School of Asia-Pacific Studies and the Graduate School of Asia-Pacific Studies since 2017.

AOL refers to the entire process of measuring the extent to which a department or graduate school has achieved its degree-granting policies and making improvements accordingly. Each faculty and graduate school also clarifies in advance to students the expected learning outcomes in each subject by maintaining a CAM that shows the LG and LO specified in their respective degree awarding policies, and the correspondence between them and each subject.

Visualization and measurement of student growth and achievement is based on LO, a more concrete indicator. Although the methods for measuring LO achievement (examinations, reports, presentations, etc.) vary from subject to subject, based on the percentage of correct answers to questions corresponding to the LO for each subject, the verification of student achievement is used to improve the curricula and educational activities of the faculties and graduate schools.

To implement university-wide AOL activities, a university-wide AOL Committee was established under the University Council to promote the improvement of teaching quality, one of the goals in the 2017 Academic Reform, and has promoted AOL with an emphasis on the visualization of academic outcomes for each course. In the FY2020 report on the university-wide AOL promotion activities, the report lists the establishment of a system to evaluate educational outcomes based on the "Three Policies," implement the PDCA cycle at the university-wide and course level, and promptly reflect the results in improvements to the curriculum, class management, etc. as a challenge for FY2021. The university is currently working to establish a quality assurance system that functions effectively under the initiative of the faculties, graduate schools, and centers.

<Development of methods to identify and evaluate student learning outcomes as specified in the degree awarding policy>

Outside of AOL activities directly related to regular coursework, the following initiatives are being implemented to identify and assess student learning outcomes.  
Use of the 0 Rubric

A distinctive feature of student learning at APU is that in addition to learning in the classroom, students grow through daily multinational and multicultural experiences through dormitory life and extracurricular activities. The APU Rubric

is used as a tool to visualize the growth of this dynamic and diverse student body.

Since the realization of learner-oriented education requires data on students' own growth (sense of growth) and satisfaction, surveys (questionnaires) are conducted continuously from enrollment to graduation and after graduation, all based on the Ritsumeikan Asia Pacific University Assessment Policy (Version 2). All surveys are based on the Ritsumeikan Asia Pacific University Assessment Policy (Version 2) and focus on student satisfaction, using the APU Rubric to verify the students' (mainly undergraduate students) sense of growth through their overall student life at the university level (both regular and extra-curricular). The contents of the survey are discussed by the Student Growth IR Promotion Working Group of the Self-Evaluation Committee, and revisions are made as appropriate. By setting up this rubric as a tool for the current university-wide assessment, the university visualizes the growth and transition of students' non-cognitive abilities, which are difficult to measure only with direct data from regular courses (grades and course data), and uses it for internal quality assurance from a university-wide perspective.

Student and alumni surveys and interviews with employers for their opinions

The opinions of graduates are collected through a questionnaire at the time of graduation as part of the university-wide Institutional Research (IR) activities under the Self-Assessment and Evaluation Committee. The purpose of this survey is to examine the graduates' sense of growth and satisfaction with university life at the time of graduation, as well as their English language skills and career paths, in order to understand the actual status of the students, verify educational outcomes, identify current issues, and link these to improvement activities.

The content of the questionnaire is based on the APU rubric, and by cross-analyzing it with the entrance questionnaire and current student questionnaire, it is possible to measure learning outcomes through a combined analysis of new students, current students, and graduates. The results of these surveys are tabulated and analyzed, and the results are shared with the Self-Evaluation Committee and the University Council to help set priority issues for each organization or the university as a whole.

In addition, as a new initiative starting in FY2021, a survey of graduates 5, 10, and 15 years after graduation has been initiated. The results of the study and experiences that graduates had during their time at APU will be used to identify how they are being utilized and put into practice after graduation, how graduates evaluate their experiences, and to verify the results of APU's human resource development goals (APU2030 Vision Diploma Policy) using the perspective of graduates. The results are used to inform future educational improvement

initiatives. It also aims to uncover potential supporters by ascertaining their current occupations, social status, and other realities. The results of the survey are analyzed from a university-wide perspective by the Self-Evaluation Committee under its responsibility, and the results are reported to the University Council.

As for the interviewing of employers, the GAB, a university-wide external evaluation, includes members from the business world and receives advice from them, and in some cases, as part of efforts to receive international accreditation, interviews with companies and organizations close to the relevant field are conducted on a one-time basis. However, it cannot be said that systematic implementation from a university-wide perspective is sufficient at present. In order to improve such a situation, a policy for conducting self-assessment and evaluation was formulated in FY2021, in which the following external evaluations in the faculties and graduate schools were confirmed for FY2023 and beyond.

Faculties and graduate schools will systematically conduct external evaluations based on self-assessment. Based on the situation of each faculty/graduate school, a plan for implementation of external evaluation, including the scope of external evaluation, items to be evaluated, and evaluators (faculty members in the same field at other universities, employers/business persons, etc.) shall be discussed by the faculty/graduate school, and decided by the Self-Evaluation Committee. The results of the implementation shall also be reported to the Self-Evaluation Committee.

This is to check whether the educational content offered by the university meets the needs of society and companies.

**Check/evaluation item (7): Regularly check/evaluate the appropriateness of the curriculum, its contents, and methods.**

**Are you doing it? And, based on the results of these efforts to improve and enhance**

**Is the company performing the following activities?**

|   |
|---|
| Evaluation Viewpoint 1: Periodic inspection and evaluation based on appropriate evidence (materials and information)<br>Appropriate use of learning outcome measurement results |
| Evaluation Perspective 2: Improvement and enhancement based on inspection and evaluation results  |

<Periodic inspection and evaluation of the appropriateness of curricula, content, and methods>

The system of regular inspection and evaluation of curricula, contents, and methods is in place at the university level, the common education/faculty/graduate school level, and the faculty level, respectively, as shown in the internal quality

assurance system chart (teaching and learning).

First, at the university level, the Academic Affairs Committee is the entity responsible for inspecting and evaluating the content, methods, and quality of education from a university-wide perspective. The contents of the systematic inspection and evaluation led by the Academic Affairs Committee include the status of course offerings, class evaluations by students, overseas program implementation, etc., and related data are used to conduct the inspection and evaluation.

For example, a "Summary of Course Offerings" is prepared on the status of course offerings in the previous year, and a summary is made of course offerings by subject area and semester, changes in instructors, course closings, course assignments by full-time and part-time instructors, and faculty personnel expenses, etc. This is reported at meetings of the Academic Affairs Committee, faculty meetings of each faculty, and graduate school committee meetings. Reports are made at the meetings of the Academic Affairs Committee, faculty meetings of each faculty, graduate school committee meetings, and center meetings. In formulating the next year's course offerings, the company has established course offerings policy based on the summary of the most recent "Summary of Course Offerings," and has been able to reflect the policy in the next year's course offerings after appropriate inspection, evaluation, and improvement. In addition, decisions on course opening policies are made by the Academic Affairs Committee and reported at faculty meetings of each department, graduate school committee meetings, and center meetings. Regarding the evaluation of classes by students, class evaluation questionnaires are conducted every semester for all subject courses. The Academic Affairs Committee analyzes and inspects the results. The results of the class evaluation questionnaire are published on the web for students to use as reference when taking courses in the following semester. In addition, as previously mentioned in the inspection and evaluation item (6) of this chapter, the items that the Academic Affairs Committee will inspect and evaluate as a university-wide organization will include an inspection of the status of AOL activities from a university-wide perspective from FY2022 (until FY2021, this was conducted by the University-wide AOL Promotion Committee, which was established under the University Council). In other words, the Academic Affairs Committee will check and inspect the status of student learning through AOL activities conducted by each department, graduate school, and center based on the data.

Inspection and evaluation of educational content and methods at the common education, faculty, and graduate school levels are centered on AOL activities. In addition, "Talk with Dean" sessions are held regularly to listen to students' voices and inspect educational contents and methods through direct dialogue with students.

The inspection and evaluation of educational content and methods at the

university as a whole and at the level of common education, faculties, and graduate schools had been conducted in the above-mentioned manner until FY2022, but starting from the educational activities in FY2023, each faculty and center will newly initiate the "Academic Review" system to review their activities throughout the year and clarify their next year's plan to overcome the issues. From FY2023, each department and center will newly initiate a "teaching and learning review" system to review their activities throughout the year and clarify their plans for the next fiscal year to overcome the challenges. In the academic summaries, the Executive Office of Academic Affairs presented the summaries, which also incorporated accreditation evaluation indicators, as a form, and faculties and centers proceeded with their own summaries based on the form, thus ensuring uniformity throughout the entire process. Through this initiative, each educational organization aims to improve the quality of education by raising awareness of academic management and implementing the PDCA cycle on their own to enable its implementation. Regarding the educational activities in FY2023, a summary and FY2024 policy are prepared by all faculties and centers at the end of the fiscal year, followed by an evaluation by the Executive Committee of the Academic Affairs Division, which is shared with the entire Academic Affairs Committee.

Inspections at the faculty level are mainly based on the results of class evaluation questionnaires. The results of the class evaluation questionnaires are tabulated and returned to the teachers in charge, and each teacher is supposed to make necessary improvements to the next year's classes based on the results. This inspection based on the class evaluation questionnaire is also conducted as an evaluation activity for all full-time faculty members in the university-wide faculty assessment system. The results of the class evaluation questionnaire for each faculty member are shared with the deans of each faculty, graduate school, and center, and the heads of each department provide necessary advice and guidance based on the results of the class evaluation questionnaire in their annual interviews with the faculty members.

The Academic Affairs Division is also reviewing the survey items as necessary, and in FY2023, a WG led by the Academic Affairs Division Executive Office held discussions, and after gathering opinions from faculties and centers through the Academic Affairs Committee, the survey items were consolidated and implemented in a revised version starting in FY2024, in order to improve the response rate from students. In order to improve the response rate from students, a revised version of the survey is being implemented. In addition, in order to advance multicultural co-curricular education, a decision has been made to introduce a new system in the

fall of 2024, starting in FY2025, with the aim of upgrading the content of questionnaire analysis and speeding up feedback to faculty members.

In addition to these constant inspection and evaluation processes, University Council members have also conducted inspections and evaluations of specific issues and university-wide matters as appropriate. An example is the Super Global University (SGU) project. In this project, which aims to promote the internationalization of the university as a whole, the university has set targets for indicators such as the ratio of foreign faculty members, syllabi in English, students' English proficiency and study abroad experience on a regular basis, and has conducted annual inspections and evaluations on the status of achievement of these targets. The final year of the project was completed in FY2023, and the final evaluation report was submitted to the Ministry of Education, Culture, Sports, Science and Technology in the first half of FY2024. The University expects to be selected for the Social Impact Creation Support Program, which is considered the successor to the SGU, and will continue similar efforts.

#### <Improvement and enhancement based on inspection and evaluation results

The first example of improvement in the above inspection and evaluation process is the strengthening of efforts to increase the number of Japanese students sent abroad. The University Council confirmed the need to strengthen efforts to achieve the target figures for the number of Japanese students sent abroad, which the University has set as its goal for SGU projects as of FY 2017. In response to this, it was decided by the University Council, after discussion by the Academic Affairs Committee, to establish an Overseas Dispatch Reform Study Committee chaired by the Vice President under the Academic Affairs Division.

The Overseas Dispatch Reform Study Committee expanded existing programs and developed new programs, leading to a significant increase in the number of Japanese students dispatched in FY2019. As a result, we were able to achieve the figures in FY 2019, which were originally targeted until FY 2023, the final year of the SGU project. Although overseas dispatches subsequently faced difficult conditions amid the Corona disaster, they recovered steadily after the emergency declaration was lifted, and 22.3% (710 students) of all Japanese students (3,083 students) were sent abroad, far exceeding the initial target.

The second is the establishment of a support system based on the analysis of students' learning status. First, the School of International Management offers compulsory courses such as Basic Mathematics, Advanced Mathematics, and Statistics. Since the acquisition of these and other required courses has a significant impact on graduation, the department places particular emphasis on them, and analyzes and

reports on the status of students taking and acquiring required courses each semester. In 2017, the results of the mathematics placement test administered to incoming students were analyzed and it became clear that a certain number of students were having difficulties in mathematics courses. The establishment of the Analytics and Math Center (AMC) was discussed by the Academic Affairs Committee and approved by the University Council. In addition to the AMC, other academic support centers based on the analysis of academic progress were established early on, and the utilization rate of the Self Access Learning Center (SALC), which supports language learning, and the Writing Center, which helps students improve their writing skills in English and Japanese, is high. The Self Access Learning Center (SALC), which supports language learning, and the Writing Center, which helps students improve their Japanese and English writing skills, have high utilization rates and support students' credit acquisition. In addition, a WG has been set up in the secretariat to discuss how the university should provide comprehensive support, including academic advising, to students starting in the first half of FY2024, and a proposal is expected by the end of the year.

There have been many improvements through AOL activities. In the School of International Management, during the AOL activities up to FY 2015, there were issues with student mastery of the LG/LO articulated in the degree awarding policy, particularly with regard to "2. Obtain basic specialized knowledge". Based on the results, 12 required courses were established in the curriculum starting in 2017 to strengthen systematic learning from the lower years. In addition, a capstone course called "Global Management" was established to help students solidify their abilities by building on what they have learned over the past four years to solve real-world problems. On the other hand, AOL activities have been operated in a unified manner across the university in the past in a manner linked to the faculty assessment system, but as mentioned earlier, the academic summaries began in FY2023, and the inspection and evaluation of organizational educational activities in each department and center has shifted from AOL to academic summaries. The AOL is now being shifted from the AOL to the Academic Affairs Review. The Academic Affairs Division will continue to promote inspection and evaluation with the policy of integrating PDCA of educational activities into the Academic Affairs Generalization.

## **(2) Strengths and Features**

The first is the "teaching and learning summary. The process of confirming the status of implementation and results of each educational initiative by using various evidence and data is indispensable for advancing the self-assessment activities of each organization and the university as a whole. This process is indispensable for advancing the self-assessment activities of each organization and the university as a whole.

Second, in order to ensure that courses appropriate to the program are offered, a "Summary of Course Offerings" and "Course Offerings Policy" should be prepared for each academic year. The Academic Affairs Committee and the Academic Affairs Division are responsible for formulating a "Summary of Course Offerings" for the academic year, summarizing the status of course offerings by subject area and semester, changes in instructors and course closings, course assignments by full-time and part-time instructors, and expenditures for faculty personnel expenses. Based on the summary in the "Summary of Course Offerings," a course offering policy is formulated, and after appropriate inspection, evaluation, and improvement of the previous year's course offerings, a course offering policy for the next year is formulated, and university-wide coordination is made to ensure that courses are offered in accordance with the policy.

Third, the improvement of teaching and learning with an awareness of international acceptability is a distinctive feature of the program. The School of International Management and the Graduate School of Business Administration have made efforts to strongly consider international standard business education in their educational goals, degree awarding policies, and curricula organization and implementation, and obtained AACSB accreditation in 2016. In addition, in FY2020, the Association of MBAs (AMBA, headquartered in the U.K.), an international accreditation body for graduate-level management education, accredited us as an educational institution offering the highest level of MBA education in the world. In the future, we will continue to work toward reaccreditation by AACSB as well as other international accreditations to improve and upgrade our teaching and learning with an awareness of international acceptability. The School of Asia Pacific Studies also received the international accreditation TedQual in 2018 for the tourism field, and the commitment to international accreditation for education at an international level has spread to two faculties and one graduate school.

The fourth point is the reality of first-year education. Given the importance of the transition period from high school to college, the University has worked to strengthen first-year education. In relation to first-year education, the Educational Development and Learning Support Center (EPLSC) is playing a central role in the fundamental reform and strengthening of first-year courses to support a smooth transition to university and to form a foundation for actively utilizing the university's multicultural environment. In addition, the SALC, Writing Center, and Analytics and Math Center (AMC) have been established to support student learning outside of the regular curriculum, and academic advising and other academic support and pre-entrance education programs have been established to provide comprehensive first-year education. The university has also established academic advising and other academic support and pre-entry education programs to provide comprehensive first-year education.

The fifth point is the implementation of cross-cultural and overseas experiences from early on in the student's enrollment. Based on the recognition that it is extremely important for Japanese students to have intercultural experiences early on after enrollment in order to make the most of the multicultural environment of the university for a full four years, the "Freshman Intercultural Relations Study Trip (FIRST)" is offered during the quarter break (late May to early June) when classes are not in session. The Freshman Intercultural Relations Study Trip (FIRST) is offered during the period when classes are not in session (late May to early June). This program is a regular course in which new students who have not had extensive cross-cultural experience can learn the local language and conduct research on a specific theme in a mainly Asian country. Although this course is not a required course, 150 students (about 20% of the Japanese undergraduate students enrolled in spring 2024) participated in the course in FY2024. In implementing the program, senior students from the country/region to which the students will be sent are accompanied by TAs to ensure the safety of the students, and if the situation in the country/region to which the students will be sent is unstable, the destination is changed to ensure that the students have the opportunity to experience different cultures.

### **(3) Problems**

Based on the university's mission, human resource development objectives, and social trends, the university has implemented academic reforms in FY2004, FY2006, FY2011, FY2017, and FY2023. However, to date, there have been no guidelines that indicate what each department should consider in its academic reforms. In light of this situation, in September 2021, the Board decided to establish "Guidelines for Undergraduate (Bachelor's Program) Teaching and Learning" and to implement teaching and learning reforms based on said guidelines from the next teaching and learning reform onward. On the other hand, the schedule management and voting items for implementing teaching and learning reforms have been carried out without sufficient elaboration and organization. We would like to develop an operational process that does not conflict with the undergraduate regulations, study handbooks, and graduation requirement trees, while inheriting Ritsumeikan University's know-how on curriculum reform.

### **(4) Overall summary**

Degree awarding policies and curricular organization and implementation policies are established for each degree to be conferred, and are made public through the university website. The three categories of common education courses are "APU Literacy," "Global Citizenship Foundations," and "Responding to Social Needs" (Global Citizenship Foundations courses are further classified into "Asia Pacific

Studies," "Japanese Studies," "Foundations," and "Introduction to Undergraduate Majors"), and the courses are arranged as appropriate. In specialized education, the company is working to improve the enrichment of specialized learning through the establishment of core subjects (core subjects, required subjects), a systematic course structure from freshman to senior year, and stricter graduation requirements.

The curriculum of the Graduate School of Asia Pacific Studies Master's Course is designed to enable each student to acquire basic research skills and to acquire a good balance between knowledge of issues related to the Asia Pacific region and in-depth knowledge of specialized fields and areas. The curriculum of the Graduate School of Business Administration consists of two basic analysis courses to acquire basic research skills and eight core business fundamental courses to acquire a wide range of basic knowledge in business administration as required courses. The curriculum is organized to enable students to take systematic courses in their respective fields of specialization based on these subjects.

Each faculty and graduate school has taken measures such as implementing easy-to-understand course numbering by students, setting a limit on the number of registered courses per semester, and enhancing the information in syllabi in order to activate students' learning and provide effective education. In addition, during the orientation period before the start of each semester, opportunities for course counseling by senior students are widely offered to new students in the student dormitories and campus cafeterias.

The GPA system has been in place since the school's inception, and is used in the "priority registration system," which allows students with excellent GPAs to register for courses on a priority basis, as well as in the selection and screening process for exchange programs, scholarships, and other programs. In addition, the grading rules stipulate that the percentage of final examinations in the grade evaluation should be kept below 50%. Each faculty and graduate school has established standards for conferring degrees based on the Standards for the Establishment of Universities, and rigorously implements degree conferment procedures in accordance with these standards.

With regard to the understanding and evaluation of student learning outcomes as stated in the degree awarding policy, the School of International Management and the Graduate School of Business Administration have taken the lead in implementing the AOL initiative, which has been expanded to the entire university and is being promoted in all educational organizations. In addition, a system is in place to more precisely understand and evaluate student learning outcomes by cross-analyzing the results of the questionnaire at graduation, which is conducted as part of IR activities, with the questionnaires at the time of admission and at the time of enrollment.

While there are still issues to be addressed in the future to organically deepen

the three items of the "APU Business Plan," the "Academic Affairs Summary," and the "Budget for Strengthening Educational Capabilities" in promoting these policies, the implementation of education based on the university's philosophy, educational and research objectives, and degree awarding policies is generally appropriate in light of the university standards.

## Chapter 5 Acceptance of Students

### (1) Explanation of the current situation

**Inspection / Evaluation item 1 : Has a student acceptance policy been established and published?**

Evaluation perspective 1: Appropriate setting and publication of student acceptance policy based on degree award policy and curriculum organization and implementation policy

Evaluation perspective 2: Setting a policy for accepting students based on the following contents

- An image of a student who is looking for his or her pre-enrollment study history, academic ability, ability, etc.
- How to determine the level required of prospective students

Based on the declaration of the opening of the university, the purpose of the university, the purpose of developing human resources for each faculty and graduate school, and the degree award policy, an admission policy is established for each faculty and graduate school unit, course, and major. As a structure, the university has set forth a common policy for faculties and graduate schools, such as empathy for the university's basic philosophy and the desire to contribute to mutual learning, and in addition, the qualities and abilities required of students hoping to enter each faculty and graduate school. At the same time, as a method of measuring these qualities and abilities in the selection of students, the undergraduate department will "select a variety of students who comprehensively judge knowledge and skills, thinking ability, judgment ability, expressiveness, initiative, diversity, and collaboration", and the graduate school will "screen them from various angles by research plan, written examination, interview examination, transcript, etc."

The Admissions Policy is related to the Diploma Policy and the Curriculum Policy, and shall be amended as appropriate when there are changes. Amendments shall be made after deliberation by the Faculty Council, Graduate School Committee, etc., and after deliberation by the University Council, which is attended by the President, Dean, and the University Executive. In addition, this policy is widely announced to students taking the entrance examinations in a variety of languages, not only in Japanese and English, through the entrance examination guidelines for each year, university information, university website, etc.

**Inspection / Evaluation Item 2: System and operation of student recruitment and admission selection based on student acceptance policy**

**Is the system in place and the selection of students being**

conducted fairly?

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|--|
| Evaluation perspective 1: Appropriate setting of student recruitment method and admissions selection system based on student acceptance policy                               |
| Evaluation perspective 2: Provide information on classes and other expenses and financial support  |
| Evaluation perspective 3: Appropriate development of a system for the selection of students, such as the entrance examinations committee, which clarifies the responsibility |
| Evaluation perspective 4: Implementation of fair admissions selection  |
| Evaluation perspective 5: Implementation of fair admissions selection based on the reasonable consideration for those who wish to enter the school                           |

The University Rules stipulate that an entrance examinations committee shall be established, and that those who pass the entrance examinations shall be decided by the President after deliberation by the Faculty Council. First, the Admissions Examination Committee shall decide on matters relating to the format of the entrance examinations, matters relating to examination subjects and distribution of marks, matters relating to entrance examinations, the announcement of results and the planning of entrance examinations, etc. The committee is chaired by the Vice President, and consists of the Dean, Dean of the Graduate School, Dean of the Faculty, Dean of Admissions, Dean of Students, Director of the Language Education Center, and the Executive Director. In addition, the rules of the Faculty Council and the Graduate School Committee stipulate that the entrance examinations judgment committee shall be a special committee that deliberates on students' admissions. As a result, the President decides who passes the entrance examinations in accordance with the University Regulations, instead of the deliberations of the Faculty Council and Graduate School Committees, based on the deliberations of the Admissions Committee.

Based on this internal system, the admissions examination committee deliberates and determines the method of student recruitment and admissions selection, separately for international and domestic students every year. In addition, in order to conduct fair and appropriate admissions selection, the Admission Examination Committee confirms the system for conducting entrance examinations with the vice-president in charge every year. In addition, the entrance examinations guidelines and entrance examinations guide have been issued and published on the university's website in order to correctly and widely disseminate information such as the number of applicants, application requirements, and entrance examinations schedule decided by the entrance examinations committee.

<Appropriate setting and implementation of student recruitment method>

Student recruitment is broadly divided into 1 faculties and international students, 2 faculties and domestic students, and 3 graduate schools (mainly international students). The methods for recruiting students in each of the categories are carried out at the Admissions Department and Admissions Office after being confirmed by the Admissions Examination Committee.

(1) Recruiting undergraduate and international students is important to always accept students from 100 countries and regions and achieve an international student ratio of 50% in order to form a multicultural and multilingual campus. In order to expand the diversity of the campus, we have set a target number of students according to the coronavirus situation in each country and region, aiming to realize a diverse enrollment structure that is not biased towards some countries and regions. In countries and regions that have local offices such as China, South Korea, Thailand, Vietnam, and Indonesia, we work closely with local staff to visit local high schools, hold independent information sessions, and offer individual counseling. In countries and regions that do not have a local office, we have been working on recruitment activities in cooperation with local collaborators and agents, on-site business trips by our faculty and staff, and recruitment activities using digital marketing.

With the spread of the new coronavirus infection in 2020, we are strengthening not only student recruitment activities, but also integrated online support from application to admission procedure. Examples of online recruitment activities include the ACE: Academic and Cultural Experience program (200 participants from 31 countries allowed), Global Learning in Japan (3,488 registered (172 countries and regions) and 727 participants (82 countries and regions)), and mock lectures by each faculty.

