

# Ritsumeikan Asia Pacific University Evaluation (Accreditation Evaluation) Results

## I. Assessment Results

As a result of our assessment, we hereby deem APU in compliance with JUAA standards. Accreditation shall remain valid through March 31, 2023.

## II. Overall Assessment

APU was established in 2000 in a public-private cooperative effort among the three parties of Oita Prefecture, Beppu City and the Ritsumeikan Trust. APU currently has 2 Colleges and 2 graduate schools, and provides education and research activities based on "Freedom, Peace and Humanism," "International Mutual Understanding," and "Creating the Future Shape of the Asia Pacific" declared in the "Declaration on the Occasion of the Opening of APU" as the basic ideals. In order to realize a multicultural symbiotic campus aiming for realization of the basic ideals, APU has, since its inception, worked towards achieving "The 3 50s" goals of; (1) Admitting a 50% ratio of international students (students whose status of residence is College Students), and Japanese and permanent resident students (non-Japanese students other than students of Japanese nationality and whose status of residence is College Student); (2) Accepting international students from 50 countries and regions; and (3) Maintain a 50% ratio of non-Japanese faculty. As a goal by 2024, APU is also working towards achieving "The 4 100s" goals of; (1) 100% utilization of the international education dormitory AP house by first-year students; (2) 100% implementation ratio of multicultural collaborative learning classes; (3) 100% overseas experience ratio of domestic students during their university years; and (4) Acceptance of international students from 100 countries and regions.

After the university evaluation was received by JUAA in AY2008, APU set assurance of learning (AOL) and the Global Competency Enhancement Program as the key goals, and has been implementing improvements and innovations, such as the establishment of organizations which promote improvements, mainly the University Self-Assessment Committee and the University Senate Meeting to fulfill the first-year experience, and introduction of a research instruction system by multiple instructors in graduate courses.

In terms of the quality assurance of the international standards which are being implemented actively, such as providing collaborative learning which promotes intercultural understanding through first-year experience, the College of International Management and

Graduate School of Management aiming to obtain accreditation of The Association to Advance Collegiate Schools of Business (AACSB), a U.S. based international accreditation organization as the activities of APU, can be considered as a suitable approach. However, there are some improvements that should be made, including improvements in the syllabus concerning the teaching methods, and issues in the admission capacity management. Further efforts to systematically arrange a verification system in the various activities of the university, in order to establish a systematic internal quality assurance system are also expected in the future.

### III. General Comments and Proposals of each Standard

#### 1. Mission and Goals

##### <General Comments>

APU stipulates "Freedom, Peace and Humanism," "International Mutual Understanding," and "Creating the Future Shape of the Asia Pacific" as the basic ideals, and "teach and research in-depth technical knowledge pertaining to the Asia Pacific region in order to develop students' intellectual, moral and practical abilities" as objectives in the University Regulations. Based on this, the goals of each college and graduate school are also stipulated in the University regulations in order to realize the objectives of the university. These basic ideals and goals clearly define the direction which should be aimed at as an institution of higher education, and is notified and published inside and outside of the university through the website in Japanese and English, the Undergraduate Academic Handbook, and the Graduate Academic Handbook.

The goal of the College of Asia Pacific Studies is to cultivate "human resources who understand the diverse problems facing the Asia-Pacific region and contribute to both sustainable development and coexistence in the region," major subjects in Asia Pacific Studies of the Master's Course in the Graduate School of Asia Pacific Studies is to cultivate "human resources who will achieve practical resolutions for issues in the region, and will contribute to both sustainable development and coexistence of the Asia-Pacific region," and major subjects in Asia Pacific Studies of a Doctoral Program in said graduate school is to cultivate "advanced researchers and highly qualified professionals with doctorate degree who will contribute to both sustainable development and coexistence of the Asia-Pacific region." Although the goal of the College of International Management is to cultivate human resources who will "play an active role in resolving management issues," and the Master's Course in the Graduate School of Management is to cultivate creative well-rounded professionals and leaders who will play a central role in resolving

management issues at globalizing enterprises and other organizations", it is preferable to examine the connection between the basic goals of the university, such as "creating the future shape of the Asia-Pacific region," and the goals of said College.