As for the recruitment of undergraduate and domestic students, we are conducting recruitment activities with an emphasis on experiencing the campus, which is characterized by its internationality and diversity, or interacting with the faculty, staff, and students of our university, and conveying the charm of our university through direct dialogue. In addition to holding an open campus for high school students and their parents and a learning camp BEGIN program for high school students, they also visit high schools, cram schools and preparatory schools all over Japan, schools outside Japan, and cram schools for Japanese residents. As with international student recruitment, the company is focusing on online webinars and digital marketing in response to restrictions on activities due to the coronavirus. In fiscal 2023, 19 webinars were held, and 67.6% of the participants taking the entrance examinations have led to applications. This has contributed to the diversification of not only international students, but also domestic students. In addition to these programs, information on learning and student life is

available on the university brochure and the university website as well as information on entrance examinations.

Regarding the recruitment of the three graduate schools (mainly international students), in addition to the university's own online information sessions, we are also working on registering university information on the portal site for overseas entrance examination students and providing university information to potential applicants who have registered information. In addition, we are actively participating in the Ministry of Education, Culture, Sports, Science and Technology's scholarship (embassies recommendation, etc.) and the Japan International Cooperation Agency's (JICA) Human Resource Development Scholarship, and are working on accepting a wide range of students.

<Appropriate setting of admissions selection system based on student acceptance policy>

As the application requirements for entrance examinations for undergraduate and graduate schools, the entrance examinations are conducted based on the provisions of Articles 90 and 102 of the School Education Law and Articles 150 and 155 of the Enforcement Regulations of the School Education Law, and after individual qualification examinations are conducted as appropriate based on the educational systems of countries around the world. In addition, we have established language skills standards for each course according to the reference language after enrollment, and we use a variety of language scores to judge them while complying with the CEFR standards.

"Next, when selecting students for admission, it is conducted appropriately based on the relevant laws and regulations and the ¥"Guidelines for Selecting Students for University Admissions (Notification from the Director of the Higher Education Bureau of the Ministry of Education, Culture, Sports, Science and Technology)¥" for each year." In addition, the selection method and screening standards for all entrance examinations for each year are designed based on the admission policy, and are deliberated and decided by the entrance examinations committee.

All undergraduate international students are selected through a comprehensive selection process. All are conducted online through document screening (application requirements, language ability, grades at high school and university, confirmation of reasons for applying), and interviews are conducted to evaluate students' willingness to study in Japan based on the university entrance examination guidelines, as well as their aptitude and interest in the international community. All procedures from recruitment to enrollment are online, and based on the above implementation guidelines, consideration is given not to involve travel.

In order to select students who have the abilities, motivation, and aptitude clearly stated in the admission policy, and who are interested in learning in each

faculty, we conduct a variety of admissions selections such as general selection, comprehensive selection, and school recommendation selection.

Throughout the 2024 academic year, the entrance examinations committee will analyze the results of the entrance examinations and the GPA and drop-out rate after enrollment, and then deliberate and decide on the direction of necessary reform of entrance examinations for the selection of students according to the admission policy.

Table 5-3 Form of undergraduate admissions selection (FY2025 entrance examinations)

| Student category       |                    | How to take the entrance examinations and when to enter  | Entrance examinations   |
|------------------------|--------------------|--|---|
| International students | Domestic Residents | General selection (entrance for international students)  | Entrance examinations for international students living in Japan, transfer, transfer, and bachelor entrance examinations  |
|                        | Overseas Residents | (Enrollment in April and September)                      | Entrance examinations for international students living outside Japan, transfer, transfer, and bachelor's entrance examinations   |
| Domestic students      |                    | General Selection (Enrollment in April)                  | First semester method, English-oriented method, common test combination method, common test method, late-stage method, common test + interview method, common test method (late-stage type) |
|                        |                    | General selection (Enrollment in April and September)    | Comprehensive evaluation method, activity appeal method, selection of returning students, IB selection  |
|                        |                    | School recommendation type selection etc. (Enrollment in | School recommendation type entrance examinations (designated schools)<br>School recommendation type entrance examinations (affiliate schools, affiliated schools, April entrance            |

|  |   |  |
|--|---|--|
|  | April and September)                      | only)  |
|  | Other (Enrollment in April and September) | Transfer / Transfer / Bachelor entrance examinations |

For the master's, master's, and doctoral programs, in addition to document screening (application requirements, language ability, research plan, university certification, confirmation of reasons for application), the applicant's research ability, ability to write a thesis in English, and willingness and aptitude to study in Japan are evaluated through interviews. In addition, in the doctoral program, in order to confirm the appropriateness of the research content, field of acceptance, and guidance system of applicants, applicants have introduced a system in which they contact teachers who want guidance before applying and submit a guidance permit at the time of application. In addition, from the 2020 entrance examinations, efforts have begun to impose a critical thinking and mathematical assessment on all employees.

<Information on classes and other expenses and financial support>

In addition to admission fees, tuition fees, AP House entrance fees, and membership fees, information on economic support is included in the university information, entrance examinations, and entrance procedure guidelines, and is widely published to students taking the entrance examinations through the university website.

The university's unique economic support system, which allows students to apply before entering school, includes a tuition fee reduction and exemption system for international students and a scholarship for outstanding domestic students. Both are determined according to the results of the entrance examinations, and are notified at the same time as the notification of results. As a result, students taking the entrance examinations can make the decision to enter the school based on the prospect of learning for 4 years.

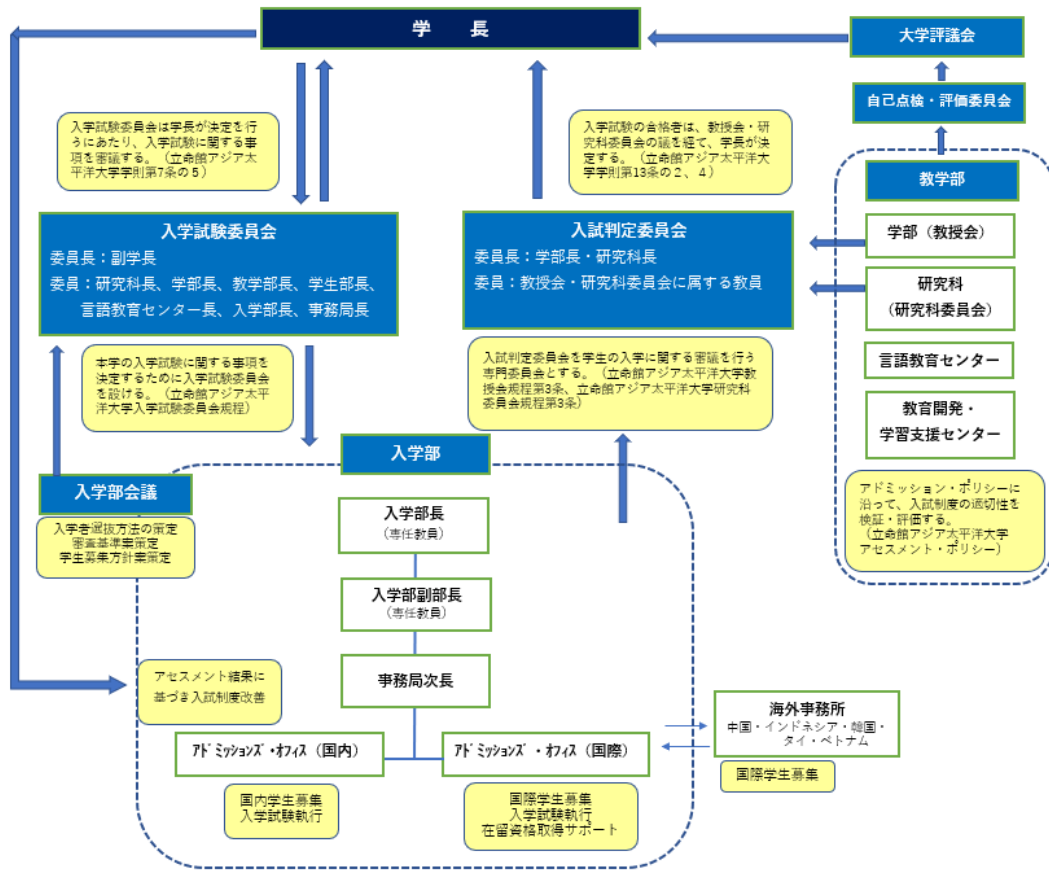


Figure 5-1 System and process for selecting students

<Implementation of fair admissions selection based on the reasonable consideration>  
 Regarding how to respond to students with disabilities, in accordance with the Ritsumeikan Asia Pacific University Guidelines for Supporting Students with Disabilities, it is clearly stated in the entrance examinations guidelines of the faculty and graduate school that an application form for consideration of the entrance examinations will be submitted before applying. After understanding the individual situation of the students taking the entrance examinations, the entrance examinations committee determines the details of the consideration and responds. In addition, for those who wish to be considerate of their studies after entering school and their lives after entering the dormitory at the application stage and after passing, an interview with the person in charge is set up, and the acceptance system and conditions are appropriately explained and handled.

**Inspection / Evaluation item 3 : Set an appropriate capacity to accept students and collect the number of students enrolled.**

**Is it managed appropriately based on the capacity?**

|  |
|--|
| Evaluation perspective 1: Appropriate setting of enrollment capacity and capacity and management of the number of enrolled students<br><Bachelor's degree course> <ul style="list-style-type: none"> <li>• The ratio of the number of students to the enrollment capacity</li> <li>• Ratio of the number of transferred students to the transfer enrollment capacity</li> <li>• Ratio of the number of students enrolled to the capacity</li> <li>• Measures for excess or non-fulfillment of the number of students enrolled in the capacity</li> </ul> <Master's course, Doctoral course> <ul style="list-style-type: none"> <li>• Ratio of the number of students enrolled to the capacity</li> </ul> |
|--|

<Appropriate setting of capacity, proper management of capacity>

According to the university's basic data, the single-year enrollment capacity excess rate and capacity fulfillment rate of each faculty and graduate school over the past five years (due in 2021-2024) are as follows, and are generally managed appropriately.

|                                 | Excess enrollment rate | Capacity fulfillment rate |
|---------------------------------|------------------------|---------------------------|
| College of Asia Pacific Studies | 0.89 to 1.04 times     | 0.96-1.04x                |
| Faculty of International        | 0.85-1.04x             | 0.94-1.04x                |

|   |                   |                 |
|---|-------------------|-----------------|
| Business Administration   |                   |                 |
| Faculty of Sustainability<br>Tourism  | 1.01-1.07x        | 1.00-1.03x      |
| Graduate School of Asia<br>Pacific Studies (Master's<br>Program)  | 0.73-1.33x        | 0.97-1.07x      |
| Department of International<br>Cooperation Policy, Graduate<br>School of Asia Pacific<br>Studies (Master's Program) | 0.84-1.13x        | 0.91-1.04x      |
| Graduate School of Asia<br>Pacific Studies (Doctoral<br>Program)  | 0.4-0.6x          | 0.80-0.93 times |
| Graduate School of Business<br>Administration   | 0.6 to 1.03 times | 0.66-1.03x      |

In addition, in relation to the establishment of a new faculty and the reorganization of existing faculties in 2023, the number of transfer enrollment has been reduced, and the figures are in line with the actual situation.

**Inspection / Evaluation item 4: Regularly inspects and evaluates the appropriateness of accepting students**

**Ka. Also, are you working on improvements and improvements based on the results?**

|   |
|---|
| Evaluation perspective 1: Inspection / evaluation based on appropriate grounds (materials, information) |
| Evaluation perspective 2: Improvements and improvements based on inspection and evaluation results      |

<Periodic inspection and evaluation of the appropriateness of accepting students>

As for capacity management and enrollment capacity management, each time the entrance examinations decision committee updates and confirms the expected value of capacity fulfillment, and it is assumed that the decision will be made in order to manage capacity appropriately. In addition, the status of international students' applications, admissions, and procedures by country and region has been digitized, and an automatic distribution system has been established so that the chairman of the entrance examination committee and other officials of the entrance

examination department can check the detailed data of daily applications, admissions, and procedures in real time, so that they can be inspected and verified with immediacy. The number of students enrolled in each semester will be reported and shared with the Admissions Examination Committee, Faculty Council, University Council, and Board of Directors for each semester as soon as the number of students is confirmed.

The appropriateness of the admissions selection method is examined as appropriate when the basic design of the entrance examinations is made every year, and necessary improvements are made before deliberation and decision-making is made by the entrance examinations committee.

< Improvement / Improvement based on inspection / evaluation result >

As stated above, in addition to improvements through the annual review and the planning of the next year's plan, in the 2024 academic year, we have conducted a correlation analysis between the results of previous entrance examinations and the results after enrollment, and have compiled the direction of reforming entrance examinations for accepting students with a higher degree of learning suitability for each faculty. Regarding this change in entrance examinations, we will continue to review whether the expected results have been achieved and work on further improvements.

## **(2) Advantages / Characteristics**

<Ensuring students from all over the world >

In order to sustain and develop the multicultural environment of education, which is the most distinctive feature of our university, it is essential to secure students from various countries and regions. As of November 1, 2024, the combined enrollment rate of undergraduate and graduate schools is 49.1% for international students and 111 for countries and regions of origin, and the results are in line with the goals of the university's medium- to long-term plan. Behind this is the high level of satisfaction among graduates over the past 25 years since the university opened, the move of all procedures from recruitment to enrollment to online, and the enhancement of digital marketing that has been cultivated through the corona crisis.

<Proactive entrance examinations reform >

In planning the entrance examinations, changes have been made intermittently with the aim of (1) improving the convenience of students taking the entrance examinations, (2) expanding the number of applications, (3) improving the quality of students entering the school, and (4) streamlining the management. In particular, in the case of entrance examinations for domestic students, changes have been made

to balance the above four points, such as the introduction of an entrance examinations-connected learning program and the expansion of the use of English external qualifications from the 2024 entrance examinations.

In addition, in the 2024 academic year, the status of students hoping to enter the school so far will be analyzed in a large-scale manner by student category, the appropriateness of entrance examinations will be verified, and the medium-term reform direction has been compiled. After this initiative, we provided analysis data to other departments of the university, and it was an opportunity to reconsider whether the three policies were properly reflected in the university's management.

### **(3) Problems**

<Classification of students taking the entrance examinations based on nationality>  
In order to promote the high ratio of international students and the expansion of diversity of nationalities, which is the foundation of the university's efforts to make it distinctive, the university has been designing an entrance examinations system based on nationality and status of residence since its creation. While this is reasonable in terms of residence status management and procedures, for international students enrolled in high schools and international schools in Japan, the entrance examination system varies depending on their nationality, even if they are enrolled in the same secondary education course. As a result, confusion is likely to occur on the part of high schools and international schools, and there is a risk of misunderstanding. Nationality has a large impact on various procedures, and although short-sighted organization is not appropriate, it is necessary to reconsider the design of a simple system that is easy to understand for students taking the entrance examinations.

<Advanced interview reviews>

In the process of reforming the entrance examinations described above, it became clear that there is no correlation between the evaluation of interview screening and performance after enrollment for both international and domestic students. On the other hand, in the comprehensive selection process, the evaluation of independence and collaboration in particular is largely based on interview reviews, and it is essential to further improve the accuracy of the review method and content.

### **(4) Overall Summary**

Based on the various arrangements stipulated by the Ministry of Education, Culture, Sports, Science and Technology, including the School Education Law, the university has been able to implement the following in an overall manner: (1) formulation and announcement of student acceptance policy, (2) fair entrance examinations based on the

policy and development of an entrance examinations management system, (3) appropriate capacity management, and (4) periodic verification and improvements. On the other hand, as stated in (3), as a result of analysis and verification, issues are becoming clear, and continuous efforts for improvements are required.

## Chapter 6 Faculty and Faculty Organization

### (1) Explanation of Current Status

Inspection and evaluation item (1): Based on the university's philosophy and objectives, the university's desired image of faculty members and each faculty/research institute.

**Is the policy regarding the organization of the faculty organization of the department, etc. clearly stated?**

|   |
|---|
| <p>Evaluation Perspective 1: Establishing the Image of Teachers the University Seeks</p> <p>The number of students who have completed a degree program and the number of students who have completed a degree program.</p> <p>Evaluation Viewpoint 2: Appropriate clarification of policies regarding the organization of the faculty organization (roles of each faculty member, how they should work together, clarification of where the responsibility for education and research lies, etc.)</p> |
|---|

<Establishment of faculty members based on the philosophy and purpose of the university>

Based on the "Ritsumeikan Asia Pacific University Faculty Appointment and Promotion Regulations," which stipulate the appointment and promotion of faculty members, Ritsumeikan Asia Pacific University has clearly stated the requirements for faculty members, including those related to academic background, teaching experience, and research achievements, in the "Selection Standards for Faculty Appointments," "Selection Standards for Faculty Appointments at the Center for Language Education" and "Selection Standards for Faculty Appointments at the Educational Development and Learning Support Center, The university has clearly stated the type of faculty members it seeks, including requirements related to academic background, teaching experience, and research achievements.

On the other hand, the university has not yet established "the human resource requirements for faculty members" that encompass individual faculties, graduate schools, and centers. In the second half of FY2012, each faculty, graduate school, center, and staff organization will begin discussing the image of human resources sought by the university as a whole, based on the university's philosophy and objectives.

<Statement of policies for faculty organization of faculties and graduate schools based on the philosophy and objectives of the university>.

The medium- to long-term policy for the organization of the university's faculty organization has been formulated by the Faculty Organization Development Plan Review Committee (Chair: Vice President for Academic Affairs, Vice Chair: Vice

President for Administration and Finance) established under the University Council, and approved by the Personnel Committee, a university-wide organization. The development of the faculty organization through FY2019 was conducted within the framework of the faculty organization development plan (FY2011-FY2014) established in FY2011. Regarding the organization of the faculty organization for FY2020 and beyond, a new faculty organization development plan was decided based on the new budget framework, which will increase the size of the full-time faculty by more than 40% compared to the previous plan (Reference 3-12). This plan is expected to improve the ST ratio of each faculty from 60.0 to 50.8 in the College of Asia Pacific Studies and from 67.7 to 57.4 in the College of International Management (the figures do not include faculty members affiliated with the Center for Language Education and the Center for Educational Development and Learning Support, and thus differ from those in Table 1 of the Basic University Data). In addition, the Center for Language Education and the Center for Educational Development and Learning Support, which are responsible for university-wide education such as language education and first-year education, will be strengthened by approximately 8 and 6 full-time faculty slots, respectively, in the same plan. The number of faculty members in each department and center is to be increased and more highly qualified faculty members are to be secured on a stable basis to improve the quality of education. In addition, considering that the medium- to long-term organization of the university's faculty organization is an extremely important decision for university management and academic administration, the University Council, the decision-making body of the university, has decided on this matter in FY2024.

Each fiscal year, each department and center submits its annual appointment policy to the Personnel Committee, which examines the balance of fields, gender, and positions, and discusses the recruitment requirements for the fiscal year, the structure of the faculty appointment recommendation committee, and the faculty organization formation policy with the entire university.

Inspection and evaluation item (2): To develop educational and research activities in accordance with the policy on the organization of the faculty organization

**(2) Is the faculty organization appropriately organized?**

Evaluation Viewpoint 1: Number of full-time faculty members for the university as a whole and for each faculty and graduate school

Evaluation Viewpoint 2: Measures for appropriate faculty organization

Consistency of the organization of the faculty with the policy on the organization of the faculty.

Assignment of faculty members in accordance with the objectives of each degree program.

Male/Female Ratio

The age structure should be balanced and not skewed toward a specific age range.

Appropriate assignment of full-time faculty members (professors or associate professors) in courses that are recognized as major in terms of education.

Clarification of qualifications and appropriate assignment of faculty members in charge of graduate schools

Appropriate consideration for the teaching load of faculty members

Develop a faculty organization that supports the enhancement of teaching and learning in a dual-language environment and globalization.

Evaluation Viewpoint 3: Management System of Liberal Arts Education

<The number of full-time faculty members and the assignment of faculty members in accordance with the objectives of the program for the university as a whole and for each faculty, graduate school, etc>

The faculty organization is organized on a faculty and graduate school basis, and all three faculties and two graduate schools of the university are organized with the number of faculty members that stably meets the number of faculty members required by the Standards for the Establishment of Universities and Graduate Schools (Table 1 in the University Basic Data). In addition, in order to appropriately assign faculty members in accordance with the objectives and content of the courses in each faculty and graduate school, each faculty, graduate school, and center prepares an annual hiring plan based on the previously mentioned faculty organization development plan, which is then voted on by the personnel committee.

The composition of the full-time faculty is based on the policy of having 50% of the faculty members be foreign nationals in order to realize the philosophy and objectives of the university, and this policy has been maintained since the opening of the university. As of October 2024, 96 (45.9%) of the 209 full-time faculty members were non-Japanese, representing 26 countries and regions excluding Japan. By maintaining a high level of internationality and diversity not only among students but also among the faculty members who provide education to students, the university is able to achieve a high level of distinctive education (offering courses in two languages and practicing multicultural cooperative learning).

<Measures for appropriate faculty organization>

Consistency of the faculty organization with the policy on the organization of the faculty organization.

As mentioned above, the "Committee for the Study of the Medium- and Long-term Organization Plan for the Faculty Organization" has been discussing the organization of the faculty organization over the medium and long terms, and has formulated a faculty organization development plan. The faculty organization development plan was formulated after inspection and evaluation of issues and improvements related to the current faculty organization from a medium- to long-term perspective, and establishes policies and plans for the organization of the university-wide faculty organization.

The developed faculty organization development plan is approved by the Personnel Committee, a university-wide committee consisting of the president (chair), all vice presidents, deans, directors of language education centers, and directors of academic departments. Based on the faculty organization development plan, each faculty/center formulates a faculty appointment policy for each semester and proceeds with the actual appointment process upon approval by the Personnel Committee. The Personnel Committee checks and evaluates the appropriateness of the appointment policies in each department and center based on the faculty organization development plan.

In addition, annual inspections are reviewed by the general manager of each faculty, graduate school, and center. Describe the faculty organization formation policy based on each philosophy and objective, and formulate the issues and plans for the next fiscal year based on the recruitment plan and implementation status for the relevant fiscal year. In describing the next year's tasks and plans, we will take into account the consistency with the faculty recruitment policy and plan for the next year.

0Male/female ratio and age composition

The percentage of female full-time faculty members as a whole is 35.9%, with a particularly low percentage of female full-time faculty members belonging to faculties. As the University aims to create an inclusive campus that embraces all diversity, including gender, we recognize that creating a comfortable working environment for female faculty members and increasing the percentage of female faculty members is an issue that should be addressed by the entire University. Existing specific support for female faculty members includes maternity leave before and after childbirth and childcare leave systems, as well as a mechanism for continued receipt of personal research funds during the leave period so that research activities can continue during these leave and absence periods. In addition to this, the University's mid- to long-term plan, APU Challenge Design, established the Diversity & Inclusion (D&I) Promotion Office to provide multifaceted support to all faculty and staff and to further enhance the

inclusiveness of the organization. (Evidence 1-16, p. 10). With this promotion office at the center, we aim to create an inclusive environment where faculty and staff from diverse countries, cultures, religions, etc. can feel at ease, and promote further improvement and advancement of education, research, and student life at APU by eliminating barriers that are currently not visible and improving our positivity and creativity as an organization. The project is intended to

The age structure of the faculty organization is taken into consideration when appointing full-time faculty members. Currently, the percentage of students under 40 years of age in the College of Asia Pacific Studies is at a slightly low level, but no extreme bias, etc. is observed overall (Table 5, Basic University Data).

Table 8-1 Ratio of Male and Female Full-time Faculty Members by Affiliation

| Affiliation Name  | masculine gender | female | total | Percentage of women       |
|---|------------------|--------|-------|---------------------------|
| Ritsumeikan Asia Pacific University                                   | 1                | 0      | 1     | 0                         |
| College of Asia Pacific Studies                                       | 31               | 8      | 39    | 20.5%<br>(in million yen) |
| School of International Management                                    | 33               | 10     | 43    | 23.3%<br>(in %)           |
| School of Sustainability and Tourism                                  | 24               | 6      | 30    | 20.0%<br>(20.0%)          |
| Center for Language Education (CLE)                                   | 37               | 46     | 83    | 55.4%<br>(in %)           |
| Educational Development and Learning Support Center (EDLSC)           | 7                | 5      | 12    | 41.7%<br>(%)              |
| Ritsumeikan University (School of Information Science and Technology) | 1                | 0      | 1     | 0                         |
| total   | 134              | 75     | 209   | 35.9%<br>(in %)           |

Appropriate assignment of full-time faculty members (professors, associate professors, or assistant professors) in major class subjects

In organizing the teaching responsibilities, full-time faculty members are assigned to major courses, including required courses for specialized education. For example, in the College of Asia Pacific Studies, the full-time ratio of required

introductory courses (6 courses, 29 classes) in the three areas of study that form the foundation of undergraduate study has been maintained at a level of approximately 85% on average in FY2023. However, since there are cases in which faculty members are away from their daily duties for a certain period of time due to the application of the extramural researcher system or various leave systems, cases have arisen in which part-time lecturers have been commissioned to teach major courses.

The ratio of full-time faculty members in charge of common education courses tends to be lower than that of specialized education courses. One factor is the wide range of fields covered by common education courses, making it difficult to assign full-time faculty members to all of them. In language education courses, the number of classes offered tends to fluctuate depending on the number of students enrolled, and a high percentage of classes are taught by part-time lecturers. In appointing part-time lecturers, the Dean of the Faculty, the Dean of the Faculty of Education, or the Director of the Center for Language Education are responsible for selecting candidates, and after deliberation by the Academic Affairs Committee, the University Council makes a decision on the appointment.

Clarification of qualifications and appropriate assignment of faculty members in charge of the Graduate School

For the examination of qualifications for graduate school course responsibilities, the criteria for doctoral course responsibilities (D0 and D0) and the criteria for master's and master's course responsibilities (M0 and M0) have been established, each with criteria related to position, academic background, educational background, and research achievements, and in principle, the examination is conducted every five years. The review of qualifications shall be conducted by the Committee on Qualifications for Graduate Responsibilities under the University Council, and the University Council shall make a decision after deliberation by the Committee. The Graduate School Qualifications Review Committee is chaired by the Vice President (in charge of Academic Affairs) and consists of the Dean of each graduate school, the Vice Dean of each graduate school, the Dean of Academic Affairs, the Dean of International Cooperation and Research, and specialized members appointed by the chairperson in consultation with the Dean of the graduate school (Evidence 6-8). As of October 1, 2024, the number of qualified students meets the number required by the Standards for the Establishment of Graduate Schools in all graduate schools, programs, and departments (Table 1 in the University Basic Data).

Appropriate consideration for the teaching load of 0 faculty members

The number of hours for which faculty members are responsible for classes is stipulated for each position in the "Ritsumeikan Asia Pacific University Faculty Hours of Responsibility Regulations". The Regulations also stipulate that the University Council may take action to reduce the number of hours of responsibility

for faculty members in positions, in addition to reducing the teaching load, and when special duties other than teaching and positions are ordered, the University Council may also take action to reduce the number of hours of responsibility. In organizing the teaching responsibilities, each faculty member has taken care to meet and not greatly exceed the number of hours for which he or she is responsible, and the average number of hours of teaching responsibilities is generally maintained at the same level as the number of hours for which he or she is responsible.

In addition, for the purpose of promoting the development and enrichment of teaching and academic research, the University has established an extramural research system that allows faculty members without fixed terms of employment to be exempted from their daily duties for a certain period of time and to stay outside the University to conduct research and study. The period is one semester (within 6 months). "For FY2022, we received applications from 13 eligible applicants (excluding those who declined), and as a result of the selection process, 11 were selected to apply for FY2024 (including those who applied for the current year due to a change in timing). By determining the number of faculty members eligible for the extramural researcher system approximately two years prior to the start of the academic year, a stable system for offering courses is ensured. In addition, a buyout system was introduced in FY2021, under which faculty members who are approved to use the buyout system are allowed to take one of their courses as a part-time lecturer, etc., creating an environment in which faculty members can better engage in research.

Faculty organization to support the enhancement of teaching and learning in a dual-language environment and globalization

The university has an appropriate faculty organization for bilingual education. First, in hiring faculty members, it is clearly stated at the recruitment stage that it is desirable for them to teach courses in both Japanese and English, and that each course should, in principle, be offered at least once a year in each language. In addition, faculty advisory councils, faculty meetings, and other internal meetings are conducted in both English and Japanese, and materials are prepared in both languages, creating an environment in which faculty members can be actively and smoothly involved in education, research, and administration.

<Operational structure of liberal arts education in bachelor's degree programs>.

The degree awarding policy is defined for each degree unit, and each faculty is responsible for the awarding of degrees and quality assurance of the awarding of degrees. Under this committee, the three faculties, the Center for Language Education, and the Center for Educational Development and Learning Support are involved in the actual implementation of education. First, among the common

education subjects, the Center for Language Education is responsible for the implementation of language education, and faculty members belonging to the Center are in charge of creating curricula for language courses, conducting placement tests at the time of admission, and planning and managing overseas programs centered on language learning, in addition to managing classes. In addition, among the common liberal arts courses other than language courses, the APU Literacy courses ("Student Success Workshop", "Multicultural Collaboration Workshop", etc.), which are generally taken by all first-year students, are taught by faculty members from a wide range of departments under the leadership of the Center for Educational Development and Learning Support. The Center for Educational Development and Academic Support is in charge of the management of these courses. This is not only because a large number of faculty members are needed to offer courses to all first-year students, but also because we believe that faculty members affiliated with each faculty, who are mainly responsible for specialized education courses, will be involved in students' learning immediately after admission and understand their situation to promote smooth learning development into specialized fields.

Inspection/evaluation item (3): Are recruitment, hiring, and promotion of faculty members being conducted appropriately?

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|---|
| <p>Evaluation Viewpoint 1: Establishment of standards and procedures for recruitment, appointment, and promotion of faculty members by position (professor, associate professor, assistant professor, etc.) and maintenance of regulations</p> <p>Evaluation Viewpoint 2: Recruitment, appointment, and promotion of faculty members in accordance with regulations</p> |
|---|

< Establishment of standards and procedures for recruitment, appointment, promotion, etc., and maintenance of regulations >

The appointment and promotion of faculty members are strictly governed by the "Ritsumeikan Asia Pacific University Faculty Appointment and Promotion Regulations," the "Selection Criteria for Faculty Appointment" and "Selection Criteria for Faculty Promotion," which further specify detailed criteria and procedures, and the "Selection Criteria for Faculty Appointment" and "Selection Criteria for Faculty Promotion," respectively, which are set forth for the Language Education Center and the Education and Development Learning Support Center. The Personnel Committee strictly operates in accordance with the "Selection Criteria for Faculty Appointment" and "Selection Criteria for Faculty Promotion," which set forth more detailed criteria and procedures. These criteria include selection criteria for each faculty position in terms of academic background, teaching experience, and research achievements, as well as details on selection methods and

procedures. The Personnel Committee, consisting of the president (chair), all vice presidents, deans, directors of language education centers, and deans of academic departments, formulates policies for faculty appointments and promotions, and has jurisdiction over procedures for faculty appointments and promotions, excluding part-time instructors. Regarding the appointment of part-time lecturers, the "Ritsumeikan Asia Pacific University Faculty Appointment and Promotion Regulations" stipulates the screening process, and the "Ritsumeikan Part-time Lecturer Regulations" stipulates matters related to appointments, contracts, and terms and conditions. The basic concept, criteria, and procedures for the appointment of part-time lecturers have been established and agreed upon in the "Agreement on the Appointment of Part-time Lecturers".

<Appropriate recruitment, appointment, promotion, etc. of faculty members in accordance with the regulations>

When appointing faculty members at each department or center, a "Faculty Recommendation Committee" is formed under the Personnel Committee on a case-by-case basis, which conducts a screening of documents and interviews. The Faculty Nominating Committee shall be chaired by the Dean or Dean of the Faculty and shall consist of at least three faculty members, including a member of the Personnel Committee, who are relevant to the area of appointment. The Personnel Committee shall receive a report on the results of the review by the Faculty Nominating Committee and shall determine the candidates for appointment after review and voting. When faculty members are promoted, the president receives recommendations from the deans of faculties and centers and submits them to the Personnel Committee. When faculty members are selected for promotion, the Personnel Committee forms a "Promotion Review Committee" (composition is the same as the Faculty Recommendation Committee) and conducts document and interview screening. The Personnel Committee shall receive a report on the results of the review by the Promotion Review Committee and decide on candidates for promotion after review and voting. The candidates for appointment or promotion decided by the Personnel Committee are discussed by the Faculty Council, and the final decision on appointment or promotion is made by the University Council.

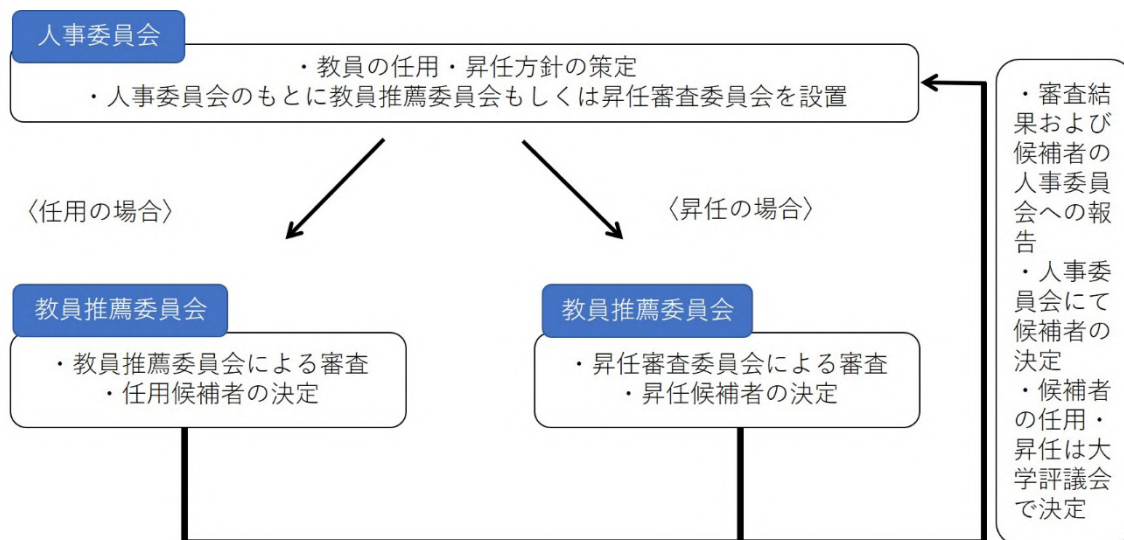


Figure 6-1: Overview of Faculty Appointment and Promotion Process

#### Operation of the tenure-track system

The university has introduced a tenure-track system since 2008. Under this system, tenured faculty members (five-year tenure) are examined and a decision is made, in principle, in the third or fourth year of their appointment as to whether or not they can change their position to a tenure position with no fixed term. In operating this system, the "Review Criteria for Change of Status to Tenure" clarifies the review criteria (academic background, educational background, research achievements, university administration, etc.) for the change of status of a tenured faculty member to a position with no fixed term and employment until retirement, with the aim of improving the quality of education and research at TUAT, and establishes the review criteria with the aim of improving the transparency and objectivity of the review process. The review criteria are established for the purpose of improving the transparency and objectivity of the review process.

**Inspection and evaluation item (4): Are faculty development (FD) activities implemented in an organized and multifaceted manner to improve and enhance the qualifications of faculty members and the faculty organization?**

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| <p>Evaluation Perspective 1: Systematic implementation of faculty development (FD) activities</p> <p>Evaluation Perspective 2: Evaluation of faculty members' educational, research, and social activities, and use of the results</p> |
|--|

Since FY2016, the University has established the Institute for Global Faculty and Staff Development (IPG), which has comprehensively and systematically developed

FD activities for educational activities centered on faculty members and SD activities aimed at improving the capabilities of staff members who support overall university administration, thereby strengthening collaboration among faculty and staff.

IPG has played a leading role in deepening and developing the university's multicultural cooperative learning by developing various FD and SD activities such as university-wide FD seminars, the Minnesota FD training program, and the former Faculty Initiative Program / Division Initiative Program (FIP / DIP). The FIP and DIP have played a leading role in the deepening and development of multicultural collaborative learning at the university.

Furthermore, to promote multicultural FD/SD and to disseminate the theory and practice of global learning, seminars have been held that are open to the outside of the university. Specifically, "Learning Multicultural Facilitation: How to Develop Faculty, Staff, and Student Competencies" (FY2023) and other events have so far attracted nearly 100 participants, including faculty and staff from outside the university, including those from outside the country. In addition, efforts have been made to contribute to the enrichment and improvement of education and research within the university by creating articles on class practice interviews, sharing data on FD seminars, and disseminating information on FD/SD seminars at other universities and institutions.

In particular, from FY2022 onward, priority issues for educational improvement are set, issues are examined in the form of projects consisting of committee members selected from faculties and centers, and reports are submitted to the university while establishing a cooperative system among faculties and centers (FY2022: Summary of Syllabus Examination WG, FY2023: Summary of TA Training (FY2022; Syllabus Examination WG summary, FY2023; TA Training and Development WG summary).

On the other hand, IPG had its own challenges in terms of organizational structure and handling issues.

First of all, it is an organization that "conducts projects that contribute to the enhancement and advancement of education and support for learning throughout the university" (Article 1 of the Regulations of the Center for Educational Development and Learning Support before the March 2024 revision), and it needed to be organized in relation to the EDLSC, which promotes FD for the entire university and supports FD in the faculties and graduate schools.

In addition, while the responsibility structure was clarified by making the president the head of the organization, the president was in a position to serve with the vice presidents, deans, center directors, and department heads throughout the university, making it difficult for the IPG Steering Committee to exercise leadership in raising FD and SD issues with an eye to the university as a whole.

The fact that the steering committee members have been elected differently from the executive committee of the faculties and centers has resulted in insufficient organizational collaboration for the IPG to promote issues that cut across faculties and centers and to promote the internal initiatives of the faculties and centers in a flexible manner.

Therefore, the university's overall educational development promotion structure was reviewed, and it was decided that IPG will be dissolved developmentally at the end of FY2023, and EDLSC will take over its responsibilities starting in FY2024.

For the university as a whole, the University Council determines important policies for educational development in relation to the future plan for the university as a whole, and the Academic Affairs Committee determines the policy (plan) for activities related to educational development for each fiscal year and conducts an evaluation (Academic Affairs Summary). Educational development common to each faculty, graduate school, and center will be planned and developed by the EDLSC. In addition, as needed, subject-specific projects will be established under the Academic Affairs Committee to address issues to be addressed.

In addition, from FY2023, educational activities will be promoted in a more organized and systematic manner, based on initiatives using the budget for strengthening educational capabilities and the teaching and learning summary. In doing so, EDLSC faculty members work on university-wide FD and IR (Institutional Research), and at the same time, cooperate with each faculty, graduate school, and center to support FD activities to improve the educational capabilities of each faculty, graduate school, and center.

FD activities related to faculties, graduate schools, and centers have been solicited from each organization as the Division Initiative Program (DIP), and after deliberation by the IPG, the University Council has decided to adopt the program. In addition, for FD activities conducted by each faculty member on an individual or group basis in accordance with the DIP, the Faculty Initiative Program (FIP) was established and has been in operation until FY2022.

However, among these efforts, FD activities, especially by individuals and groups, have been replaced and budgets secured due to the implementation of the Grassroots Practice Support System, which has been institutionalized throughout Ritsumeikan Gakuen. Therefore, APU suspended the DIP and FIP programs in FY2023, and reorganized them into a competitive budget system that supports the new educational activities of each department and center, and follows the PDCA cycle of plan application, review and adoption, action, and summary. Regarding organized FD activities, it is now possible to apply for and work on this educational enhancement budget, and creative FD activities to realize the APU-R2030 Challenge Design are underway.

The "Minnesota FD Program," implemented in collaboration with the University of

Minnesota, which has a proven track record in the practice of faculty training in multicultural environments, will continue through FY2023, offering new faculty members recommended by departments and centers the opportunity to participate in the program. The program has continued to invite experts in teaching methods from the University of Minnesota to the campus, where they observe classes and receive advice on teaching methods, etc., and then learn about advanced ideas on methods for stimulating active learning and interactive classes, class structure, etc. at the University of Minnesota. From FY2024, after the completion of the SGU, the program content will be restructured to maximize the use of inviting experts to campus, while simplifying the program to a form that allows training to be completed within APU.

The EDLSC, which will replace the IPG from FY2024 to promote university-wide FD activities from an overarching perspective, will interview the executive offices of each department and center about their specific needs for FD training, and will first plan seminars for faculty members of individual departments and centers in a small scale format, and in the first half of FY2024, seminars for faculty members of the and seminars have been held at the Faculty of International Management, the Faculty of Sustainability and Tourism, and the Center for Language Education. Individual advising on educational methods is also available by appointment. In addition, requests for IR for teaching and learning at the department and center level are also being interviewed, and the contents will be discussed and materialized in the second half of the fiscal year and beyond.

In addition, as part of the provision of information to improve the quality of education, the Company prepares articles interviewing faculty members about their efforts to improve classes and enhance student learning, and publishes them on a web page for faculty and staff to view.

\*FD activities related to the improvement of faculty members' research skills are conducted by the International Cooperation and Research Department and the Research Center. Specifically, there are seminars to support the preparation of applications, mainly for the purpose of obtaining competitive public research funds such as Grants-in-Aid for Scientific Research. Faculty members who plan to apply for Grants-in-Aid for Scientific Research brush up their applications by having their applications reviewed by other faculty members and receiving their opinions. At the same time, seminars to support the preparation of applications are held to improve skills in obtaining competitive public funds on a university-wide basis.

In addition, the university's research centers hold seminars and conferences. Taking advantage of the internationality that characterizes the university, we invite prominent researchers in their fields, both in Japan and abroad, to learn from them in person or online, thereby improving the research capabilities of the faculty members themselves. In particular, the Center for Inclusive Leadership

(CIL), a research center affiliated with RCAPS, which was established with the adoption of the Private University Research Branding Project, holds seminars and events that lead not only to research capabilities but also to educational capabilities, and has submitted a project achievement report to the MEXT, which has been highly evaluated. The CIL has been highly evaluated by the Ministry of Education, Culture, Sports, Science and Technology (MEXT).

Inspection/evaluation item (5): Is the appropriateness of the faculty organization regularly inspected and evaluated? just (e.g. "just wait here")

**Are the results of the survey being used to make improvements and enhancements?**

|   |
|---|
| Evaluation Viewpoint 1: Inspection and evaluation based on appropriate evidence (materials and information) |
| Evaluation Perspective 2: Improvement and enhancement based on inspection and evaluation results            |

<Inspection and evaluation based on evidence (data and information) of the appropriateness of the faculty organization

0Inspection and evaluation by the Personnel Committee

As mentioned above, the University's medium- to long-term faculty organization is examined by the "Faculty Organization Development Plan Examination Committee" and a faculty organization development plan is formulated. The Personnel Committee, a university-wide committee consisting of the president (chair), all vice presidents, deans, the director of the Language Education Center, and the dean of the Faculty of Education, deliberates on and approves appropriate faculty appointment policies developed by each department and center based on this faculty organization development plan. Each department and center formulates semesterly appointment policies based on the fixed number of faculty members specified in the faculty organization development plan. The Personnel Committee inspects and evaluates the appropriateness of the appointment policies developed by each department/center, and each department/center proceeds with the appointment process after receiving a promotion from the Personnel Committee on its appointment policies.

0Inspection and evaluation by the general manager of teaching and learning

In addition, starting in FY2013, the academic summaries of faculties, graduate schools, and centers will include a description of issues and plans for the next fiscal year based on the recruitment plan and implementation status for the relevant fiscal year. In describing the tasks and plans for the next fiscal year, each affiliated organization deliberates on the consistency with the faculty recruitment policy and plan for the next fiscal year, and considers setting new

indicators (gender ratio, ratio of overseas faculty, age structure, occupational balance, etc.) as targets for efforts toward the next faculty development plan, and starting their operation.

0Examination for eligibility to teach graduate courses

Under the University Council, the Committee for Review of Qualifications for Graduate Courses has been established to review the qualifications of professors and associate professors for graduate courses in accordance with the Standards for the Establishment of Graduate Schools. The Graduate Course Qualification Screening Committee is chaired by the Vice President (in charge of Academic Affairs) and consists of the Dean of each graduate school, the Dean of Academic Affairs, the Dean of International Cooperation and Research, the Vice Dean (in charge of Graduate Schools), and specialized members appointed by the chair. Rigorous screening is conducted in accordance with predetermined criteria for each of the review items of "position," "career," "education," and "research achievements. In addition, not only are graduate course responsibilities reviewed for new appointments, promotions, and changes in tenure status of full-time faculty members, but all full-time faculty members are re-reviewed every five years to ensure the quality of research instruction at the university as a whole.

<Improvement and enhancement based on inspection and evaluation results>

The Committee for the Study of the Organization and Planning of the Faculty Organization evaluates and inspects the adequacy of the faculty organization, and formulates a faculty organization development plan based on the results of the evaluation and inspection. In light of the revision of tuition fees from FY2020 and the establishment of a new faculty in FY2023, the Faculty Organization Development Plan Review Committee evaluated and inspected the adequacy of the faculty organization, and formulated a new faculty organization development plan.

Specifically, the Faculty Organization Development Plan Review Committee confirmed the need to improve the ratio of STs in each faculty and the need to correct the ratio of fixed-term faculty at the Center for Language Education (CLE), and formulated a new faculty organization development plan that reflects the improvement of the ST ratio in each faculty and the correction of the ratio of fixed-term faculty. The committee also formulated a new faculty organization development plan reflecting the improvement of ST ratios and correction of fixed-term faculty ratios in each faculty.

As a result, the number of faculty members in each department and center improved as follows

|  | Current plan |          | New plan |          |
|--|--------------|----------|----------|----------|
|  | ST ratio     | teaching | ST ratio | teaching |
|  |              |          |          |          |

|                                  |      | staff<br>complement |      | staff<br>complement |
|----------------------------------|------|---------------------|------|---------------------|
| APS                              | 60.0 | 45.0                | 50.8 | 40.7                |
| APM                              | 67.7 | 39.0                | 57.4 | 42.5                |
| new school (of<br>thought, etc.) | -    | -                   | 50.8 | 27.6                |
| CLE                              | -    | 32.0                | -    | 44.6                |
| EDLSC                            | -    | 5.0                 | -    | 11.6                |
| total amount                     | -    | 126.0               | -    | 173.0               |

## (2) Strengths and Features

The first point is the establishment of a personnel committee as a university-wide organization. A personnel committee chaired by the president has been established to make decisions on faculty appointments and promotions, while confirming the appropriateness of the university's overall faculty organization. This makes it possible to make faculty appointments based on the quality assurance of faculty members and organizational appropriateness of the university as a whole, rather than within the closed faculty councils of each department, and enables strict and fair appointments that do not create unfairness among departments and centers.

The second point is the 50% foreign faculty ratio that has been maintained since the university's inception. The university has established an international recruitment system for faculty members, rigorous checks of degrees held and research achievements, and interview methods, etc. In addition, it has established a tenure-track system and other systems for appointing outstanding young researchers from Japan and abroad. As a result, the university has maintained the "50% foreign faculty ratio," one of the "3 50" targets set since its establishment. In order to further strengthen support for the acceptance of these diverse faculty members and their lives at the university and in the community, and to create an inclusive environment, the Office for Diversity & Inclusion (D&I) Promotion has been established as the university's mid-term plan for FY2021 and beyond.

The third point is the university-wide faculty assessment system. This system has been implemented annually for faculty members of all faculties, graduate schools, and centers since FY2006, and serves as a place to transfer achievements related to education, research, social contributions, etc. on an annual basis. In particular, the submission of the "Class Reflection and Future Improvements Form," which refers to the class evaluation questionnaires for the courses taught that year and reflects on the results and areas for improvement, is a distinctive process that encourages PDCA at the faculty level.

### **(3) Problems**

The first problem is the lack of a "faculty member image that the university seeks. When recruiting faculty members, the University specifies in its application guidelines the qualifications of applicants, such as degrees, qualifications, and work experience, as well as the conditions for application that applicants must agree with the basic philosophy of the University and be enthusiastic about education at the University, thereby presenting the kind of faculty members the University seeks. However, there is no university-wide image of faculty personnel sought by the university as a whole. The faculty, center, and staff organizations are currently discussing this matter in order to specify the type of faculty members the university as a whole is seeking, and the plan is to be formulated by the end of FY2024 and voted on by the University Council.

Next is the development of appointment standards that match the characteristics of each faculty, graduate school, and center. Under the new teaching and academic development "APU Future Vision," a system of three faculties, two graduate schools, and two centers was launched in FY2023. With the establishment of new faculties, it is necessary to clearly state the existing faculty image that encompasses APU as a whole, and to build a richer faculty organization that takes advantage of the characteristics of each faculty, graduate school, and center. There is a need to clarify the standards to be observed by the university as a whole and to specify the appointment criteria and selection process according to each institution, and to attempt to strengthen the autonomy of the faculty members at each institution. In conjunction with governance reforms from FY2013 onward, we plan to reorganize the appointment/promotion criteria for each organization, and the Faculty Faculty Senate will discuss university-wide voting on appointments/promotions by members of the Faculty Senate.

Finally, the EDLSC's position in FD activities and its role in each department's own FD activities should be clarified. After the dissolution of IPG, it has been decided that the EDLSC will be responsible for the planning and implementation of FD activities at the University. Since FY2024 is the first year of the new system, each department and center has started its own FD activities on a small scale based on needs received from each department and center. In the future, through more appropriate planning and implementation of FD activities at EDLSC and the process of inspection and improvement, the roles and positioning of EDLSC and each faculty and center will be further clarified.

### **(4) Overall summary**

The university's mission is to conduct education and research based on the

university's basic principles. When recruiting faculty members, the university clearly states in the application guidelines that they must have the necessary degrees, qualifications, and work experience, as well as support for the basic principles and enthusiasm for education and research at the university, and presents them as the type of faculty members it is seeking. In the future, the members will discuss the "human resources the university seeks for its faculty members," which will encompass the university as a whole, and plan to publicize this image widely in FY2013.

With regard to the organization of the faculty organization, the company has been making plans for the development of an appropriate faculty organization and organizing the faculty organization based on these plans, using academic reform and other reforms as milestones. From FY 2013 onward, in addition to the formulation of the "Faculty Organization Development Plan" in the mid- to long-term, a new method of annual verification will be organized, and in the faculty/graduate school/center teaching summaries, plans and plans for the next fiscal year will be described based on the recruitment plan and implementation status for the relevant fiscal year. In describing issues and plans for the next fiscal year, each affiliated organization will deliberate on the consistency with the faculty recruitment policy and plan for the next fiscal year, and establish a verification cycle for both the short- and medium- to long-term spans.

The current faculty organization is composed of a number of faculty members that exceeds the number of full-time faculty members required by the Standards for the Establishment of Universities and the Standards for the Establishment of Graduate Schools. In order to realize the philosophy and objectives of the university, the policy of having half of the faculty members be foreign nationals has been maintained since the opening of the university, and the organization of faculty members from diverse countries and regions is a distinctive feature of the university. The faculty organization is appropriate for maintaining and improving the quality of education, as major courses are taught by full-time faculty members, and all full-time faculty members at the rank of professor, associate professor, and assistant professor are required to undergo a review every five years to determine their qualifications to teach graduate courses.

Standards and procedures for recruitment, hiring, and promotion of faculty members are stipulated in the "Ritsumeikan Asia Pacific University Faculty Appointment and Promotion Regulations" and further detailed appointment and promotion standards are in place. All faculty personnel policies, recruitment and selection, and promotion reviews are conducted under the Personnel Committee chaired by the president, and a system has been established to ensure consistency and fairness throughout the university while sharing faculty structure issues specific to each department/center.

With regard to the adequacy of the faculty organization, the Personnel Committee evaluates the status of each department and center as it formulates its annual appointment plan. In addition, the graduate course qualification review and faculty assessment initiatives are thought to contribute to improving the quality of the university's overall faculty organization through the process of evaluating the performance and achievements of individual faculty members in their education and research. From FY 2013, we plan to reconsider the way of verification including faculty members at each institution, and discuss how the decision-making process for each faculty member should be, as well as a review of the overall teaching and learning process at each institution.

In light of the above, while there are aspects that need to be improved and strengthened, it can be judged that the university has established policies regarding the ideal faculty members and the organization of the faculty based on the university's philosophy and objectives, and under these policies, the Personnel Committee strictly appoints faculty members, conducts systematic and multifaceted faculty development activities and evaluates the adequacy of the faculty organization, which leads to improvement of the quality of education and research activities. It can be judged that these efforts are linked to the improvement of the quality of education and research activities.

## Chapter 7 Student Support

### (1) Explanation of Current Status

Inspection and evaluation item (1): To enable students to devote themselves to their studies and lead stable student lives, the university will provide a system to ensure that students can concentrate on their studies and have a stable student life.

#### **Is the university's policy on student support clearly stated?**

|  |
|--|
| Evaluation Viewpoint 1: Appropriate clarification and sharing of university policies on student support based on the university's philosophy and objectives, enrollment trends, etc. |
|--|

In supporting students at the University, based on the "Freedom, Peace, and Humanity," "International Mutual Understanding," and "Creating the Future of the Asia Pacific" of the Opening Declaration, the University emphasizes the viewpoint that the practice and experience of understanding the diversity of countries, regions, cultures, religions, and ideas, and working together toward a single goal, while allowing for conflict and tolerance, is the The program emphasizes the viewpoint that the starting point is the development of human resources who can contribute to the creation of the future of the international community. Based on this idea, the policy is furthermore established for (1) life support, (2) activity support, (3) career support, and (4) study support, so that students can lead a safe and stable student life. In addition to these four policies, in order to appropriately respond to laws and social trends and to implement student support that is in line with the reality of a campus characterized by diversity, the "Policy for Supporting Students with Disabilities" (formulated in FY2016) and the "Basic Policy on Sexual Diversity" (formulated in FY2017) were also formulated to These policies are used as guidelines for student support at the University. These policies are widely shared through the university's website. In addition, the University Council will decide on the formulation or modification of these policies after deliberations in the respective supporting organizations (

**Inspection and Evaluation Item (2): The student support system is well maintained in accordance with the university's policy on student support.**

**Is it being done? Are student support services provided in an appropriate manner?**

|   |
|---|
| Evaluation Perspective 1: Appropriate development of student support systems<br>Evaluation Viewpoint 2: Provide appropriate support for students' studies<br>Remedial and extra-curricular education based on students' |
|---|

abilities

Support for diverse students, including international students

Support for students with disabilities

Assessing and guiding students who are underachieving

Assessing and responding to the situation of students who have stayed in school or taken a leave of absence

Assessing and responding to the situation of those who wish to withdraw from the school

Establishment of scholarships and other financial support

Provide information on tuition and other fees and financial assistance

The actual state of peer learning initiatives to promote learning among diverse students.

Evaluation Viewpoint 3: Provide appropriate support for students' daily life

Establishment of a system to provide counseling to students

Establish a system to prevent harassment (academic, sexual, moral, etc.)

Consideration for the physical and mental health, hygiene and safety of students

Inclusive Student Support Initiatives

Operation of dormitories as places for living and education

Evaluation Viewpoint 4: Provide appropriate support for students' career paths

Career education

Establish a system (e.g., career center) to provide career support to students.

Provide support and guidance related to career choices

The program should provide opportunities to cultivate the abilities necessary for teaching in a doctoral program, or provide information on such opportunities.

Evaluation Viewpoint 5: Support for enrichment of students' extracurricular activities (club activities, etc.)

Evaluation Viewpoint 6: Appropriate implementation of other student support in response to student requests

<Appropriate maintenance of the student support system>

In order to embody the above policies related to student support and appropriately implement various types of student support, the Student Affairs Division (Student Office as the administrative office), the Academic Affairs Division (Academic Office as the administrative office), and the Employment

Division (Student Office as the administrative office) have been established. Each organization (department) has a committee to deliberate on matters related to matters under its jurisdiction. In addition, for matters related to cross-divisional cooperation and support, such as support for students with disabilities, a committee structure is in place with multiple divisions as the main coordinators.

Table 7-1 Main organizations and committees involved in student support

| organization  | committee  | configuration   |
|---|--|---|
| faculty of education                                | Committee on Academic Affairs  | Dean of the Faculty of Education, Vice Dean of the Faculty of Education, Vice Dean of the Faculty of Education, Vice Dean of the Center for Language Education, a person appointed by the Director of the Center, Vice Director of the Center for Educational Development and Learning Support, Administrative Director or Deputy Director in charge of teaching and learning.<br>Office: Academic Office |
| student affairs office                              | student council (details vary widely but a body of students that takes part in overseeing student affairs) | Vice President appointed by the President, Dean of Student Affairs, Vice President of Student Affairs, faculty members elected from each department/center (Chief Student Affairs Officers), Administrative Director or Deputy Director appointed by the Vice President, Section Chiefs appointed by the Vice President<br>Secretariat: Student Office  |
| employment department                               | Career and Employment Committee  | Vice Presidents appointed by the President, Deans of each Faculty, Deans of each Graduate School, Deans of Academic Affairs, Deans of Student Affairs, Deans of Admissions, Deans of Employment, Administrative Directors, and persons appointed by the Vice Presidents.<br>Secretariat: Student Office   |
| Academic Affairs, Student Affairs, Employment, etc. | Committee on Support for Students with Disabilities  | Dean of Students, Dean of Academic Affairs, Dean of Employment, Vice President of Academic Affairs, Vice President of Student Affairs, Vice President of Admissions, Vice Dean of each faculty, Vice President of Educational Development and Learning Support, faculty selected from the Center for Language Education,  |

|  |  |   |
|--|--|---|
|  |  | counselors, Deputy Administrative Director<br>Office: Student Office (main office), Academic<br>Office, Admissions Office |
|--|--|---|

<Appropriate implementation of student study support>

The program provides study support to help students improve the quantity and quality of their own learning in line with their needs, such as understanding the multicultural environment of the University, making a smooth transition to university life, and establishing and improving basic academic skills in light of their diverse study histories. Support for students' study is provided by the Academic Affairs Division, a university-wide organization, as a common matter for all faculties and graduate schools, and many initiatives are implemented jointly with the Student Affairs Division and the Employment Division. Based on the university's medium- to long-term plan (currently, the APU Challenge Design), the university has established priority issues for study support, which are resolved at the University Council meeting.

There are two main types of such support: through the establishment of centers, etc., to provide assistance, and through the organization of groups of students, faculty, and staff to provide assistance. First, the main centers include the Writing Center, which helps students improve their logical thinking and writing skills, the Analytics and Math Center (AMC), which supports learning about mathematics and statistics, and the Center for Independent Language Learning (SALC), which supports independent language learning. The Writing Center helps students improve their logical thinking and writing skills based on this thinking. Support programs by trained students and other organizations include Student Exchange Advisors (SEA), who provide support for overseas study and study abroad, and Academic & Learning Resource Core Staff (ALRCS), who provide support related to information systems and library use. The program also offers "academic advising," in which faculty and staff provide individual counseling on academic matters to help students find and achieve their academic and personal goals. These systems of support are available to all students, regardless of grade, affiliation, nationality, language criteria, etc. The system is appropriate, as it is available to students when they need assistance.

0Conducting remedial and extra-curricular education according to the academic ability of students

Recognizing that in a dual-language Japanese-English educational environment, language proficiency is an important basic skill for acquiring the qualities and knowledge specified in the degree awarding policy, supplemental programs at the university are primarily concerned with improving language proficiency in English or Japanese. To describe the support for strengthening English language skills for Japanese language standard students, starting in FY2019, intensive remedial

education will be provided before summer and spring breaks for students who need support in English language learning, specifically, students who may receive an F (failing grade) despite good attendance and class participation. The company decided to provide intensive remedial education before the summer and spring vacation. This has improved the English language skills of beginner and intermediate students.

From FY2023, a program called English Study Support System (ESS) has been implemented to support students who are at risk of retaking courses or failing grades, with regular grade checks, in-term warnings, and support (workshops, study counseling by English faculty, and academic advising through the use of academic advising). The program is designed to assist students who are in danger of failing or underperforming.

Second, remedial Japanese language training opportunities for English-standard students are provided even before their arrival, based on the reality that many international students, who make up the majority of English-standard students entering the program, are first-time students of Japanese. Specifically, TOBIRA, a Japanese language learning support application, was developed independently and has been available since FY2020 as a teaching material for introductory education and pre-study immediately before and after enrollment, as well as for subsequent reflective study, so that students can learn the minimum of hiragana and katakana before enrollment.

0Support for diverse students such as international students

International students account for approximately 50% of all students at the university, and all student support systems are developed on the premise of two languages, Japanese and English. All contact points are bilingual (English and Japanese), and all necessary assistance is available regardless of the level of Japanese language ability. Furthermore, for the University, diversity is not limited to nationality, but also includes diversity in terms of disability and gender identity, etc. The details of addressing these diverse needs are discussed later in this chapter in the section on inclusive student support initiatives.

0Student Support for Students with Disabilities

To strengthen comprehensive support for students with disabilities, the Ritsumeikan Asia Pacific University Guidelines for Supporting Students with Disabilities (Guidelines) was established in 2016, and a Committee for Supporting Students with Disabilities was created. The "Ritsumeikan Asia Pacific University Guidelines for Supporting Students with Disabilities" are published on the website, along with information on specific consultation services. The FY2023 committee met once each semester to share the status of supported students and formulate and summarize policies. Training sessions for faculty and staff are held regularly once a year.

Ten to fifteen counselors are always available in the relevant offices for easy

access by students to listen to their support needs and provide support. Reasonable accommodation for individual students is deliberated by the Committee for Support of Students with Disabilities or the Executive Committee for Support of Students with Disabilities based on the principle that the nature of education cannot be changed based on requests for support from students. Regarding the details of the determined considerations, a "Letter of Request for Consideration" is issued under the name of the Dean of Student Affairs to the faculty members in charge of classes, clearly indicating the details of considerations necessary for students with disabilities to take courses (such as providing teaching materials in advance and writing important passages on the board, etc.). As a review, a questionnaire is sent to the students who received support and the faculty members in charge of the classes every semester, and the appropriateness of the support, issues for future improvement, and questions/requests are confirmed and shared by the Committee for Supporting Students with Disabilities. Furthermore, in order to manage the system based on a professional perspective, outside experts are commissioned as specialized advisors to the Support Committee for Students with Disabilities, and are asked to give advice on the content of support and to serve as lecturers at on-campus training sessions.

The support needs of students are interviewed and support is adjusted according to the characteristics of their disabilities, and the total number of support in FY2023 was 43 (48 in FY2022).

In addition, a curmudgeonly space for anxious students will be purchased in FY2024 and will be operational beginning in FY2025.

#### OGuidance and support for students with learning difficulties

While the aforementioned study support system provides support tailored to students' academic abilities and needs, it also has a system to support students who have difficulties in learning, such as students who have not earned enough credits (students with few credits). In order to support students as early as possible, the university provides adjustment support for students with excessive absences from common education and language classes during their first year of enrollment, and thereafter, as students advance through the years, they are personally contacted according to their credit acquisition status, and if they do not respond to the university's calls, their parents are contacted as well. If a student does not respond to the university's appeal, the parents or guardians are contacted as well.

Support is provided to students according to their year of enrollment and the number of credits they have earned, as shown in Table 7-2. The size of the student population eligible for these supports is 236 in the spring semester of 2023 and 395 in the fall semester, or about 11% of the enrollment.

Since the Corona Disaster, counseling and support for these students has been

provided both online and in person, depending on the student's preference. This has made it possible to meet with students and parents residing abroad, which was not possible in the past. Unlike telephone interviews, online interviews have improved the quality of support by enabling on-screen viewing of various websites and sharing of documents.

Table 7-2 Academic Support Target Student Category

| No | Classification     | Eligible Students   | Contents  |
|----|--------------------|---|---|
|    |                    | 1 semester student  | Sent by e-mail to the person in question  |
| 1  | Adjustment support | Multiple absences from language or first-year courses in the first quarter  | Check for any problems regarding student life or studies at the university. Introduction of academic support systems such as the Academic Office's course counseling system, faculty advisors' advising, SALC, and Writing Center.  |
|    |                    | 2nd, 4th, 6th, 7th semester students  | Email to the individual and (for those who have not yet responded to the questionnaire) a letter to the parent/guardian   |
| 2  | Reminder           | Graduation in 4 years is possible although the number of credits earned is less than 75% of the maximum number of credits to be earned. | Remind students about earning credits, introduce them to course counselors (staff who deal with individual students), and recommend early course counseling.  |
|    |                    | 4th-16th Semester Students  | Email to the individual and documents sent to the parent/guardian   |
| 3  | Warning            | 4 years with no more than 75% of the maximum number of credits earned<br>Or it is impossible to   | The student's credit accumulation makes it difficult for him or her to graduate in four years or in the semester in question, so that the student is encouraged to discuss his or her future course plans with the student.<br>Referrals to course counselors (staff who deal with individual students) and early |

|                                   |                                    |
|-----------------------------------|------------------------------------|
| graduate in the year in question. | course counseling are recommended. |
|-----------------------------------|------------------------------------|

Understand and respond to the situation of students taking a leave of absence or withdrawing from school

Students who wish to take a leave of absence must submit a request for leave of absence to the Student Affairs Division and obtain permission from the President in accordance with the school regulations. In this case, a statement of reasons and supporting documents (medical certificate, certificate of participation in study abroad/internship, etc.) are submitted, and the consent of the parents is requested. For students who are expected to have difficulties in their studies after returning to school due to illness or financial circumstances, the Student Affairs Division and, if necessary, the Academic Affairs Division, work together to conduct interviews before and after the student's leave of absence.

Students who wish to withdraw must notify the Student Affairs Division and obtain permission from the President, also in accordance with the Academic Regulations. For those students who have indicated that they do not intend to continue their studies as the reason for withdrawal, we individually assess their academic and student life status, confirm the consent of their parents, and inform them about the re-entry system.

The main reasons for withdrawal are: (1) difficulty in paying tuition fees due to credit accumulation falling below the standard and tuition fee reduction/exemption being suspended, (2) graduation is not expected in the senior year due to poor credit accumulation, and (3) students intend to enter other universities. In the case of (1) and (2), support is provided to students who have difficulties in their studies, as shown in Table 7-2.

The number of reasons for students to take a leave of absence from school after FY2023 increased in "traveling abroad," which had been decreasing in the Corona Disaster. The percentage of students taking a leave of absence due to "illness" has also increased. Long-term internships and entrepreneurship are on the rise as "other" leaves of absence.

#### 0 Tuition and financial aid

In order to realize the university's philosophy as clearly stated in its opening declaration, the university's scholarship system is designed to guarantee equal educational opportunities and to support students who have difficulty in studying due to financial or economic reasons, as well as to support the development of students' multifaceted abilities. The general framework of scholarship support includes tuition reduction/exemption, scholarships for students with outstanding academic performance, support for students who have difficulty continuing their

studies due to a sudden change in family finances while enrolled in school, on-campus scholarships (grant or exemption type), scholarships from private foundations, Japan Student Services Organization scholarships (grant or loan type), and others.

For example, among the on-campus scholarships (both benefit and exemption types), the International Student Tuition Reduction and Exemption Program for international students determines which students are eligible based on the results of entrance examinations and household financial reports at the time of enrollment. Applicants are notified of their tuition reductions and the percentage of reductions at the same time as they are notified of the results of the entrance examination, so that they can make plans for paying their tuition after enrollment. At the same time, a similar system is in operation for domestic students under the name of the Scholarship for Excellence in Domestic Students, which provides 100% tuition reduction support as a special student program based on entrance exam scores. In FY2023, these on-campus scholarships (both benefit and reduced) supported 50.8% of all undergraduate students and totaled 1,908 million yen in scholarship funds.

The purpose of scholarships other than those mentioned above differ in terms of the number of students eligible for the scholarships, the number of scholarships, the amount, and whether or not the scholarship must be returned. In addition, through the orientation at the time of enrollment, which is mainly for recipients of on-campus scholarships, efforts are made to ensure that recipients understand the purpose of each scholarship and that students are motivated to grow.

With the start of the government's new study support system in FY2020, the "Domestic Student Tuition Reduction and Exemption System" (an on-campus scholarship system in which the university provides additional tuition support up to half of the tuition if the JASSO scholarship does not cover half of the tuition) for students in financial difficulty was newly established in FY2020 and The number of students eligible for support in FY2023 was 311.

In addition, a dormitory fee reduction/exemption system (on-campus scholarship system) was introduced in FY2023 to further enhance financial support, and 101 domestic and international students were eligible for this system in FY2023.

0Peer learning initiatives to promote learning among diverse students

As mentioned in the inspection and evaluation item (1), the university has adopted a peer learning system in many situations, in which students support and learn from each other, based on the recognition that understanding the diversity of countries, regions, cultures, religions, and ideas, and the practice and experience of working together toward a single goal are important in supporting students at the university. One of the distinctive features of the peer-learning structure for study is the "Foundations of Global Leadership," a regular course designed to facilitate peer learning. This course is designed to help students

acquire self-management skills and leadership skills in a multicultural environment. These courses are actively taken by students who are active as student staff in various aspects of the University, and by students who hold positions in clubs and circles. This course is designed to help first-year undergraduate students acquire a global mindset and the skills to practice multicultural collaboration through lectures and exercises in which multinational students work together in a collaborative environment. In addition to the elements of peer learning, this course will focus on diversity, inclusion, culture, language, and various issues faced by companies and regions, etc. Through group work in which international and domestic students discuss and exchange ideas, students will be able to overcome their differences and deepen their understanding of each other from their first year, and through cooperation, acquire the basic qualities to solve problems that will have a social impact. This course is scheduled to be offered as a multicultural co-curricular course under the "Social Impact Creation Support Program through University Internationalization" to help students acquire the basic qualities needed to solve problems that will have a social impact.

The Teaching Assistant (TA) system as a facilitator in class courses is another distinctive peer learning mechanism of the University. In particular, in the common education courses that first-year students take, a multicultural cooperative learning system has been introduced to cultivate the ability to work together through mutual communication. The TAs (undergraduate students) play the role of facilitators. TAs do not simply provide support to instructors, but also support class management as an entity that implements cooperative learning. In addition, the TA students work systematically with each other to achieve their objectives, which provides an opportunity for the TAs themselves to grow.

Other previously mentioned "writing centers," "AMC," "SALC," and "ALRCS" all operate based on a peer-learning system in which trained students participate as support staff.

<Appropriate implementation of life support for students

0Maintaining a system to provide counseling to students

Support for student life is provided mainly by the Student Affairs Division, a university-wide organization, in cooperation with the Academic Affairs Division and the Employment Division. Based on the university's mid- to long-term plan (currently, the APU Challenge Design), the Student Affairs Division has set priority issues for support, which are resolved at the University Council meeting,

The Student Office has been established to provide general consultation services for students' daily life support, and has a bilingual (English and Japanese) consultation system. For the handling of consultations that require special consideration, the counseling room and the harassment counselor have different

systems from those of the general consultation service, depending on the nature of the consultation. These consultation centers are widely disclosed to students, faculty, and staff through the website and other means.

#### 0 Maintenance of a system for prevention of harassment

Based on the "Ritsumeikan Asia Pacific University Regulations on Harassment Prevention" (revised at the end of FY2019 to comply with the Ministry of Health, Labor and Welfare's guidelines and to clarify the definition of harassment), the University has established "Guidelines for the Prevention of Harassment", which are clearly posted on its website. The Harassment Prevention Committee has been established to prevent harassment, including "sexual harassment," "academic harassment," and "power harassment. Under the Harassment Prevention Committee, a consultation desk has been established and "counselors" have been assigned to each organization (including administrative organizations). In addition, new faculty members are guided through the "Guidelines for Prevention of Harassment" and training for counselors (once a year) is provided to create an environment that does not give rise to harassment, and a system for counseling and prevention is in place.

#### 0 Consideration for the mental and physical health, hygiene and safety of students

In accordance with Article 27 of the School Health and Safety Law, the APU Safety Management Committee is established under the Ritsumeikan Risk Management Committee Regulations. This committee has formulated the "Ritsumeikan Asia Pacific University Health Plan," a policy for the safety and health management of students, faculty, and staff, and based on this plan, initiatives related to students' physical and mental health and hygiene are being implemented.

Under the Student Affairs Department, a counseling room and a health clinic are located to provide measures for the maintenance and promotion of students' physical and mental health. The counseling room has a full-time staff (counselor) and three part-time counselors who provide counseling in Japanese, English, and Chinese. In FY2023, the actual number of visitors was 238 (107% of the previous year), the number of new consultations received was 176 (118% of the previous year), and the total number of consultations was 690 (86% of the previous year).

Under the guidance of the school physician, the Health Clinic conducts regular health checkups for students, manages students' health, responds to emergencies on campus such as illness and injury, provides health counseling from students, provides guidance for graduating students, and collaborates and coordinates with the local government (prefectural and public health centers). Four public health nurses are stationed at the center to provide students with health counseling services in both English and Japanese at all times. In FY2023, 100% of new students received regular health checkups, but some current students have not yet received health checkups, and we are encouraging all students to receive health checkups as

much as possible by sending out e-mails to those who have not yet received health checkups.

In addition, in order to promote students' health in cooperation with local governments, medical associations, etc., a "Student Health Management Support Network Meeting" is held once a year, with the school physician in charge. In FY2023, information was shared and opinions were exchanged regarding the mental health of the University's students and pre-entry measles and rubella vaccinations.

With regard to consideration for the mental and physical health, hygiene, and safety of students at the University, given the characteristic that about half of the students at the University are international students, the University is particularly attentive to these international students. In addition to the students' level of Japanese language proficiency, there is a need to pay attention to the students' diverse cultural backgrounds and values, and universities have been observing their physical and mental health and providing personal support while taking into consideration their cultural and religious practices.

#### 0Inclusive Student Support Initiatives

Aiming to be an inclusive university that accepts diversity not only in terms of nationality but also in the broadest sense of the word, the Student Affairs Division is taking the lead in developing various policies. In addition to supporting students with disabilities in accordance with the previously mentioned "Guidelines for Supporting Students with Disabilities (Guidelines)," in 2017, the University developed a "Basic Policy on Sexual Diversity" based on the "Policy for Dealing with Students Related to Sexual Minorities (LGBT)" (University Council, December 12, 2017). The committee decided to develop guidelines for dealing with LGBT students, revise various university systems and improve the environment, educate students, faculty, and staff, and raise awareness. Gender information has been removed from certificates and various documents issued by the university, facilities have been renovated, a consultation service has been set up, and training for new faculty and staff (twice a year) has been provided.

In addition, in FY2023, the requirements for changing the entries (name and gender) in the school register were established and institutionalized to accommodate cases in which students wish to register a different name and gender from the official certificate in the family register due to gender dysphoria, and one such case was handled in FY2024.

Educational Initiatives in the Zero Dormitory (hereafter referred to as AP House)

AP House functions as both a living space for students and an educational dormitory, providing educational support for students to lead autonomous student lives. In principle, all first-year international students are admitted to the dormitory, which helps them make a smooth transition to life in the community from their second year onward. All first-year domestic students who wish to live in the

dormitories have been able to do so since FY2023, and in FY2024, 92.0% of all first-year domestic students have entered the dormitories. Although the Student Affairs Division is in charge of the AP House, the actual operation of the House is led by Resident Assistants (RAs), who are organized by students.

Although the work of the AP House is carried out under the Student Affairs Department, given that the AP House is an important component of student growth opportunities utilizing the university-wide multicultural environment, a committee was established under the University Council (June 2016) to study the development of the AP House and new policies, and two faculties in FY2017. The committee developed a dormitory policy in conjunction with the teaching and learning reforms in the After deliberations by this committee, the University Council has decided to formulate the mission of the AP House, strengthen the learning program in the dormitories, and improve facilities and equipment.

With a view to strengthening student growth based on the community in which they live, the dormitory, AP House launched the Honors Program for Global Citizenship (Honors Program) in FY2016. This program aims to nurture students who can contribute to the APU community and region by working with a variety of students, faculty, and staff in APU's multicultural environment to become leaders who contribute to the creation of the future of the Asia Pacific region. Currently, this program is being horizontally expanded to all AP House 1, 2, and 5 dormitory students, and is called the "Living Learning Program" (● Empirical learning (learning through daily life experiences), ● Inspirational Learning (learning lectures by alumni role models), ● Theoretical Learning (learning through autonomy, empathy, and cooperation), ● Residential Education The "Living Learning Program" (● Empirical learning (experiential learning in daily dormitory life), ● Inspirational Learning (learning lectures by alumni role models), ● Theoretical Learning (knowledge and theoretical learning of autonomy, empathy, and cooperation)), "Civic Life Lecture," "MIX The program is being developed in the framework of "Civic Life Lectures," "MIX, Re-MIX," and "RA Building Event.

<Providing appropriate support for students' career paths.

0 Establishment of a system to provide career support

Support for career development and career paths is provided mainly by the Employment Department, a university-wide organization. Based on the university's mid- to long-term plan (currently, the APU Challenge Design), the Career Placement Department has set priority issues for career placement support, which are resolved at the University Council meeting. The actual work of career support is managed by the Career and Employment Committee (Secretariat: Student Office), which is under the jurisdiction of the Employment Department. The Student Office provides a consultation service for students regarding their career and academic paths, with

about seven counseling staff members available at any given time in Japanese and English. In addition, a support system is in place at Ritsumeikan's Tokyo Campus and Ritsumeikan University Osaka-Umeda Campus to assist students in their job search activities in the Tokyo metropolitan area and other major cities.

Career counseling is provided both online and in-person at the request of students. A total of 3,714 students have received counseling (2,482 in FY2022), providing students with opportunities for support.

#### OCareer education

In regular courses, the curriculum reflects the perspective of career path formation and includes "Self-Analysis for Career Development," "Diverse Perspectives for Career Development," and "Career Field Analysis for Career Development," which cover everything from self-analysis to industry research. In addition, the University has arranged "internship" courses at companies and institutions with which the University has concluded agreements, and provides career development support from low-year students. The number of companies to which internships are dispatched through agreements is 51, and the number of participants is about 100 each year. In addition, to support international students in finding employment in Japan, "Career Japanese" is offered as an upper-level course of regular Japanese language courses.

#### z Provide support and guidance related to career choices.

The multinational student body of the university also has diverse career needs. In order to respond to this diverse need, we are strengthening support that leads to the building of diverse careers other than domestic corporate employment. Specifically, the program supports students to enter graduate schools in Japan and overseas, to work in international organizations, NGOs and NPOs for international cooperation, and to start their own businesses. Diverse career support has been progressively expanded since FY 2018. Support for students to enter graduate schools is provided mainly by inviting graduate schools in Japan to hold information sessions on entering graduate schools and providing individual counseling. Currently, the faculty and the Job Placement Department are working together to disseminate information through guidance for low-year students and on the website to encourage early consideration and preparation. To support students who wish to pursue careers in international organizations, the APU International Affairs Network (Neo SAIA), a community on LinkedIn, has been established as an online platform to connect students who wish to pursue careers in international organizations with alumni and APU faculty working in international organizations.

APU International Affairs Network (Neo SAIA)

With regard to support for finding employment in domestic companies, since the Corona disaster, online job search support services and information sessions/screening sessions on campus have been enhanced, and the disadvantages

and burdens caused by geographical factors in the initial stages of job hunting have been reduced. As a result, there is a situation in which the needs of domestic students for career support by universities are very different from what they were before the Corona disaster. In addition, career awareness among international students is more diversified than that of domestic students, and a survey is scheduled to be conducted in FY2024 to ascertain the actual status of this awareness.

To support international students, who account for half of the student body, the Employment Department provides counseling in both English and Japanese, career guidance and seminars in English, and job fairs and screening sessions by local Japanese companies to help students find employment in their home countries.

Support for graduate students

For graduate students, the company provides research grants and research support outside of regular courses with a view to post-completion careers. First, as research grants, there are the "Research Support Program for Master's Degree Students" and the "Research Support Program for Doctoral Degree Students". The former is a system to provide financial support for master's students to actively engage in research activities. The system provides actual expenses up to 75,000 yen for conference presentations, field research, article submission fees, and data collection in order to achieve outstanding research results in writing internationally accepted academic papers, etc. The latter is a system to provide financial support for master's students to actively engage in research activities, with a maximum of 75,000 yen for expenses related to conference presentations, field research, article submission fees, and data collection. The maximum number of applicants is limited to 20 per year.

The latter provides financial support for doctoral students to actively engage in research activities. The purpose of this program is to achieve research results, including the acquisition of a doctoral degree and submission to or employment in a prominent, internationally recognized academic journal. The activities eligible for financial support are the same as those for master's students, but there is a maximum of 200,000 yen for outstanding research plans and a regular grant limit of 100,000 yen. All students in the doctoral program are eligible for the program. In addition, the Center conducts seminars to support the writing of English-language papers, and is taking steps to enable the dissemination of more advanced research results.

In addition, "Tutorial I" and "Tutorial II" are offered to all students in the doctoral course to "cultivate the abilities necessary for teaching academic knowledge" as subjects required for graduation, and students assist their own supervisors in teaching the master's course seminars.

<Support for students to enhance their extracurricular activities

Support for students' extracurricular activities is mainly provided by the Student Affairs Division, a university-wide organization, including the establishment of a contact point in the Outreach and Research Office, and is widely shared on the Student Activity Guide (APU Online), a website that disseminates information about the extracurricular activity system and various activities to students and related parties. The information is widely shared on the website "Student Activity Guide (APU Online)".

The University provides support for students' regular extracurricular activities as an opportunity to realize APU's vision for students. Most recently, the extracurricular activity support program was reviewed and revised in FY 2017. Since then, changes in the social environment due to the Corona disaster and the evolution of AI technology, among other factors, have significantly transformed the various activities of students and their involvement in community building. Therefore, in FY2023, the Student Committee approved the direction of extracurricular activities for FY2024 and beyond, reviewed the existing support system, and concretized new measures to support activities from the following pillars.

(1) Strengthen publicity and introduction of the extracurricular activity system and student organizations

(2) Strengthening the counseling function for students and gathering information on off-campus resources

(iii) Abolition of the existing system for specially accredited organizations, creation of a new system for subsidizing extracurricular activities, and enhancement of publicity.

(4) Create and strengthen opportunities for international exchange

In particular, with regard to the new financial assistance mentioned in (3) above, major revisions have been made, including the establishment of new financial assistance for clubs and circles under the "Activity Base Support Program", "Social and APU Community Contribution Activity Support Program" and "Event and Project Support Program (Type A)", as well as changes to the requirements for the "Multicultural Week" involving the entire campus. Major revisions were made, including changes to the requirements.

<Students' distinctive activities

Students' various activities are classified into (1) voluntary club and circle activities, (2) activities based on the event and project support system, (3) multicultural events, and (4) community exchange.

(1) Regarding club and circle activities, the number of continuations has increased from 82 in FY2023, when the new coronas settled down, to 101 in FY2024. The basic principles for registering student organizations, which are clearly stated to students, include the desirability of organizations composed of students

from multiple countries and regions, from the perspective of adhering to APU's philosophy of international mutual understanding.

(2) Activities based on the Event and Project Support System is a system to provide support for events and projects initiated by student groups, with the aim of improving students' ability to execute and plan and manage them. Depending on the type of activity of the project, it can be divided into three types: "independent event type (Project A)," "selected project type (Project B)," and "company/organization co-creation type (Project C).

Project B supports three projects in FY2022 and six projects in FY2023, and is characterized by the fact that many activities that are in line with the common goals of the international community as set forth in the SDGs are being implemented.

The centerpiece of the multicultural events is the campus-wide Multicultural Week, a student-led project in which the entire campus shares the culture of a themed country or region throughout the week. Held throughout the year, the event includes cultural experiences, a parade on campus, and food served in the cafeteria. In recent years, in addition to the countries and regions, student-led projects related to the University's philosophy and promotion of an inclusive campus, such as Rainbow Week (an event related to sexual minorities) and International Cooperation Week, have been held. In FY2023, it was the first time in practically four years since the Corona Disaster that the event was held in person for the first time, and a total of 12 projects were implemented, with a total of 1356 students from 36 countries and regions participating.

In addition, the "Tenkusai," a two-day festival held in the fall, is the largest of the multicultural events and has been held every year since the opening of the university as a project that attracts many citizens.

(4) Community exchange provides an opportunity to introduce the culture of the students' own country and region of origin while deepening the junior high school students' own knowledge of Japanese culture as they interact with local citizens.

<Other appropriate student support in response to student requests.

At the University, each organization in charge of practical matters such as inspection of course content and teaching programs, facility renovation, and review of student support systems has its own opportunities to listen to the opinions of students in order to realize initiatives and support that meet their needs and requests. On the other hand, from the perspective of university-wide management, a system to systematically absorb students' opinions was still in the process of being developed. Based on this reality, the Student Affairs Committee placed a priority on "building a system to listen to students' voices" and conducted a pilot project to build a system to listen to students' voices in FY2020 and FY2021.

In FY2024, APU will introduce a "Current Student Vice President System" as an extension of the Student Voice Project. Based on comparisons between APU and other universities, as well as the needs of society and businesses, the system will make recommendations on what APU should further strengthen and the direction APU should take in the future.

**Inspection/evaluation item (3): Is the adequacy of student support regularly inspected and evaluated? Also,**

**Are efforts for improvement and enhancement being made based on the results?**

Evaluation Viewpoint 1: Inspection and evaluation based on appropriate evidence (materials and information)  
Evaluation Perspective 2: Improvement and enhancement based on inspection and evaluation results

< Inspection and evaluation based on appropriate evidence (materials and information) regarding the adequacy of student support. >

Regarding student support, the Academic Affairs Committee, Student Affairs Committee, Career and Employment Committee, Committee for Supporting Students with Disabilities, and meetings under each department meet regularly to formulate and implement policies on student life, scholarships, student health and safety, study support, and career and employment support, and to conduct summaries to identify achievements and issues and make improvements. In inspections, data from the university-wide IR is utilized from time to time, and together with the content of student opinion interviews, it is used as appropriate. The annual policies and summaries of each department are discussed and reported at the University Council.

<Improvement and enhancement based on inspection and evaluation results

Examples of improvements based on inspections and evaluations at these meetings under the Academic Affairs Committee, Student Affairs Committee, Career and Employment Committee, Committee for Supporting Students with Disabilities, and various departments include the following.

First, then, an example of improvements toward creating an inclusive campus is the development of a sexual minority (LGBT)-related student response policy in 2017. In formulating this policy, the Student Committee took the lead in conducting surveys and interviews with students, faculty, and staff, researching case studies of LGBT and human rights initiatives at other universities (particularly with regard to gender and name handling), inspecting university facilities from the perspective of LGBT students, faculty, and staff, and then developing guidelines

for support of LGBT students, revising university systems and improving the environment, and conducting education and awareness activities for students, faculty, and staff. After that, the committee decided to formulate support guidelines for LGBT students, revise university systems and improve the environment, and conduct education and awareness-raising activities for students, faculty, and staff. Specifically, the following measures were taken: removal of gender information from certificates and various documents issued by the university, institutionalization of change of entries (name and gender) in the student register due to gender dysphoria, renovation of facilities, establishment of a consultation service, and new training for new faculty and staff (twice a year). After discussion by the Committee for Students with Disabilities, it was also decided to establish a Calm Down Space in FY2024, primarily for students who experience symptoms of panic when they become emotionally or tensely stressed and experience excessive stress.

In addition, as a mechanism for reflecting the voices of students in university administration, the previously implemented mechanism for reflecting the voices of students in the university was developed into the current student vice president system in FY2024. The role of the committee is to consider what the University should be, and to formulate new policies and plans that will lead to this ideal. The committee will interview students, other universities, and external organizations (educational institutions, companies, and municipal governments), and compile proposals.

Regarding employment support, based on the recognition that students' needs regarding student life and career support are diversifying, it was decided to formulate a support policy for domestic and international graduate school advancement support, support for careers working in international organizations, NGOs/NPOs, and overseas, support for entrepreneurship, and strengthening information gathering regarding career paths after graduation. The policy is to support graduate students in their career paths after graduation. The final report of the project, composed of members from each faculty, graduate school, and department, was presented to the University Council on March 23, 2021, for a vote. This content will be used to provide concrete support for these various career paths in the future.

## **(2) Strengths and Features**

In order to provide appropriate support for the university's diverse student population in terms of study, daily life, and employment, support is provided in two languages, and support offices and systems have been in place since the opening of the university, without making distinctions between international and domestic students. In the past few years, the University has gone one step further from

accommodating multinational students to creating an inclusive campus that allows for diversity in a broader sense, and various efforts have been made toward this end. Specific initiatives are being implemented after the formulation of the 2016 Policy for Supporting Students with Disabilities and the 2017 Basic Policy on Gender Diversity. Since the formulation of these policies, the system of support for students with disabilities has been strengthened, outside experts have been invited to conduct study sessions for faculty and staff, and changes and renovations have been made to campus systems and facilities from the perspective of LGBT students and faculty members.

The practice of peer learning to promote learning among diverse students is another unique feature of the University. The experience of understanding each other's diversity and differences, and learning from and collaborating with each other based on this understanding, can only be realized in this multicultural environment at the university. Peer learning mechanisms exist in all aspects of the university, in addition to the assignment of undergraduate students as TAs in class courses, the assignment of student support staff in centers such as the "Writing Center," "AMC," "SALC," and "ALRCS," and the organization of RAs who take the initiative in running the AP House. They are.

While providing these ongoing support as a university, the expansion of multifaceted support for students is an urgent priority for the Corona Disaster starting at the end of FY 2019, especially in terms of not stopping students from learning, protecting their health and safety, and providing a safe and secure living and studying environment. The university has been working on these issues. In particular, for international students, who make up half of the students, and domestic students living away from their parents, the university provides careful support, such as health observation for students who are no longer able to go out, daily life support, and assistance in disseminating information from the government and local authorities. The corporation as a whole also provided environmental preparatory support for taking online classes and financial assistance for students whose family finances have suddenly changed due to social or economic inactivity, etc. Even under the emergency situation of the Corona disaster, the university was able to seek the best measures and continue to provide various types of support as indicated in the university's basic philosophy and student support policy. In addition, once students are on campus, they will be able to choose face-to-face or online options for various academic and student support services.

### **(3) Problems**

A developmental issue is to further strengthen career support in line with the diverse needs of students and the realities of students, such as differences in

language ability. After the Corona disaster, social activities changed dramatically and students' behavior patterns were transformed. As a result, the needs of students for career support have changed significantly, but it is difficult to say that we have been able to adequately catch up with these changes. Therefore, it is necessary to immediately assess the actual status of students and determine a new direction of support based on these findings.

Academic and student support to date has been designed to solve respective problems and promote new challenges in each department, mainly in the departments of teaching, student affairs, and employment, and cooperation among these individual supports has been loose. As a result, some of the support is provided in a duplicative manner and some support is thin. Therefore, a mechanism is needed to organically link these activities and make it possible to allocate the effort to support that is needed but not yet implemented. A working group on "Comprehensive Student Support" was established in FY2024 to discuss this issue.

#### **(4) Overall summary**

Based on the university's philosophy and the university's mid- to long-term plan, the APU Challenge Design, the priority issues for student support are to strengthen the system to support diverse students and to establish a system to reflect diverse students' opinions in university administration. Policies for life support, activity support, career support, and study support are established and publicized through the website.

In order to appropriately support students based on these policies, and to appropriately provide support that requires collaboration among departments, a cross-departmental committee structure is in place as appropriate. The university is unique in that it has provided support in two languages and has established support offices and systems that do not distinguish between international and domestic students in order to provide appropriate support for the university's diverse student population in terms of study, daily life, and employment since its establishment.

In providing support to students, the school offers pre-entry and remedial education opportunities according to the academic ability and needs of each student, whether domestic or international, and according to the standard language of admission. In addition, the entire university promotes peer learning in all situations, both regular and extra-curricular, while encouraging growth through collaboration among students. Appropriate support is also provided for students who have difficulties in their studies and daily life, through the establishment of support systems and financial support systems according to their credit acquisition status, and the establishment of counseling rooms. With regard to job placement support, the company has been strengthening its support for various

career paths to meet the diverse needs of students. These supports are provided in an online environment in the Corona Disaster, and some of the support programs will continue to be provided in combination with online support in the future after Corona.

Based on these current conditions, it can be said that the university is appropriately implementing student support, although there are some developmental issues such as establishing a system for systematically listening to students' voices and further strengthening the employment support system for international students, etc. In the future, we will continue the inclusive campus development that we are currently promoting as a whole university, and strengthen the essential inclusiveness of the university, which is not based solely on nationality.

Chapter 8 Education and Research Environment

(1) Explanation of the current situation

Inspection / evaluation item 1 : Prepare the environment and conditions for students' learning and educational and research activities by teachers

Do you have a clear policy for that?

Evaluation perspective 1: Appropriately specified policies on the environment such as education and research based on the university's philosophy and purpose, and the purpose of each faculty and graduate school

<Clarification of the policy for improving the environment such as education and research based on the university's philosophy and purpose and the purpose of the faculty and graduate school>

The Campus Master Plan, which is the basic concept of the campus that was confirmed before the opening of the university, states that "we aim to create an attractive campus with internationality and innovation that is appropriate for the educational goals of the university", and sets out nine basic perspectives, such as an international-level campus, a campus that is open to the citizens, building rich communication between students and faculty, and a suburban and residential campus. Based on this basic concept, we have also confirmed our policy on the environment such as education and research, based on the university's vision APU2030 vision and the university's medium- to long-term plan. Specifically, following the formulation of the APU 2030 Vision in 2015 and the mid- to long-term plan for the second half of APU 2020 (FY2015-2020), the University Council confirmed the immediate policy regarding facilities and equipment in FY2016 as follows.

Table 8-1 Campus Development Policy

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| Campus Development Policy  |
| (1) A campus that supports multicultural collaborative learning (a facility that supports the formation of diverse communities)              |
| (2) An international-class educational and research environment that fosters outstanding students and researchers.                           |
| (3) Campuses that emphasize respect for human beings (addressing disabilities and diversity, and consideration for health and mental health) |
| (4) Campus with consideration for harmony with nature, ecology, and disaster prevention  |
| (5) Campuses that are open to the community together   |

What's more, the university's mid- to long-term plan (APU Challenge Design) starting in the 2021 academic year, following the second half of the APU 2020 plan, will include

a new faculty (hereinafter, "Faculty of Sustainability Tourism") starting in 2023 based on the above-mentioned campus development policy. "Based on the new education development (APU Future Plan), including the establishment of a new building (hereinafter, ¥"Green Commons¥") and a new dormitory (hereinafter, ¥"AP House 5¥"), a campus improvement plan has been decided, and facilities are currently being improved in accordance with the plan."

Inspection / evaluation item 2: Have the necessary school grounds and buildings based on the policy on the environment such as education and research,

**Do you have facilities and equipment necessary for educational and research activities such as playgrounds?**

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|--|
| <p>Evaluation perspective 1: Maintenance and management of facilities and equipment.</p> <ul style="list-style-type: none"><li>• Maintenance of network environment, information and communication technology (ICT) and other equipment and supplies.</li><li>• Maintenance and management of facilities and equipment, ensuring safety and hygiene.</li><li>• Creating a campus environment that is barrier-free and comfortable for users</li><li>• Creating an environment that encourages students to learn independently</li></ul> <p>Evaluation perspective 2: Initiatives to establish information ethics of faculty and students</p> |
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<Maintenance and management of facilities and equipment>

Both the campus area and the school building area of the university exceed the university establishment standard value, which is appropriate. Facilities such as the playground are equipped with a gymnasium, two tennis courts, the main grounds, and a multipurpose grounds, and are equipped with necessary facilities and equipment. The university's campus management organization, including facility maintenance, is under the control of the UniversityOffice of Institutional Planning, which strives to maintain and maintain the campus.

Regarding equipment related to information equipment, audio-visual equipment such as display devices (projectors, flat displays, etc.), microphones, and presentation devices for teaching materials installed in each classroom are being replaced sequentially, with the basic idea of responding to aging (more than 8 years since introduction) and leveling the installation and use conditions. In addition, since the 2016 academic year, we have been improving and expanding the wireless LAN environment on campus. Specifically, in addition to increasing the number of access points in the library and increasing the number of IP addresses necessary for network connections, in response to the growing need to use wireless LAN in classes, some plans were brought forward, and wireless LAN with a large number of people was completed by September 2018, covering the area in general classrooms and in specific classrooms.

In 2018, approximately 2,000 personal computers installed on campus were replaced. At that time, based on the spread of mobile devices such as laptops, smartphones, and tablets and the actual use of students, we considered creating an environment that

makes it easier to use mobile devices from the perspective of further encouraging BYOD (Bring Your Own Device), and proceeded with the addition of power taps in the self-study space and the improvement of the printing environment (introduction of cloud services, review of printer locations, etc.).

<Maintenance and management of facilities, equipment, etc., ensuring safety and hygiene>

"The Ritsumeikan Trust Risk Management Regulations, the Ritsumeikan Trust Fire Prevention and Disaster Prevention Regulations, and the Safety and Health Management Regulations of the Ritsumeikan Trust Faculty and Staff," have been established for the safety, fire prevention and disaster prevention, hygiene, etc. of the university in order to properly protect the lives and physical safety of the members of the university and the property of the school.

In order to ensure the safety and hygiene of facilities and equipment, a central monitoring device is installed and managed, which is a system that quickly detects the occurrence of malfunctions and accidents in facilities and equipment. In addition, this system enables monitoring and management of operation status (lighting, air conditioning), facility equipment failure, and access control. The campus management office adjacent to the central monitoring device has a 24-hour security system that enables quick monitoring of the situation, and a communication network has been established and a communication reporting system has been established.

Energy-saving activities and energy-saving measures are implemented in accordance with the Act on the Rational Use of Energy and the Act on the Promotion of Measures against Global Warming. Specific measures include partial load support for heat source equipment, adoption of motion sensors and light sensors for lighting equipment, and central monitoring facilities. LED lighting has been gradually promoted, and renovations began in fiscal 2012, and by fiscal 2021, 11 of the 13 buildings had been completed (BII and EII buildings have not been completed). In addition, renovation of existing facilities is being carried out, and the exterior walls of Building EII and Building H have been completed, and ventilation work of Building F and Building D has also been completed. Regarding the air-conditioning renovation work in the faculty laboratory of Building B, Building F, and Building H, concrete construction is planned in the future.

<Creating a campus environment that is barrier-free and comfortable for users>

In recent years, in consideration of the comfort of LGBT students and faculty members, toilets in Building F in 2019 and Building E in 2020. It has expanded the space that can be worn alone, without worrying about the gaze of other users. In addition, efforts have been made to create an environment that can be used by a variety of students, such as setting up ostomates. In addition, in order to improve the convenience of bus users, the construction of the campus bus terminal "Time Waiting Area" was carried out in 2020 in

response to requests from students.

In the 2024 academic year, with the support of the Self-Reliance Support Center, we will conduct on-campus facility inspections and workshops to provide support to students with disabilities, and are considering further development of an inclusive campus.

<Creating an environment that encourages students to learn independently>

Most of the library's first floor is designed as a learning commons space, with a collaborative learning space, a presentation room, and a group learning room. What's more, in the 2017 academic year, we established the Writing Center, which provides individualized instruction services such as writing reports in Japanese and English, and the Analytics and Math Center, where students can receive individualized instruction in mathematics and statistics, to provide support for students' independent learning.

On the first floor of Building F (classroom building), a Self-Access Learning Center (SALC) is set up to promote independent learning of languages. SALC has a variety of educational materials that are useful for self-study in English, Japanese, and AP languages, and a peer advisor (PA) is assigned to provide one-on-one learning consultations and conversation practice.

In addition, the Green Commons, which will be in operation from 2023, has significantly increased the space that can be used from various angles for learning commons and education and learning, so that the space where all faculties can collaborate has been expanded in response to the establishment of the Faculty of Sustainability and Tourism.

<Efforts to establish information ethics of faculty, staff and students>

For faculty members, training on the handling of personal information and information ethics is provided at orientations immediately after their appointment. In the same way, staff members will be given an explanation of the university's overall information system, as well as training on personal information protection and information ethics at the beginning of the first year's training.

For students, various policies and usage guides are published and made known on the website of the academic affairs that students use on a daily basis. As examples of acts prohibited in the information system usage regulations, it clearly states acts that constitute crimes, acts of violating public order and morals, acts of violating the privacy of others, acts of destroying or plagiarizing other people's information, and acts of violating copyrights and intellectual property rights. In addition, it also lists policies and usage guides for specific situations such as when using e-mail and when disseminating information on the website.

Inspection / Evaluation item 3 : Is there a system in place to provide library and academic information services? Mama

### Are they functioning correctly?

Evaluation perspective 1: Preparation of book materials and preparation of the environment for using books

- Maintenance of academic information materials such as book, academic magazine, and electronic information.
- Development of academic content provided by the National Institute of Informatics and networks with other libraries.
- Correspondence regarding access to academic information.
- Provision of a library environment (number of seats, opening hours, etc.) that is considerate of students' learning

Evaluation perspective 2: Allocation of persons with specialized knowledge to provide libraries and academic information services

<Establishment of a library and a system for providing academic information services and appropriate functions>

The University has established the General Information Center (MRC) as an organization responsible for providing libraries and academic information services to students and faculty. The General Information Center is staffed by the director and staff, and the General Information Center Steering Committee is in charge of its management. The operation of the Information Center is stipulated in the "Ritsumeikan Asia Pacific University Information Center Regulations", and is mainly engaged in initiatives related to academic information and information systems. Specifically, we are formulating policies for the collection of academic information and planning the formulation and execution of budgets for academic information.

The university has one library on campus, and as of May 2023, the entire university has 236,758 books. In constructing the library, we exchange opinions with each faculty and center, and the number of books and the structure of the library are based on the balance and characteristics appropriate for the educational and research fields of the university. In addition, with consideration given to the composition of diverse students and faculty members and bilingual education at the University, we aim to enhance the number of Western magazines in particular. All databases and e-journals that can be viewed can be viewed from the university network, as well as from home and on the go using the Internet (RAINBOW) via a VPN connection, making it possible to view databases and journals anywhere and at any time. In addition, it is possible to copy literature, apply for inter-library loan (ILL), and make reservations and orders via the Internet, providing highly convenient academic information.

The Ritsumeikan Academic Information System (RUNNERS) makes it possible to use these books, magazines, and electronic information between the library of Ritsumeikan University and the library of Ritsumeikan University (a total of seven libraries), such as searching for information on the collection, cross-searching for electronic materials,

reserve and order. In addition, through mutual cooperation between universities in Japan and overseas, such as the National Diet Library and the National Institute of Informatics, and ILL, we are promoting mutual cooperation between libraries by sharing academic information and catalog information.

As for user education, in the "Study Skills Academic Writing", a common liberal arts subject that all new students take, we actually go to the library to search for books and information to improve library literacy.

In addition to general books, the library has a reserve corner where textbooks and references specified in the syllabus are arranged in one place during the course period, a corner where magazines are arranged, an audio-visual corner, an information search corner, a group learning room, a multimedia room, etc. There are 1,037 seats for reading in the museum. The opening hours are from 8:30 to 24:00 from Monday to Friday, when classes begin, and from 10:00 to 18:00 on Saturdays, Sundays, and public holidays and long holidays, and the opening days in the 2020 academic year were 337 days.

<Support for users by specialized staff>

To provide support to library users, commissioned staff members with librarian qualifications are stationed at the counters and reference counters to provide services. In addition, student staff are involved in the distribution of books, quick reference, and public relations activities, and participate in library management. She is also involved in orientations and library guidance held from time to time and part of literacy education in the common liberal arts subject "Study Skills Academic Writing", as well as reference guidance in response to requests from individual teachers.

**Inspection / Evaluation item 4: Appropriately prepare the environment and conditions to provide support for educational and research activities,**

**Can you promote it?**

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| <p>Evaluation perspective 1: Preparation of conditions to promote research activities</p> <ul style="list-style-type: none"><li>• Clarify basic ideas for research as a university.</li><li>• Appropriate payment of research expenses.</li><li>• Support for obtaining external funds.</li><li>• Maintenance of a lab, securing of research time, guarantee of a dedicated research period, etc.<ul style="list-style-type: none"><li>• A system that supports educational and research activities such as teaching assistant (TA) and research assistant (RA)</li></ul></li></ul> |
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<Efforts to promote research activities>

The university's basic direction is to promote internationally applicable research that contributes to society and the community by making the best use of the diversity of

researchers from all over the world. Under these circumstances, we are working on creating opportunities for joint research in Japan and overseas and strengthening the dissemination of research results by providing research support to researchers through external research funds such as competitive research funds and internal funds. Every year, plans, policies, and reports on the University's research support are discussed by the International Cooperation and Research Committee and the Research Committee, and then decided by the University Council, the highest decision-making body.

Within-campus research funds are provided to faculty members who do not have a fixed employment period, term-based faculty members, and special invited faculty members, based on the previous year's research progress report and the research plan for the current year, 200,000 yen a year is paid for personal research materials and 100 thousand yen a year for research travel expenses. In addition, for the purpose of promoting the dissemination of research results, we have established a system that supports academic conference presentation (up to 300,000 yen) and paper submission (up to 300,000 yen). In addition, researchers selected for competitive research grants (Kakenhi) are provided with research incentives to further enhance the selected research.

With regard to the proper execution of research funds, we hold information sessions on the execution of research funds for competitive research fund recipients and on-campus grant recipients using the "Ritsumeikan Asia Pacific University Research Fund Execution Guidebook", which was prepared in accordance with the regulations of the Ritsumeikan Trust. Internal audits by the Corporate Business Audit Office and monitoring of the Administration Office are also conducted once a year. In addition, in fiscal 2019, the Japan Society for the Promotion of Science conducted an on-site inspection of the Grants-in-Aid for Scientific Research, and in fiscal 2020, the Ministry of Education, Culture, Sports, Science and Technology conducted a survey on the status of its implementation, confirming that there are no problems with the University's competitive research funding and execution management.

○ Maintenance of laboratories, securing of research time, guarantee of research dedicated period, etc.

For full-time teachers with no fixed employment period, we have established an individual lab to create an environment where they can concentrate on their research activities. For visiting researchers, we provide individual booths, computers, desks, chairs, etc., and create an environment that facilitates joint research with faculty members on campus.

In addition, as a system to secure research time, the University has also introduced this system based on the "Review (Introduction of the buy-out system) that allows expenses related to work other than research to be expended from direct expenses of competitive research funds" (Ministry of Education, Culture, Sports, Science and Technology, May 22, 2020), and has developed this system for the principal investigator of large-scale competitive research funds. Specifically, this is a system that makes it

possible to pay for expenses related to the work of the faculty member other than research. It is expected that the introduction of this system will allow researchers more time to concentrate on research projects, and further progress will be made in these projects.

In addition, in order to guarantee the period of research devotion, the Ritsumeikan Asia Pacific University External Researcher Program (ADL) is stipulated in the regulations, and the number of quotas for research devotion is set at each faculty and center, and it is operated as a one-semester research activity devotion system, so that those with experience as deans can obtain ADL separately. In addition, a new system has been established for grantees to obtain ADL as a priority, so as to create a flow to secure research funds and research time.

As of FY2024, we have formulated a policy for the advancement of education as a whole toward FY2030. In order to fully demonstrate concrete policies for strengthening research activities, we plan to quickly formulate a policy on research sophistication, and work on more systematic support for faculty research in line with APU's medium-term plan, APU Challenge Design.

○ A system that supports educational and research activities such as teaching assistant (TA) and research assistant (RA)

As for teaching assistants (TAs), we have a system to provide support for teaching and learning in classes, and we have a wide range of teachers in response to their needs, striving to improve the quality of classes. For undergraduate lecture subjects, if the number of participants is 150 or more, one TA may be assigned according to the faculty member's wishes. In addition, for subjects such as compulsory subjects and core subjects of both faculties and subjects that require collaborative learning between students, TAs have been assigned even if the number of participants is of less than 150, and a class format that encourages the independent participation of students has been realized. TAs are also assigned to many subjects such as language education subjects and subjects for first-year students, contributing to collaborative learning and interactive class management among students, not only as an auxiliary role for teachers.

Due to the corona crisis, many classes have become online or online and face-to-face classes. For classes that combine online and face-to-face, not only will the burden on teachers be greater in class preparation and class management, but TAs will be flexibly assigned to realize the multicultural collaborative learning that is a feature of our university's education, both online and face-to-face. In addition, training had been conducted in advance for TAs even before the coronavirus crisis, but training has been conducted online even during the coronavirus crisis, so that TAs can contribute to the smooth operation of classes even in online classes.

In research assistants (RAs), when faculty members are required to employ part-time research assistants for their research activities, students from Ritsumeikan University are allowed to be employed as research assistants in accordance with the Ritsumeikan

Trust Rules for Time-Employed Staff and the Ritsumeikan Asia Pacific University Rules for Honoraria, etc. for Research and Public Funding Activities, and they play the role of research assistants and contribute to research activities. Subsidy for research activities by these part-time research assistant students is being carried out online even during the corona crisis.

**Inspection / Evaluation Item 5: Do you take necessary measures to comply with research ethics and take appropriate measures?**

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| <p>Evaluation perspective 1: Initiatives to prevent fraud in research ethics and research activities</p> <ul style="list-style-type: none"><li>• Maintenance of regulations</li><li>• Provide opportunities for faculty and students to establish research ethics (regular implementation of compliance education and research ethics education, etc.)</li><li>• Establishment of an on-campus examination body for research ethics</li></ul> |
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<Initiatives to prevent research ethics and misconduct in research activities>

Compliance education and research ethics training are provided to all full-time faculty members, part-time faculty members, recipients of research grants from within the university, and administrative staff engaged in research expenses. In addition, with regard to efforts to prevent unauthorized use of research funds, the appropriateness and management of the execution of research funds is thoroughly enforced after confirming the appropriateness in light of the regulations within the secretariat.

○ Maintenance of regulations

Regulations relating to research ethics and compliance, prevention of misconduct in research activities, and management of public research funds are stipulated as follows, and a system is being developed.

- Ritsumeikan Asia Pacific University Research Ethics Guidelines
- Ritsumeikan Asia Pacific University Research Ethics Committee Regulations
- Ritsumeikan Asia Pacific University Research Activity Fraud Prevention Regulations
- Research guidelines for human subjects at Ritsumeikan Asia Pacific University
- Regulations relating to the management of public research funds at Ritsumeikan Asia Pacific University
- Regulations relating to honoraria, etc. for Ritsumeikan Asia Pacific University research and public funding activities.

○ Provide opportunities for faculty and students to establish research ethics.

In order to provide faculty and students with appropriate opportunities to establish

research ethics, the Department of International Cooperation and Research holds a full compliance education training once every three years. In the 2019 academic year, the teachers' meeting (in which all full-time teachers participate) is held by inviting outside instructors. For those who have not yet received training, newly appointed faculty and staff, and students who have received competitive research expenses and on-campus grants, we conduct training at the time of arrival and watch lecture videos and conduct confirmation tests at any time. The attendance rate is generally 100%, and we are working on fostering awareness of compliance.

In addition, regarding research ethics, it is conducted in conjunction with the entire compliance education training, and for those who have not yet received the e-Learning Course on Research Ethics [eL CoRE] provided by the Japan Society for the Promotion of Science, they are required to take the e-Learning Course on Research Ethics [eL CoRE] and submit a certificate of completion, thereby fostering awareness of research ethics throughout the university.

As an opportunity for students to learn research ethics, Academic Writing Sessions are held for all new students in the pre-doctoral and post-doctoral courses, and an extracurricular program to learn the basics of research ethics is provided for all graduate students during the orientation period.

○ Establishment of an on-campus examination body for research ethics

Under the Ritsumeikan Asia Pacific University Research Ethics Guidelines, the Ritsumeikan Asia Pacific University Research Ethics Committee has been formed to respond to inquiries and complaints regarding the conduct of researchers that violates the research ethics set forth in the Guidelines, as well as inquiries and complaints from those who have been treated unfairly and unfairly by researchers, as well as reports of fraudulent activities such as the creation, manipulation, and misappropriation of papers. In addition, when researchers conduct research on human subjects, the Ritsumeikan Asia Pacific University Research Compliance Ethics Review Committee is held at the request of the researcher to examine the suitability of the research guidelines for human subjects and to discuss research compliance and research ethics.

**Inspection / Evaluation item 6: Do you regularly inspect and evaluate the appropriateness of the environment such as education and research? Also, are you working on improvements and improvements based on the results?**

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| Evaluation perspective 1: Inspection / evaluation based on appropriate grounds (materials, information) |
| Evaluation perspective 2: Improvements and improvements based on inspection and evaluation results      |

<Periodic inspection and evaluation of the appropriateness of the environment such as education and research>

In addition to checking the status of renovation and renewal every year, we also manage the progress of the renovation in order to manage the facility building in an appropriate state. When renovating facilities, there are some that need to meet the provisions of the law, and others that are renovated after a certain performance evaluation. More than 20 years since the opening of the university, it is recognized that some of the facilities and equipment of the university are deteriorating over time. Up until now, renovations have been planned and implemented using internal human resources, but since internal knowledge alone is not enough, we are working with external companies with specialized knowledge and technical skills to re-plan medium- to long-term repair plans and maintain facilities.

In addition, in order to check and evaluate the appropriateness of the educational environment, and to reflect the needs of students and faculty members who are users in campus development plans, we have set up a place to hold working sessions and listen to opinions in which students and faculty members participate in formulating plans. In recent years, we have been working on the establishment of a universal toilet as a response to gender diversity since 2019, the construction of a bus waiting commons "time waiting area" in 2020, and the establishment of the Faculty of Sustainability Tourism in 2023 to create an educational and research environment with diversity and diversity.

The International Cooperation and Research Department checks and evaluates the appropriateness of the research environment every year, and reports the results of self-checks on the status of major projects to the self-checks and evaluation committee in the middle and end of the fiscal year, as well as the summary of the year to the University Council. Based on the opinions generated by the reports and evaluations, it is being used for improvements from the next fiscal year. It is recognized that it is necessary to actively encourage the dissemination of research results and joint research efforts in the annual review and deliberation at the university council. In addition, as a basis for conducting this research, we are discussing the necessity of strengthening acquisition of external research funds such as competitive research funds and the formation of a research base, and we plan to formulate a policy for research sophistication in 2022 including responses to this.

< Improvement / Improvement based on inspection / evaluation result >

In line with the APU 2030 Vision, we have been inspecting and evaluating the appropriateness of educational and research facilities and making improvements. Many of the improvements in facilities over the past few years are characteristic of the creation of an inclusive campus that includes consideration for disabilities and diversity. In consideration of the comfort of LGBT students and faculty and staff, toilets in Building

F in 2019 and Building E in 2020. In addition, efforts have been made to create an environment that can be used by a wide range of students, such as setting up ostomates, and the opening of the Green Commons in 2023 and the establishment of an inclusive room. In addition, in order to improve the convenience of bus users, the campus bus terminal "Time Waiting Area" was built in 2020 in response to requests from students.

The introduction of the buy-out system is an example of improvements and improvements based on the inspection and evaluation of the appropriateness of the research environment. Faculty members said they would like to introduce a system to secure research time. The introduction of a buy-out system for those who have been selected for large-scale competitive research funding in the 2020 academic year has made it possible to secure research time.

In addition, by expanding the visiting researcher system, we have created an environment that encourages joint research with excellent researchers from the outside of the university. In addition, the university's internal research grant system has been revised to disseminate the results of its research both in Japan and overseas.

## **(2) Advantages / Characteristics**

One of the characteristics of the university's educational and research environment is that it has gone one step further from creating an environment that mixes multinational and multicultural cultures since its creation, and has placed importance on creating an inclusive campus that allows for diversity in a broader sense. Among them, we have developed facilities that respond to religious diversity and sexual diversity, and have developed a universal access environment for students and faculty with disabilities. In addition, when renovating the facility, we have provided an opportunity to listen to the voices of students who are actual users, which has been reflected in the plans.

The development of learning commons and green commons in the library also plays an important role in promoting multicultural collaborative learning, which is practiced throughout the university, and is one of the distinctive educational environments. All of them are facilities that correspond to the collaborative learning style of students.

One example of the improvement of the system to promote research activities is the expansion of the on-campus research subsidy system. Thanks to the international network of faculty from various countries and regions, international joint research and international co-authored papers are actively being published, and what contributes to this is the enhancement of the on-campus research grant system and the resulting increase in the number of competitive KAKENHI grants. In the spring of 2021, the university was selected for the "Basic Research (A)" for the first time since its creation. Many of our competitive research funds focus on joint research with overseas researchers, but in addition, the International Joint Research Acceleration Fund (International Joint Research Enhancement A and B), a type of research funded by KAKENHI that promotes

international joint research among young researchers, has been adopted almost every year. In addition, researchers selected for KAKENHI are provided with a research incentive to further enhance the selected research, and researchers who did not receive KAKENHI receive an internal grant of up to 500,000 yen for evaluation A and up to 200,000 yen for evaluation B as continuous support for the research until the next year's application for KAKENHI.

The university's on-campus research grant system is the foundation for applying for and adopting competitive research funds and for disseminating research results based on research activities both in Japan and overseas. Examples of on-campus research grant programs are academic conference presentation support (up to 300,000 yen) and paper submission support (up to 300,000 yen).

### (3) Problems

None

### (4) Overall Summary

Based on the university's philosophy and the master plan of the campus at the time of opening, the university's medium- to long-term plan has been improving and renovating facilities in hopes of creating a campus with an international atmosphere that is appropriate for the university's educational goals. In order to build an inclusive campus that respects the humanity of students from diverse communities, toilets have been renovated to provide support to LGBT students and faculty members, and barrier-free access has been promoted. In addition, the library has expanded databases and e-journals that can be used from overseas and started a new book mailing service, and we are working on improving the learning and research environment so that students and faculty who are unable to visit the library, including students from overseas, can enjoy the services they need at any time. In the 2020 academic year, they are supporting the creation of a campus that meets the needs of students, such as the establishment of a new bath shelter called "Time Waiting Area" that reflects the voices of students. Green Commons and AP House 5 have been formed based on the new academic development (APU future plan), including the establishment of a sustainability department in 2023, and facilities are always being developed in accordance with the needs of society and the university's plan.

With regard to the development of systems to support research, we provide research funds based on the on-campus system of individual research funds and the on-campus subsidy system, and hold seminars to obtain competitive research funds such as KAKENHI. In addition, since fiscal 2019, we have established a research grant system for the purpose of promoting the dissemination of research results, and have been working on increasing the number of submissions and recruitment to international peer-reviewed journals. In addition, in order to secure time for

research activities and thesis writing, researchers are provided with a system to secure research time such as an off-campus research system (ADL) and buyout.

From the perspective of research ethics, we thoroughly conduct compliance education and research ethics training for faculty and students who receive competitive research expenses and research grants, as well as administrative staff engaged in work related to research expenses. In addition, the Research Ethics Review Committee responds to inquiries and complaints regarding the conduct of researchers that violates the research ethics stipulated in the Ritsumeikan Asia Pacific University Research Ethics Guidelines and to reports of illegal activities such as the creation, manipulation, and misappropriation of papers. In addition, as part of efforts to prevent problems with research ethics from occurring, when researchers conduct research surveys involving people, the Ritsumeikan Asia Pacific University Research Compliance Ethics Review Committee is held to review the compliance with the research guidelines.

As a result, it can be said that the environment for education and research is generally appropriate, based on the basic philosophy of the university, academic trends, and social demands. We will continue to further develop new teachings from 2023 and promote the development of the campus. In addition, from the perspective of promoting research, we will formulate a policy for advancing research by the end of fiscal 2022, and establish a system that contributes to improving research capabilities.

## Chapter 9 Social Cooperation / Social Contribution

### (1) Explanation of the current situation

Inspection and evaluation item 1: Social cooperation and social contribution to properly return university educational research results to society

Do you have a clear policy on donation?

Perspective of evaluation 1: Appropriately specified policies on social cooperation and social contribution based on the university's philosophy and purpose and the purpose of each faculty and graduate school

<Appropriately specified policies for social cooperation and social contribution based on the university's philosophy and purpose and the purpose of the faculty and graduate school>

In order to achieve the goal of "deepening ties with graduates and local stakeholders around the world, who are the assets of APU, and collaborating in educational activities and university management", which is set out in the philosophy of "mutual international understanding", "creating the future of the Asia Pacific" and "APU 2030 Vision", the "APU Philosophy and Policy for Social Collaboration and Regional Collaboration" (March 16, 2021 University Council) has been established, and is widely disseminated and announced through the website.

In order to contribute to the promotion of internationalization of the local Beppu, Oita, and Kyushu regions, the university carries out social collaboration activities in a way that involves diverse students and faculty. At the same time, we aim to develop social collaboration on an international scale as a reference to various "regions" in the world where all the people who are involved with APU are active, rather than limiting the region and society for APU, where students from all over the world gather.

Furthermore, after establishing the Ritsumeikan Asia Pacific University Social Cooperation Policy, the APU Connection Hub was formed (February 14, 2024, standing board meeting) to promote social cooperation and social contribution, and a system has been established and operated to promote social cooperation activities in an organized manner from fiscal 2024.

Inspection / Evaluation item 2: Do you implement initiatives related to social cooperation and social contribution based on the policy related to social cooperation and social contribution? Also, are educational research results appropriately returned to society?

Evaluation perspective 1: Appropriate coordination system with off-campus organizations

Evaluation perspective 2: Promotion of education and research activities through activities related to social cooperation and social contribution

Evaluation perspective 3: Participation in regional exchanges and international exchange projects

<Appropriate system of collaboration with organizations outside the university>

The university has appointed the Vice President of Social Cooperation and the Director of Social Cooperation, who oversees activities related to social cooperation from the perspective of the entire university. From FY2024, the APU Connection Hub will be responsible for social collaboration activities, and the Outreach Research Office will be the secretariat. The APU Connection Hub is composed of the Social Cooperation Department as a director, appointed as a director by the university's full-time faculty and staff as a sub-director, and the Outreach Research Office as the secretariat. The APU Connection Hub will be held once a week with an APU Connection Hub management meeting. (Ritsumeikan Asia Pacific University APU Connection Hub Regulations) The APU Connection Hub Steering Committee has the following functions.

- (1) Survey and planning of social and regional cooperation projects.
- (2) Collection, accumulation, management, and operation of information related to social and regional cooperation.
- (3) Acceptance and management of social and regional cooperation projects.
- (4) Network with companies, academic institutions, organizations, individuals, etc. for the purpose of social cooperation and regional cooperation.
  - Support for building a store
- (5) Planning and implementation of systems to promote social and regional cooperation.
- (6) Other business activities related to actual cooperation that are judged to be necessary to achieve the purpose of this organization.

The APU Connection Hub coordinates as a university-wide point of contact for social cooperation, while the Outreach Research Office provides support for student activities such as collaboration projects with companies, joint research, and contract research, and the Academic Office and Undergraduate School Office provide specific cooperation and initiatives. In addition, there is a branch office of the Office of Institutional Planning in the Ritsumeikan Tokyo Campus, and a section manager is assigned to be in charge of cooperation with educational institutions and the media in the Tokyo metropolitan area. In addition, APU Connection Hub student members have been formed, strengthening the system for students to participate in social collaboration projects. APU Connection Hub student members are mainly responsible for designing collaborative projects, disseminating information to students, managing social media, and managing projects.

In December 2024, the APU Connection Hub website will be opened, and the information dissemination system will be in place.

<Promotion of education and research activities through social cooperation and social contribution activities and contribution to regional international exchange projects>

Policy related to social cooperation is based on the policy related to social cooperation and the medium- to long-term plan as a university (at present, APU Challenge Design), and priority issues related to social cooperation are set at the APU Connection Hub Steering Committee, and are decided by the University Council. In addition, an annual plan is being formulated according to the priority issues.

The university's social cooperation activities can be categorized into (1) providing courses to the citizens, (2) contributing to internationalization projects in local governments and regions, (3) collaborating with companies (human resource development and research), and (4) contributing to international society and international cooperation. First, as for various courses that provide a place for citizens to learn, the university is holding a series of courses in Tokyo with instructors from the faculty of the university as a unique project, and the "Sustainable Tourism Town Planning Course" donated by Oita Bank, a local financial institution, will be held for citizens from 2023. All of these courses are offered free of charge, and are intended to contribute intellectually to the local community.

Next, regarding their contribution to the internationalization of local

governments and regions, since the university opened, they have entered into friendship and exchange agreements with cities and towns in and outside Oita Prefecture in order to deepen exchanges with the local community through various exchange programs. In particular, in Oita Prefecture, agreements have been signed with all 19 municipalities, but in fiscal 2023, a new partnership agreement has been signed with Hinode Town, and fieldwork at the Graduate School of Business Administration (MBA) in Tsukumi City and research and research activities are being conducted on sustainability (sustainability and gastronomy) of the mortar food culture. In the 2024 academic year, they will participate in the formulation of the Beppu City Comprehensive Strategy, and will also participate in the management of the Student Subcommittee, which was formed under the Beppu City Comprehensive Strategy Planning Committee. In addition, a tripartite partnership agreement with Iizuka City and Kyushu Institute of Technology will be concluded in 2024, and a partnership project with Iizuka is underway, with students from both universities jointly learning "design thinking" and working on solving regional issues in Iizuka. In addition, in response to requests from the Oita Prefectural Board of Education, the Beppu City Board of Education, prefectural elementary and junior high schools and citizens and organizations, from 2021 to 2024, 280 campus visits and 121 exchange projects with students will be accepted. Based on requests from elementary and junior high schools, we have set up a place for local elementary and junior high school students to interact with international students, as well as a visit, to contribute to the promotion of international understanding and English learning of local children.

Cooperation with various economic organizations is also progressing, with two instructors being dispatched to the Oita Association of Corporate Executives from 2023 to 2024, and the Kansai Association of Corporate Executives, the Chubu Association of Corporate Executives, the Japan-ASEAN Committee, exchange of opinions with APU faculty and staff, students, and dispatch of seminar instructors. In addition, in FY2024, the 22nd Yellow Sea Rim Economic and Technical Exchange Conference organized by the Kyushu Economic and Internationalization Organization, Kyushu Bureau of Economy, Trade and Industry, and Kyushu Economic Federation was invited, leading to the conclusion of a partnership agreement with the Japan-China-South Korea Trilateral Cooperation Secretariat (TCS).

In cooperation with the Kyushu Economic Federation, discussions on how to make

it concrete have been underway since fiscal 2023 after the coronavirus crisis began, starting with the conclusion of the partnership agreement in fiscal 2019.

With regard to cooperation with companies, we are actively implementing initiatives that contribute to the development of human resources in companies and the internationalization of companies, and at the same time lead to the advancement of education and research at our university by cooperating with each other. The Global Competency Enhancement Program (GCEP) has been implemented since 2010 as a program aimed at fostering global human resources for companies. The GCEP aims to foster language proficiency and multicultural understanding, adaptation, and negotiation skills through lectures by faculty members of the University, as well as English language training by multinational TA students and living in international education dormitories with many international students. In response to the needs of companies, in addition to a two-month program that takes regular classes, a short-term program of 3 days and 2 nights using GCEP has been developed and offered from 2019 and a four-week program from 2021. In the wake of the coronavirus crisis, all of these programs have been offered online, and have been expanded to meet the diverse human resource development needs of companies, but face-to-face events will be resumed in 2023. A total of 140 companies and approximately 540 trainees have been accepted in the 14 years to 2024.

In FY2024, we also developed Inclusive Leadership Training (ILP) as a human resource development program for companies second only to GCEP. This was developed in partnership with the Taiyo no ie Group, a social welfare corporation of the APU Inclusive Leadership Center (CIL), as one of the corporate human resource development projects for "new growth to D & I", which was set forth in the APU Challenge Design. After implementation in 2024, the official course will be held from 2025.

The number of collaboration projects with companies has increased sharply since fiscal 2023, after the coronavirus crisis, as a problem-solving project in which APU faculty, staff and students work together to consider solutions in the problem-solving field of companies. Corporate problem-solving projects involve companies bringing issues to APU and working together with teachers and students to create solutions, which can be carried out in various forms, such as workshops, internships, and interviews. It is collaborating with 18 companies from fiscal 2023 to 2024.

International contribution and international cooperation are important

initiatives and characteristics for the university, which considers that students from all over the world are mutual, and that the world is a "local community". An example is accepting students from developing countries in cooperation with the Japan International Cooperation Agency (JICA). Through the Human Resources Development Scholarship Program (JDS), which accepts talented young government officials and others who are expected to become leaders in the future, we have been accepting dispatchees. She also participates in other scholarship programs through JICA, such as the Peace Program in Afghanistan and the ABE Initiative for Africa.

International contributions and international cooperation through regular classes are also actively carried out. Student Exchange Nippon Discovery (SEND) is one of the short-term overseas dispatch programs conducted by the university, and is conducted as an educational internship for Japanese students to contribute to the education and internationalization of the sending country and region by supporting Japanese language education and introducing Japanese culture at overseas educational institutions. Dispatched students are engaged in internships as assistants in Japanese language and Japanese culture classes at local schools and educational institutions, and interact at a grassroots level. The main destination is the Asian region.

In addition, there are a number of achievements in which individuals and groups of students have been working to solve problems related to the local area in Beppu, Oita, and all over the world. In the activities of these students, it can be said that it is a characteristic form of social contribution that aims to contribute to the community while mixing domestic and international students. In addition, as an example of community contribution through teachers, in January 2019, the university became the first official partner of the National Park of the Ministry of the Environment, and has contributed to promoting inbound tourism by sharing the results of a survey of foreign visitors to Aso Kuju National Park by teachers with the Kyushu Regional Environment Office. In addition, since the opening of the university, many social collaboration initiatives have been implemented.

**Inspection / Evaluation item 3 : Do you regularly inspect and evaluate the appropriateness of social cooperation and social contribution? Also, are you working on improvements and improvements based on the results?**

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| <p>Evaluation perspective 1: Inspection / evaluation based on appropriate grounds (materials, information)</p> <p>Evaluation perspective 2: Improvements and improvements based on inspection and evaluation results</p> |
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<Periodic inspection and evaluation of the appropriateness of social cooperation and social contribution>

Regarding initiatives related to social cooperation and social contribution, the APU Connection Hub Steering Committee will consider the implementation status and issues based on the annual plan and the implementation plan of individual collaboration from FY2024. When various courses and events are held, a questionnaire is conducted and aggregated, and the status of implementation of various plans is reported to the Self-Inspection and Evaluation Committee during and at the end of the fiscal year. However, one of the purposes of the APU Connection Hub is to establish a function that aggregates social cooperation and social contribution activities conducted by APU faculty, staff and students, and it is necessary to properly aggregate social cooperation and social contribution activities, inspect and evaluate them based on the basis (such as the impact of various data and activities), and build a process for improvement based on the results. The APU Connection Hub Steering Committee was formed in order to verify the activities carried out based on data, etc., and to promote improvement activities based on the social situation at the time and requests from regions and companies, even if it is considered that social cooperation activities at the university are sometimes carried out in addition to the annual plan. We will promote this conference to consolidate the status of implementation of a wider range of on-campus social cooperation activities and to be the main body to verify the results.

In addition, in addition, in order to appropriately reflect the needs of local communities in the planning, etc., GAB, which was formed as an external evaluation committee in fiscal 2018, is commissioned as a committee member by other universities and corporate officials, and conducts inspections and evaluations by third parties regarding community cooperation and social cooperation as well as university-wide management, education, and research.

< Improvement / Improvement based on inspection / evaluation result>

In the university's medium- to long-term plan, APU Challenge Design, we

evaluated the university's social cooperation from a university-wide and long-term perspective, and APU has a track record of working with various stakeholders in Japan and overseas, and various social cooperation activities are still being carried out. However, there is the issue of not being able to systematically aggregate and accumulate the situation and results and make the best use of them as university resources. In order to solve this problem and realize the APU 2030 Vision, the basic policy of social collaboration activities. In addition to formulating the implementation strategy as a "social cooperation policy", the "APU Connection Hub", which connects APU and stakeholders and serves as a hub to create a social impact, will be established, and a system will be built to promote social cooperation activities in an organized manner. Through this off-campus experience, a basic system is in place that aims to build a new model of private, government, and academia that will lead to growth in the process of various stakeholders involved with APU, including not only students and faculty but also alumni and staff, taking on challenges not only in their hometowns, but also in the world and society.

## **(2) Advantages / Characteristics**

Since its opening, it has focused on networking with the local community, the international community, and industry, and has entered into partnership agreements with all local governments in Oita Prefecture and other prefectures, as well as with local governments, companies, and organisations outside of the prefecture, and has been developing a wide range of social collaboration and social contribution projects. The most notable feature of the university is that it is actively working on various initiatives aimed to contribute to the needs of the local area from the perspective of internationalization, taking advantage of the fact that half of the university is international students and faculty with diverse backgrounds from all over the world. Students of various nationalities mix with the local community, contributing to the realization of essential international exchange.

The programs for companies that make the best use of the university's characteristics are also rich in content that can only be offered by the university. GCEP is a program for companies that make the best use of the university's characteristics, such as the Japanese-English bilingual education system, multicultural campus, and experience at international student

dormitories, which is not found at other universities, and it responds to the major challenge of “developing global human resources” with English proficiency, cross-cultural understanding, and cross-cultural communication skills. The ILP, which will officially open in 2025, is a program based on the concept of D & I, and will contribute to the local community, the international community, and the industry.

In addition, the collaboration project with companies has gained a high reputation from the industry as a problem-solving project that considers solutions together with APU faculty, staff and students in the field of problem-solving for companies, and companies are beginning to offer cooperation consultations via the website that opened in December 2024.

APU Connection Hub will continue to expand as an opportunity for students to get to know companies and gain learning results.

### **(3) Problems**

As stated in our strengths, the strength of our social cooperation and contribution activities is that students of various nationalities mix with the local community and contribute to the realization of essential international exchange. The first is to create a system that integrates the social cooperation and contribution activities of faculty, staff, and students. This is currently being built on the APU Connection Hub website. Another challenge is modeling social and corporate collaboration projects that were implemented from 2023 to 2024. Currently, we are working on a PR booklet for companies in cooperation with the employment department, but we are in the midst of modeling social collaboration and corporate collaboration businesses, and PR. We will strengthen the expansion.

### **(4) Overall Summary**

Since its creation, APU has been committed to promoting the internationalization of the local Beppu, Oita, and Kyushu regions and promoting social cooperation on an international scale, utilizing its network of citizens, government, academia, and alumni to deepen cooperation with various stakeholders in Japan and overseas, with diverse students and faculty involved. In order to deepen exchanges with the local community through various exchange programs, a partnership agreement has been signed with all municipalities in Oita Prefecture and with Iizuka City outside Oita Prefecture in 2024. In terms of collaboration

with companies, the GCEP program, which aims to develop global human resources for companies, has reached a total of 140 companies and 540 trainees in 14 years until fiscal 2024. In addition to developing global human resources, the Inclusive Leadership Research Institute (ILP) has been developed. This program was developed in collaboration with the APU Inclusive Leadership Center (CIL) and the social welfare corporation Taiyo no ie and Omron Taiyo Co., Ltd., a Taiyo no ie group company, as a training program for human resource development for companies. After implementation in 2024, the official course will be held from 2025.

Based on the "Philosophy and Policy for Social Collaboration and Regional Collaboration", an APU Connection Hub will be established in 2024, and a system will be established to systematically manage social collaboration activities. The APU Connection Hub consists of the Outreach Research Office as the secretariat, the Social Cooperation Department as the director, and a director appointed by the university's full-time faculty and staff as the sub-director.

The APU Connection Hub coordinates as a university-wide point of contact for social cooperation, while the Outreach Research Office provides support for student activities such as collaboration projects with companies, joint research, and contract research, and the Academic Office and Undergraduate School Office provide specific cooperation and initiatives. In addition, there is a branch office of the Office of Institutional Planning in the Ritsumeikan Tokyo Campus, and a section manager is assigned to be in charge of cooperation with educational institutions and the media in the Tokyo metropolitan area. In July 2024, the APU Connection Hub will have student members involved in the planning and management of collaborative projects, and has strengthened the system for students to participate in social collaboration projects. APU Connection Hub student members are mainly responsible for designing collaborative projects, disseminating information to students, managing social media, and managing projects. As of March 2024, there are 6 student members. In addition, in December 2024, the APU Connection Hub website will be opened, and the information dissemination system will be in place.

With the establishment of the APU Connection Hub, we have been able to establish a system that allows us to better grasp and analyze the actual situation of each organization on campus. We will comprehensively grasp the social cooperation and contribution activities that are being conducted by each organization on campus in various situations such as education, student

activities, and research, and will promote the analysis of achievements (impact) based on data and the strengthening of organizational improvement activities based on it. However, we are appropriately implementing social cooperation activities to contribute to the promotion of internationalization of the local Beppu, Oita, and Kyushu regions in a way that involves diverse students and faculty. In the future, through the establishment of the APU Connection Hub, we will strengthen social collaboration and contribution activities that contribute to solving local issues by making various "regions" around the world where everyone involved with APU is active a place to develop social collaboration activities.

## Chapter 10 University Administration and Finance

### Section 1 University Administration

#### (1) Explanation of Current Status

Inspection and evaluation item (1): To realize the university's philosophy and objectives, and medium- and long-term plans for the future of the university.

(2) Does the company clearly state the university's policy on university administration necessary for the

Evaluation Viewpoint 1: Clarification of policies regarding university management to realize the university's philosophy and objectives, medium- and long-term plans for the future of the university, etc.

Evaluation Viewpoint 2: Inform university members of policies related to university administration

<Clarify the medium- and long-term management of the university, and formulate and share university management policies based on this clarification.

In order to achieve the university's basic philosophy and educational and research objectives, the university has been operating based on a medium- to long-term plan with five- and ten-year units since its inception. The plan from 2015 onward is positioned as the second half of the APU2020 plan, which includes the implementation of academic reforms in the two faculties in FY2017 and the formulation of the "4 100" policies (see Appendix 1-4). The APU2020 second-half plan has been reviewed by the Self-Evaluation Committee and the University Council to verify its achievement status, and it is evaluated that the goals have generally been achieved.

In FY2020, the APU Challenge Design, a mid- to long-term plan from FY2021 to FY2030, was formulated. The formulation of the plan has been conducted with the participation of faculty and staff through discussions in each department, exchange of opinions at the University Council meetings, and efforts to collect opinions from individual members of the staff. The first half of the plan (FY2021-2025) is currently underway (Reference 1-15).

The APU2020 2nd Half Plan and the APU Challenge Design have been decided by the university's institutional meetings, and are widely disseminated to the university's constituents through reports of meetings in each organization, as well as through the website (Reference 10-1-1 [Web]).

Inspection and evaluation item (2): Based on the policy, the president and other necessary positions are appointed, and organizations such as the faculty council are established.

Are these authorities, etc. clearly indicated? And, are appropriate university operations being carried out based on this?

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| <p>Evaluation Viewpoint 1: Organization for appropriate university management</p> <p>Clarification of the method of appointment and authority of the President of the University</p> <p>The method of appointment and authority of the position holders</p> <p>Decision-making by the President and execution of decisions based on that decision-making</p> <p>Clarification of the role of the Faculty Senate</p> <p>Clarification of the relationship between the role of the Faculty Senate and the President's decision-making process.</p> <p>Clarify the authority and responsibilities of the academic organization (university) and the corporate organization (board of directors, etc.)</p> <p>Responding to feedback from students, faculty, and staff</p> <p>Evaluation Viewpoint 2: Implementation of appropriate crisis management measures</p> |
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<Organizational arrangements for appropriate university management>.

The Ritsumeikan Asia Pacific University University Regulations clearly state the purposes and roles of the President, the University Council, the Faculty Council, and specialized committees (Reference Material 1-1). Under the leadership of the President, the University adopts a compact governance system in which important decision-making processes are centralized in the University Council, and committees, departmental meetings, etc. are established under the University Council to facilitate day-to-day execution by delegating some authority, but the final decision-making authority regarding school affairs, etc. remains with the President. However, the president has the final authority to make decisions on school affairs and other matters.

The management and administration of the entire corporation is conducted in accordance with the "Articles of Foundation of Ritsumeikan Educational Corporation," the "Detailed Regulations for Enforcement of the Articles of Foundation of Ritsumeikan Educational Corporation," and the "Regulations for Ritsumeikan Educational Corporation" (hereinafter referred to as the "Regulations for the Foundation") based on the Private School Law (Reference Materials 10-1-2, 10-1-3, 10-1-4). The Ritsumeikan Foundation is operated in accordance with the "Ritsumeikan Act of Endowment" and "Detailed Regulations for Enforcement of the Ritsumeikan Act of Endowment" as well as the "Ritsumeikan Foundation Regulations" (hereinafter referred to as the "Foundation Regulations") based on the Private School Law (Reference Materials 10-1-2, 10-1-3, 10-1-4). In addition, the administration of teaching and learning is conducted in accordance with the Ritsumeikan Asia Pacific University Academic Regulations, which are based on the School Education Law and related laws and

regulations. The Articles of Endowment stipulate the composition of the board of directors and its election method, the composition and agenda of the Board of Directors and the Board of Trustees, etc. The school regulations stipulate the standards for decisions on academic matters and matters to be discussed at the Faculty Council and other organizational meetings, and the university administration is conducted based on these regulations.

While decision-making based on the diverse backgrounds of the constituent members and quick decision-making centering on the University Council are possible, more than 20 years have passed since the opening of the university, and in FY2024, the university will organize issues concerning the authority of the president, matters to be discussed at each council including the Faculty Council, and the composition of each council, based on the School Education Law and other relevant laws and regulations, and will hold university-wide discussions for new university management starting in FY2026. In FY2024, the university will organize issues such as the authority of the president and the deliberation items and composition of each council, including the Faculty Council, in accordance with the School Education Law and other related laws and regulations.

In addition, only necessary matters such as business plans, budgets, and regulations require deliberation and resolution, including management decisions, at the corporation's institutional meetings (standing board of directors, board of trustees, and board of trustees).

0How the President, Dean of the Faculty, and Dean of the Graduate School are appointed and their authority

The method and authority for appointing the president and the deans of faculties and graduate schools are appropriately carried out in accordance with the respective regulations. The duties of the president are stipulated in the university regulations as "taking charge of the university's school affairs and supervising the faculty and staff of the university. First, the "Ritsumeikan Endowment Act" stipulates that "The Vice President shall be nominated by the President in consultation with the Chancellor and appointed by the Board of Directors. (Reference Material 10-1-2, Article 6, Paragraph 4). On that basis, in consultation with the President and the Chancellor, the Board of Directors established a process for selecting a candidate for President through an international recruitment process, which is unusual for a domestic university, in order to select a person with appropriate insight as the President of the University, and conducted it on a trial basis when selecting the President, whose term will begin in January 2018. The President consults with the Chancellor and the Board of Directors on the candidates so selected, and the President of the University, who also serves as Vice President and Director, is appointed. Subsequently, in FY2019, the Ritsumeikan Asia Pacific University Presidential Candidate Selection Regulations were established to define this process (Evidence 10-1-5). The same regulations also govern the selection of the next president who will also serve as vice president and director, whose term of office will begin in January 2021. This international open call for presidential candidates is a unique initiative of the university, in which a presidential candidate selection committee composed of faculty, staff, and alumni (4 foreign nationals out of 10 for the first round) selected the presidential candidate from among candidates self-recommended and others recommended from inside and outside the university, from Japan and from abroad (Reference 10-1-6 [Rationale Materials]). (Reference material 10-1-6 [Web]). Currently, in preparation for the selection

of the presidential candidates for the term beginning in January 2027, the committee is considering how the selection process should reflect the opinions of an even more diverse constituency.

Secondly, the deans of the faculties and graduate schools of the University are appointed by the President of the University, in accordance with the University's Academic Regulations. In addition, the University's school regulations stipulate that the Dean of the Faculty is in charge of school affairs related to the Faculty and the Dean of the Graduate School is in charge of school affairs related to the Graduate School (Reference Material 1-1, Article 4). In addition, it is stipulated in the Articles of Endowment that the Dean shall be a director of Ritsumeikan Educational Corporation (Article 7, Reference Material 10-1-2). As director, the dean is responsible for policy deliberations and the day-to-day management and execution of the department/graduate school and the school corporation as a whole. It supports the Board of Directors, the final decision-making body of the school corporation, and ensures fairness and rationality from the perspective of giving priority to teaching and learning. The dean director system has the authority and role to reflect the will of the faculty on the policies of the entire school corporation, and also has the responsibility and authority to ensure that the faculty members belonging to the faculty are fully aware of the management policies of the entire school corporation decided by the board of directors, etc., and execute them as directors.

#### Role of the President and Faculty Council

The university regulations stipulate that the president "shall be in charge of the affairs of the university and supervise the faculty and staff of the university," and that the Faculty Council "shall express its opinions when making decisions on matters to be decided by the president. The Faculty Council "shall express its opinions in making decisions on matters to be decided by the President. Decisions on school affairs are made by the President after deliberation by the Specialized Committees (Article 7, Document 1-1).

#### Responding to feedback from students, faculty, and staff

There is room for strengthening student involvement in the university-wide internal quality assurance system. Although there are some cases in which students' voices are used to improve education in faculties and graduate schools, the university as a whole has yet to confirm a clear policy and permanent procedures to utilize students' voices in university administration. Although student organizing has been considered in the past in order to utilize students' voices in university administration, the reality is that a form of student organizing in which only some students participate is not suitable as a means of listening to the diverse values and needs of multicultural and multinational students. With this in mind, the University has considered a process whereby students with an opinion can participate fairly in hearing the student voice. In FY2021, a project to listen to the voices of students was conducted on a trial basis with the aim of establishing a system that matches the University's environment, and this initiative will be developed and organized as a system in the future.

Other activities include the Talk with Dean meetings with students conducted regularly by the Vice President and Dean of the Faculty. Based on the attributes

of the students, such as their affiliation and year of study, the program provides an opportunity to hear directly from the participating students, but some issues remain, such as the thoroughness of the process of providing feedback to students on the results of improvements after the program is implemented (Evidence 4-53). Faculty meetings are held every month except August and February, where all full-time faculty members participate, and faculty meetings are held for professors, associate professors, specially-appointed lecturers, and assistant professors to exchange opinions on education and research activities at the university. In addition to the weekly work meetings held at each section, staff members discuss university-wide issues and other matters at ad-hoc staff meetings. In addition, a weekly secretariat meeting conducted by all deputy directors and section managers of the staff is held to provide a forum for sharing and discussing issues, etc. of the corporation, the university, and each section.

**<Implementation of appropriate crisis management measures**

The fire brigade organization, which is organized as a crisis management measure, has been reorganized from 3 district teams to 2 district teams in order to promptly organize the fire brigade organization in the event of a disaster and to provide prompt instructions and reports between the headquarters team and district teams, following the reorganization of the administrative organization structure within the university from FY2024. The new system was reorganized from three to two district teams. At the same time, disaster response capability training was conducted to improve the basic knowledge and understanding of each group of self-defense firefighters.

In addition, a comprehensive disaster drill was held during class hours with the participation of faculty and students to educate the entire campus on how to prepare for and respond to a large-scale disaster. The drill was conducted as a blind drill, without using a scenario that assumed the content of the drill in advance, and was successful in reorganizing information for accurate communication and understanding of the local situation during information sharing between the regional teams and the headquarters team (Source: "APU Self-Defense Fire Brigade Organization Chart" and "APU Comprehensive Disaster Drills in FY2024"). (Reference materials: "APU Self-Defense Fire Brigade Organization Chart" and "Conducting the 2024 APU Comprehensive Disaster Drill")

**Inspection/evaluation item (3): Are budgeting and budget execution being carried out appropriately?**

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| Evaluation Viewpoint 1: Clarity and transparency of budget execution process<br>Internal control, etc.<br>Establish a system for analyzing and verifying the effects of budget execution. |
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#### < Clarity and transparency of budget execution process

With regard to budgeting, the corporation as a whole implements the budgeting process. The financial structure of the school corporation is highly public in its source of funds, as the majority of its income is composed of student fees and subsidies, and it has inelastic financial characteristics that make it difficult to increase income in response to increased expenditures. With regard to the goal of maintaining financial soundness while performing education and research activity functions in a stable and sustainable manner, the medium- to long-term financial plan that supports the school and educational creation plan, and the accounting budget and settlement system that steadily achieves appropriate management of the plan, have an important role to play.

As a corporation, the Business Planning Committee, established under the Executive Board of Directors, concurrently manages the progress of the mid-term plan, sets priority issues for the entire corporation, summarizes the progress of various plans in each organization (schools, graduate schools, affiliated schools, and administrative organizations), and prepares budgeting policies and budget drafts linked to these plans. The budget for a single fiscal year is prepared through the following procedures: 1) presentation of the basic concept, 2) hearings by each department on its business plan for the next fiscal year (in APU, the APU Secretariat is regarded as one department), 3) presentation of a "departmental budget line" based on the hearings, 4) determination of budget compilation policy reflecting the requests of each department, 5) formulation of a draft budget after elaboration of the income budget and evaluation of requests, and 6) finalization of the budget by the Board of Trustees. (5) Formulation of budget drafts, and (6) Finalization of the budget by the Board of Directors and Board of Trustees.

Under the expenditure budget category from FY2021, a "special (promotion) budget" has been established to promote the R2030 Challenge Design (at APU, the APU Challenge Design), and the permanent and basic budgets at each established school and department have been integrated (the previous personnel budget, policy budget, and department budget have been reorganized and integrated into the "general (basic) budget") (reorganization and integration of the existing personnel budget, policy budget, and departmental budgets into a "general (infrastructure) budget"). This is intended to improve the effectiveness and efficiency of operations and budgets by promoting and realizing the mid-term plan from the perspective of the corporation as a whole, and by organizing and verifying the effectiveness of projects and budgets from a more bird's eye view at each established school and divisional unit.

In describing the budgeting process as APU, the Office of Institutional Planning takes the lead in implementing the budgeting process by exchanging opinions with the Finance Department and each office, while taking into account the status of each office's business execution with regard to the "departmental budget line" mentioned above.

Daily budget management and budget execution are centrally controlled by a common

corporate accounting system. Under such a business environment, the Ritsumeikan Educational Corporation is rigorously and efficiently managing budgets by approving and deciding on budget execution in accordance with various regulations such as the Ritsumeikan Accounting Rules, preventing execution that exceeds the allocated budget and input errors, and performing various inquiry searches of budget balances and execution details.

Inspection and evaluation item (4): Operations related to the management of the corporation and the university, support for education and research activities, and other university

Has the company established the necessary administrative organization for its operation? And is its administrative organization functioning properly?

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| <p>Evaluation Viewpoint 1: Appropriate organizational structure and staffing for university administration</p> <p>(2) Establishment of rules and regulations concerning recruitment and promotion of staff, and their proper application.</p> <p>Improvement of staff structure to cope with the diversification and specialization of business content</p> <p>The relationship between faculty and staff in teaching and learning and other university operations (collaboration between faculty and staff)</p> <p>Appropriate job evaluation and improvement of compensation for employees based on personnel evaluation</p> |
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<Appropriate organizational structure and staffing for university operations.

While the administrative organization is basically organized as the administrative organization of the University, the corporate administrative organization of Ritsumeikan Educational Corporation serves as the corporate division of Ritsumeikan University, including general affairs, finance, and facility management, as well as the operation of systems that can be shared with Ritsumeikan University. This contributes to organizational efficiency by prioritizing education and research, while at the same time avoiding duplication of administrative work between the corporation and the university. In addition, to ensure that the administrative organization can flexibly respond to university-wide issues in light of social demands, the circumstances surrounding the university, and the university's priority issues, an administrative structure document is prepared in principle every year to check the appropriateness of the administrative organization, and reorganize and reassign personnel based on the results (Reference data 10-1-14). (Reference 10-1-14).

In FY2024, the administrative organization was reorganized and changed from 10 offices to 7 offices in order to proactively implement policies and improve operational efficiency throughout the university. Each office has full-time staff, specified staff, contract staff (professional and administrative staff), and administrative support staff according to the nature of their duties and expertise. The ratio of full-time staff to the number of students (faculty) is 63.4 (,896/93), and 26.3 (,896/224) if even specified and contract staff are included (May 1, 2024). Foreign nationals and Japanese staff with English language skills are stationed in all offices to facilitate various tasks such as educational and research activities, student support, student recruitment, and operation of institutional meetings in both English and Japanese.

Table 10-1-1 Staff Organization Structure as of May 1, 2024 (Unit: Persons)

| Office Name                          | head of<br>a<br>(school<br>) club | vice- | sectio<br>n<br>chief | full-time<br>staff | special<br>staff | contract<br>employe<br>e | total |
|--------------------------------------|-----------------------------------|-------|----------------------|--------------------|------------------|--------------------------|-------|
| secretariat                          | 2                                 | 7     | 1                    |                    |                  | 6                        | 16    |
| Student Office                       |                                   |       | 2                    | 11                 | 4                | 20                       | 37    |
| Academic Office                      |                                   |       | 2                    | 16                 | 2                | 17                       | 37    |
| Outreach and<br>Research Office      |                                   |       | 2                    | 13                 | 5                | 27                       | 47    |
| Admissions Office<br>(International) |                                   |       | 1                    | 6                  | 1                | 15                       | 23    |
| Admissions Office<br>(Japan)         |                                   |       |                      | 7                  | 1                | 8                        | 16    |
| Faculty/Graduate<br>School Offices   |                                   |       | 3                    | 3                  |                  | 9                        | 15    |
| University-wide<br>Planning Office   |                                   |       | 4                    | 12                 | 1                | 15                       | 32    |
| secondment                           |                                   |       | 1                    |                    |                  |                          | 1     |
| total                                | 2                                 | 7     | 16                   | 68                 | 14               | 117                      | 224   |

0 Status of development and appropriate application of various rules and regulations concerning recruitment and promotion of staff

The hiring of full-time staff is unified as the Ritsumeikan Educational Corporation. The University hires its own newly established specified employees and contract employees with employment expiration dates. Promotion of full-time staff is also centralized as a school corporation, Ritsumeikan, and is based on the career sheet described below. In principle, the maintenance and operation of various regulations are also unified as the Ritsumeikan Educational Corporation. Changes in regulations due to changes in laws and systems are handled appropriately, led by the Corporate Personnel Department.

z Establishment of a staff structure that can respond to the diversification and specialization of work content.

For the University, which recruits students from all over the world, it is necessary to work on constant reform and improvement, as well as streamlining and efficiency, in light of the intensifying competition from a global perspective. The University has been responding to its dual-language Japanese-English work and international student recruitment work by assigning contract staff (professionals) with employment expiration dates. In addition, in response to the increasing sophistication of operations and the need to secure human resources in Oita Prefecture, a specified staff system (established in

FY2010) with no employment expiration date was implemented to handle operations that require a certain level of expertise in addition to the two languages of Japanese and English.

In addition, the entire secretariat is reviewing its operations and working to standardize, specify, consolidate and outsource logistical support operations. Specifically, in addition to campus cleaning, campus administration, library operations, information system management, etc., the company outsources routine operations such as some standardizable teaching affairs, admissions, and accounting operations. Currently, the company is outsourcing its personnel and payroll operations and administrative and financial operations. In addition to reducing overall costs, the company aims to visualize and streamline its business processes, stabilize the long-term execution of its operations, and create a system that allows its staff to focus on higher quality work.

0 Collaborative relationship between faculty and staff in academic and other university administration (collaboration between faculty and staff)

Collaboration between faculty and staff has been a tradition at Ritsumeikan in all areas since the school's inception. Recent specific examples include the collaborative implementation of the faculty/staff selection committee for the presidential nomination process and the collaborative implementation of the spring and fall entrance ceremonies for the president. Faculty and staff members serve as members of the Entrance Ceremony Executive Committee, and before the ceremony, the committee discusses the details of the plan with each other and reflects the results in the planning of the ceremony.

Appropriate job evaluation and improvement of compensation for employees based on personnel evaluation

As a Ritsumeikan educational corporation, the Human Resources Department takes the lead in creating career sheets for each full-time staff member, allowing them to describe the career they have cultivated to date and their future training and transfer requests. Career interviews are held by the head of the department during and at the end of the term to provide advice and feedback on future career development, as well as to confirm the status of achievement of work goals and how to proceed.

In addition, in FY2024, a summary of the staff policy specific committee study to carry out the R2030 Challenge Design was reported, and based on this summary, the entire school corporation plans to implement a grading and evaluation system starting in FY2026.

Inspection and evaluation item (5): The motivation of administrative staff and faculty members and their ability to work effectively and appropriately in the management of the university.

Are there measures in place to improve the quality of the education and training of the students?

|   |
|---|
| Evaluation Perspective 1: Systematic implementation of staff development (SD) necessary for university administration |
|---|

<Organizational implementation of staff development (SD) necessary for university administration>.

The administrative staff of the University is expected not only to have the ability and knowledge to perform their duties as employees of a Japanese institution of higher education, but also to collect and analyze information on the state of higher education around the world, cutting-edge educational content and methods, university management methods, and so on.

In addition, in the university's mid- to long-term plan (APU2030 Challenge Design) starting from FY2021, the university has set the goal of "To advance the quality of education and research toward the year 2030, the supporting staff organization will also be upgraded to an international standard. In order to realize this goal, every year, a summary of the previous year's staff training and a staff training policy are prepared, and various SD programs are implemented as shown in Table 10-1-2. (Table 10-1-2 shows actual results for FY2023)

Table 10-1-2 Major staff training programs conducted in FY2023

| Training Title  |   | time                | Participant Summary                         |
|---|---|---------------------|---|
| <b>1. APU's own training</b>  |   |                     |   |
| APU   | Private Dalian "On-demand Training"                     | year round          | 11 persons                                  |
| Designated Training   | IIDA-REN "PDCA Cycle Mastery Program" (Japanese only)   | Sep.                | Online training: 1<br>In-person training: 1 |
| selection induction course  | Private Dalian "Training for Newly Appointed Managers". | October             | 1 person                                    |
| selection induction course  | Harassment counselor training                           | May                 | 19 persons                                  |
| G5 HR Manager Training  |   | October             | 7 persons                                   |
| Interim and final reports by staff on loan from the University of Nishikyushu |   | Oct.<br>and<br>Mar. | Approx. 30 persons                          |
| <b>2. Human Resources Department Training</b>                                 |   |                     |   |

|   |                  |            |
|---|------------------|------------|
| Incentives for taking distance learning courses<br>(2 Excel-related courses and 1 bookkeeping course) | year round       | 3 persons  |
| Teaching and Learning Department Training   | June - September | 9 persons  |
| TOEIC Listening & Reading IP Test (online)  | year round       | 20 persons |

**Inspection/evaluation item (6): Are periodic inspections and evaluations of the appropriateness of the university's management conducted? Also,**

**Are efforts for improvement and enhancement being made based on the results?**

|   |
|---|
| Evaluation Viewpoint 1: Inspection and evaluation based on appropriate evidence (materials and information) |
| Evaluation Viewpoint 2: Appropriateness of the audit process  |
| Evaluation Perspective 3: Improvement and enhancement based on inspection and evaluation results            |

**<Inspection and evaluation based on appropriate evidence (materials and information) of the appropriateness of university operations>.**

Based on Ritsumeikan Asia Pacific University's internal quality assurance policy and self-assessment implementation policy (details are described in Chapter 2, Inspection and Assessment Item 1), a self-assessment report is prepared once every two years. Based on this report, a university evaluation is conducted by the GAB (details are described in Chapter 2, Inspection and Evaluation Item 1). The report comprehensively covers the university's activities, including the university's philosophy and objectives, education and research organization, curricula and learning outcomes, student acceptance, faculty and faculty organization, student support, education and research environment, social cooperation and contribution, university administration and finance, etc. The evaluation committee members will review the report in advance and point out issues and areas for improvement at the committee meeting. The evaluation committee members review the report in advance and point out issues and areas for improvement at the committee meeting. The issues and matters requiring improvement that are attached as recommendations are reflected in university management in an appropriate manner, such as by including them in the priority issues of the university as a whole and of each organization (Evidence 1-17). To give an example of improvements made based on recommendations made by

the GAB, the FY2020 GAB noted the low percentage of women in executive positions. In response, the university has decided to establish the Diversity & Inclusion (D&I) Promotion Office (tentative name) to create an inclusive environment, including the promotion of women's workplaces, as one of the university's priority issues for FY2021 and beyond (Evidence 1-16 p.10). We believe that this promotion office will lead to an increase in the ratio of female faculty and staff by eliminating barriers that are not currently visible.

Inspection and improvement of the administrative organization is conducted through the preparation of an annual administrative structure document from the perspective of the adequacy of the administrative structure and staffing to meet the challenges of the university. In the spring of 2018, a new Business Division was established to address the priority issue of strengthening collaboration with businesses, one of the university's social partnerships. In the fall of the same year, the Planning Division was established to formulate the university's medium- to long-term plan, the APU Challenge Design, and to implement new educational developments, including the establishment of new faculties. In addition to the establishment of offices, the adequacy of personnel in each section is inspected semiannually in light of university issues, etc., and personnel changes are made between offices.

#### <Adequacy of the audit process

With demographic changes such as the rapid decline in the birthrate making the management of private schools more difficult in general, financial audits are becoming more important to ensure the soundness of the financial situation and management. The University conducts audits by auditors based on Article 37, Paragraph 3 of the Private School Law and Article 16 of the Ritsumeikan Endowment Act, accounting audits by an auditing firm based on Article 14, Paragraph 3 of the Law for the Promotion of Private Schools, and internal audits (so-called three-way audits) based on internal university regulations.

To enhance the auditing function of the auditors, one of the three auditors is appointed as a full-time auditor. In addition to attending major meetings of the university (Board of Directors, Board of Trustees, Board of Standing Directors, etc.), the full-time auditor works with the department in charge of internal audit to obtain necessary information on a daily basis, and conducts systematic audits of all corporate operations in accordance with the audit plan. In addition to attending University Council meetings as an observer, the University also conducts audits relying on the risk approach.

Auditors receive reports on the results of accounting audits from certified public accountants belonging to an auditing firm in the presence of the President and Managing Director at interim and fiscal year end, and conduct audits on the status of assets and other matters. In addition, the company is working to strengthen cooperation in auditing by holding meetings of the Board of Auditors at which auditors exchange opinions,

round-table discussions between auditors and certified public accountants, and reports on the status of implementation regarding internal audits at the Board of Auditors meetings. The Post-Audit Report 2023 states that the decisions concerning the business of Ritsumeikan Educational Corporation and the execution of business by the directors are proper, and that the statement of fund balance, statement of business activity income and expenditure, balance sheet, and inventory of assets are in agreement with the entries in the accounting books and fairly represent the status of income and expenditure and assets of Ritsumeikan Educational Corporation.

The accounting audit by the auditing firm includes a mid-term audit, inspection of tangible fixed assets, inspection of cash and deposits, and an audit at the end of the fiscal year, based on the audit plan set at the beginning of the fiscal year. The results of the FY2023 audit are appropriate.

Internal audits are supervised by the Business Audit Office, an organization reporting directly to the President, which conducts operational and accounting audits based on the internal audit plan. In the "Ritsumeikan Educational Corporation Audit Implementation Report," improvements were made to the accounting treatment of off-the-books accounting (parents' association), which was identified as an area for improvement. We will continue to work closely with related departments to prevent misconduct in research expenses.

## **(2) Strengths and Features**

For APU, the promotion of international compatibility in university administration and governance was a priority issue in the APU 2020 Plan, the mid- to long-term plan for fiscal years 2015-2020. The promotion of international competitiveness in university administration and governance was placed as a priority issue in the Specifically, we have placed governance reform and the development of an internationally acceptable university executive system, and have institutionalized an international open recruitment process for presidential candidates based on this system. In FY 2018, for the first time, a Presidential Candidate Selection Committee (4 foreign nationals out of 10) composed of faculty, staff, and alumni was organized to select a candidate for President from among candidates self-recommended or recommended by others from inside and outside the university, as well as from within and outside the country. The open recruitment of university presidents is a rare case among Japanese universities, although there are many examples of such recruitment in foreign universities, and it is a characteristic of the university's administration.

In addition, in order to encourage the participation of a diverse range of members in the university's management, the university has established a dual-language environment (Japanese and English) in all aspects of its meetings and day-to-day operations. By assigning Japanese-English speaking foreign staff and Japanese staff

with the ability to work in English to all offices, the bilingual education system and university management system are able to proceed smoothly. To support this dual-language environment, efforts are also being made to improve the English proficiency of staff, with over 50% of staff having TOEIC scores of 800 or higher.

### **(3) Problems**

In the APU Challenge Design, the university's mid- to long-term plan, it was decided to establish the Diversity & Inclusion (D&I) Promotion Office (tentative name) to create an inclusive environment as a priority issue for the university from FY2021 onward. The establishment of this promotion office is one of the concrete measures to promote the creation of an inclusive faculty organization by providing various types of support related to diversity in terms of nationality, culture, gender, etc., and eliminating barriers.

### **(4) Overall summary**

The university operates based on a medium- and long-term plan with five- and ten-year units. As of FY2021, the university's priority issues, etc. were set based on the first half of the APU Challenge Design, the medium- and long-term plan from 2021 to 2030 (2021-2025). All meetings and procedures related to university administration are conducted in both English and Japanese in order to create an environment of broad participation by a diverse range of constituents.

The management and administration of the corporation as a whole is conducted appropriately in accordance with the "Articles of Endowment of Ritsumeikan Educational Corporation," "Enforcement Detailed Regulations for Articles of Endowment of Ritsumeikan Educational Corporation," and "Regulations for Ritsumeikan Educational Corporation" under the Private School Law, as well as the "Academic Regulations of Ritsumeikan Asia Pacific University" under the School Education Law and related laws. The administration and management of teaching and learning are properly conducted in accordance with the School Education Law and related laws and regulations. The university regulations clarify the roles and authority of the president and other officers, as well as the Faculty Council, and based on these regulations, appropriate rules and regulations are in place. In the selection of the president of the university, the university is making efforts toward the internationalization of governance by conducting an international call for candidates for the position of president, which is rare in Japan.

The administrative organization that executes university business is inspected and improved on a short cycle in order to develop a flexible organization to realize the university's tasks. In addition, a variety of training programs are conducted in the staff organization to build competencies that contribute to constant reform and improvement and to the management of the university from a global perspective.

Although there are still issues related to the establishment of a system to systematically reflect students' voices in university management, it can be said that the

university is appropriately managing the university in accordance with its medium- to long-term plan to realize the university's basic philosophy and vision.

## Section 2 Finance

### (1) Explanation of Current Status

Inspection and evaluation item (1): Are medium- and long-term financial plans appropriately formulated to ensure stable execution of education and research activities?

|  |
|--|
| Evaluation Viewpoint 1: Establishment of medium- to long-term financial management policy and financial plan |
| Evaluation Viewpoint 2: Establishment of indicators or targets for financial ratios of the university        |

<(2) Establishment of medium- to long-term financial management policy and financial plan for the entire corporation.

The University conducts financial operations under the basic policy for the entire corporation's financial management, which is formulated in response to the mid-term plan. The basic financial management policy for the second half of R2020 (FY2020) and the first half of R2030 (FY2021 to FY2025) defines the basic policy for ensuring financial soundness and sustainability while supporting the execution of projects based on the medium-term plan, etc., and indicators related to flow (income and expenditures) and stock (assets). The policy also stipulates indicators related to flow (income and expenditures) and stock (assets). In addition, a basic income and expenditure trial balance is prepared in order to grasp future financial prospects, and is updated as necessary to reflect the budget and financial results of each fiscal year, as well as the progress of the project.

The results for the second half of the R2020 period show that all indicators have been maintained at the target level and are being managed appropriately.

Table 10-2-1: Status of performance against financial indicators for the second half of R2020

| indicator  | target level               | Results (Entire Corporation) |                  |                  |
|--|----------------------------|------------------------------|------------------|------------------|
|  |                            | Fiscal Year 2021             | Fiscal Year 2022 | Fiscal Year 2023 |
| <Indicators related to flow  |                            |                              |                  |                  |
| Current account balance ratio  | Maintainin<br>g a positive | 2.2% (2.2%)                  | 1.5% (1.5%)      | 2.7% (2.7%)      |
| (= Ordinary balance / (income from educational activities + income from non-educational activities)) |                            |                              |                  |                  |

| <Stock Indicators   |              |            |                     |              |
|---|--------------|------------|---------------------|--------------|
| Allowance Specific Assets I Holding Ratio   | 100%.        | 100%.      | 100%.               | 100%.        |
| (= Allowance Specific Assets I / (No. 2 to No. 4 Basic Fund + Allowance for Retirement Benefits)) |              |            |                     |              |
| Allowance Specific Assets II Holding Ratio  | 50% to 100   | 76.3% (%)  | 70.4% (in %)        | 67.4% (in %) |
| (= Allowance for specific assets II / Accumulated depreciation)                                   |              |            |                     |              |
| Current ratio   | 100% or more | 103.3% (1) | 104%.               | 103%         |
| (= current assets / current liabilities)  |              |            |                     |              |
| Net Assets Ratio  | 85% or more  | 86.7% (%)  | 86.9% (in the U.S.) | 86.4% (%)    |
| (= Net assets / Total assets)   |              |            |                     |              |

\*Allowance Specific Assets I are the allowance specific assets corresponding to Basic Fund No. 2, Basic Fund No. 3, Basic Fund No. 4, and Reserve for Retirement Allowance. Allowance Specific Assets II is considered an allowance specific asset other than I.

#### <Setting up a financial plan for the APU division

The basic policy for the financial management of the corporation as a whole is to keep expenditures within the range of revenues while reflecting medium- to long-term fixed asset renewal plans, etc., based on the fund balance in the internal management accounting of each established school as an indicator of financial management discipline. The status of the status is confirmed at the Board of Directors' meeting as a reference material for the annual budget and financial statements.

The financial plan for the APU division includes a revenue and expenditure forecast that incorporates APU's future vision (establishment of the Faculty of Sustainability and Tourism in FY2023, reform of existing faculties, and associated improvements to faculty and staff structure and facilities, as well as a tuition revision (to be implemented in FY2020) to secure financial resources for these improvements, etc.). In the formulation and execution of business plans and budgets, we will ensure that this vision for the future is materialized and implemented, while monitoring based on income and

expenditure forecasts and maintaining financial soundness and stability in line with fiscal management discipline.

Inspection/evaluation item (2): Have you established a necessary and sufficient financial base to stably carry out education and research activities?

|  |
|--|
| Evaluation Viewpoint 1: The financial base (or budget allocation) necessary to realize the university's philosophy, objectives, and future-oriented plans based on them.                       |
| Evaluation Viewpoint 2: Mechanisms for balancing the execution of education and research activities with financial security  |
| Evaluation Viewpoint 3: Acquisition of external funds (MEXT Grants-in-Aid for Scientific Research, donations, commissioned research funds, joint research funds, etc.), asset management, etc. |

< (1) The financial base necessary to realize the university's philosophy, objectives, and plans for the future.

The management status of the corporation as a whole is shown in the "Ratio Relating to Statement of Business Activities" (Table 9 in the University Basic Data), and its financial status is shown in the "Ratio Relating to Balance Sheet" (Table 11 in the University Basic Data).

<Mechanisms for balancing the execution of education and research activities with financial security

The management situation of the APU division is shown in the "Ratios Related to the Statement of Business Activities" (Table 10 in the University Basic Data).

In relation to the business plan, as mentioned above, APU's vision for the future is to maintain financial management discipline based on a revenue and expenditure forecast that incorporates the establishment of new faculties, faculty and staff structure development, facility development, etc. In addition, a "special (promotion) budget" has been established for the entire corporation to realize the R2030 Challenge Design. In addition, a "special (promotion) budget" has been established for the corporation as a whole to realize the R2030 Challenge Design, and budget allocations have been made to promote the implementation of each institution's tasks.

<Status of acceptance other than school fees and its enhancement

About 700 million yen in subsidies for ordinary expenses for private universities is granted every fiscal year, and the Ministry of Education, Culture, Sports, Science and Technology (MEXT) is actively promoting university reforms through the Support

System for University Education Reform through National, Public and Private Universities (University Reform Subsidy). In terms of subsidies for specific projects, during this period, the company received a total of more than 200 million yen each fiscal year from the "Project for Strengthening Universities' Global Development Capabilities" in FY2011 and the "Global Human Resource Development Promotion Project" in FY2012. Furthermore, in 2014, the university was selected for the Super Global University (SGU) project (only 14 private universities in Japan were selected, including our school), which widely recognized the university's ability and future potential, and was subsequently selected for the Private University Branding Project in 2018, a grant that enables continuous university reforms to be The school has achieved adoption of the project. In FY2024, it was selected for the "Support Project for Creating Social Impact through University Internationalization" promoted by the Ministry of Education, Culture, Sports, Science and Technology (MEXT).

Regarding the changes in commissioned projects and external human resource development and training projects as external funding, the situation is that the average for FY2021-2024 has remained at 16 million yen (dependent on the size and number of commissioned projects). In particular, taking advantage of the university's unique multicultural campus, the university is actively developing the Globalization of Corporate Personnel Training Program (GCEP) and accepting active business people as trainees (non-degree students). Through this program, the company is making contributions to relearning and lifelong learning, which are increasingly demanded by society.

As mentioned above, "strengthening income other than school fees" is positioned as an important financial issue from the perspective of sustainable university management, and the university is actively working to increase income.

## **(2) Strengths and Features**

0Strengthening of income other than student fees

The University has been promoting educational reform and actively accepting university reform grants. The University was selected for the "Project for Strengthening University's Global Development Capability" in FY2011, the "Global Human Resource Development Promotion Project" in FY2012, the "Super Global University Creation Support Project" in FY2014, the "Private University Research Branding Project" in FY2018, and the "Social Impact Creation through University Internationalization Support Project" in FY2024. In addition to tuition fees, the company has been strengthening its non-tuition revenues. In particular, the company is actively developing globalization training and other programs for corporate human resources. Certain results have begun to be seen in the diversification of income, including the use of crowdfunding to obtain funds to support start-ups,

the acquisition of donations for campus improvements, and the establishment of a new scholarship program through the Global Human Resource Development Scholarship Fund. By making contact with alumni associations and parents' associations around the world, we will call for donations that share and endorse the university's philosophy.

z Rationalization of operations and cost reduction

In addition to actively reviewing operations (elimination or downsizing of some operations), the company is working on thorough operational rationalization and cost reduction by standardizing, specifying, and consolidating logistical support operations and outsourcing issues.

In addition, as part of the review of operations through the use of IT, the company is also moving forward with the establishment of an advanced administrative system with the aim of making administrative work more sophisticated and labor-saving, for example, by introducing RPA (Robotic Process Automation) for some routine operations.

### **(3) Problems**

nashi (*Pyrus pyrifolia*, esp. var. *culta*)

### **(4) Overall summary**

After the Corona disaster, there has been much discussion within the university about the future of the university. In the course of this process, the future of society and the areas in which APU should focus its efforts as a teaching and learning institution have been examined, and the R2030 Challenge Design and APU Future Vision have been developed. In terms of financial management, it is necessary to proceed with operations to achieve these business plans without excesses or deficiencies, while maintaining financial discipline.

As a constant effort, we would like to work on diversifying income such as donations and updating the office system, and we would like to further develop operational efficiency in our business operations.