The appropriateness of the basic ideals and goals, and the goals of each college and graduate school have been verified by the University Self-Assessment Committee as the responsible entity based on the Ritsumeikan Asia Pacific University Self-Assessment Committee Regulations during the self-assessment implemented every two years.

## 2. Educational and Research Organization

### <General Comments>

In order to realize the basic ideals and goals, APU established the Ritsumeikan Center for Asia Pacific Studies (RCAPS) as a place to promote research related to the Asia-Pacific, integration and dissemination of the research outcome, Center for Language Education (CLE), Education Development and Learning Support Center, and the Media Resource Center as an organization to support the education of the overall university, in addition to the two colleges of the College of Asia Pacific Studies and the College of International Management (APM), and the two graduate schools of the Graduate School of Asia Pacific Studies, and the Graduate School of Management as an educational and research organization specialized in the social science field.

The Center for Language Education (CLE) is an important educational organization which supports dual language education where students learn enhanced language capabilities in the non-basis language by the time of graduation, even though either Japanese or English is selected as the language of enrollment to be used as the basis language that was selected at the time of enrollment. The Education Development and Learning Support Center provides comprehensive support for students, such as first-year experience and advising, support of faculty development (FD) activities, and performs activities concerning career development. The Media Resource Center performs management and operation of the library, and information infrastructures. These centers were structured for the purpose of supporting students who gathered from all over the world with various educational backgrounds, so that they can smoothly adapt and transfer to the education of the university.

The appropriateness of the educational organization is being verified through a process where investigation and analysis is performed by the Division of Academic Affairs, the opinions on the results are exchanged in the Faculty Council Meeting and Faculty Discussion Meeting, and the verification results are ultimately determined in the University

Senate Meeting. The appropriateness of the research organizations is being verified through a process where investigation and analysis is performed by the International Cooperation and Research Division (ICRD) Meeting, the opinions on the results are exchanged by the Graduate School Faculty Council, and the verification results are ultimately determined in the University Senate Meeting.

### 3. Faculty Members and Faculty Organization

#### <General Comments>

Focusing on "excellent language skills which can respond to the Japanese-English dual language education," and "diverse international experience" is stipulated in the "APU Faculty Organization Development Plan (AY2011 - AY2014): Backbone of the AY2011 Academic Reforms" for the ideal faculty required by the university, and the "domestic and international appointment" and the "diversity of the faculty structure" is stipulated for the organization policy of the university-wide faculty organization. However, since the organization policy of the faculty organization has not been stipulated for each college and graduate school, it is preferable to stipulate the policy to organize the faculty organization based on the policy.

The number of tenured faculty members meets the required number of the Standards for Establishment of a University and Graduate School, and the age distribution of the faculty is also taken into consideration.

The hiring and promotion of faculty is stipulated in the Ritsumeikan Asia Pacific University Appointment and Promotion Regulations for Faculty Members, and various standards including the Screening Criteria for [Faculty Appointments] is stipulated as a more detailed standard.

Regarding the measures to promote improvements in the faculty qualifications, orientation for new faculty, such as harassment prevention training and training for protection of personal information and training for LGBT (sexual minorities) is systematically implemented yearly led by the Administration Office. Regarding the measures for revitalization of the education and research activities of the faculty, Evaluation by Field which awards faculty who achieved excellent results in each field of education, research, and social contributions, Awards for Contributions to University Service (i.e., awards for faculty who are recognized as having greatly contributed to the university administration), and the Faculty Assessment System consisting of Education Quality Promotion Incentives, which grant incentives to faculty who achieved the targeted line set

by the Faculty Assessment Committee from the viewpoint of promoting improvements in education quality has been introduced. These systems are not only for providing incentives, such as application priority to sabbaticals and incentive pay, but are also for the Dean of College, Dean of the Graduate School, and the Vice President (in charge of academic affairs) to feedback the assessment results to each faculty member through interviews. As a part of the AACSB accreditation process, the College of International Management and the Graduate School of Management established the university's unique standards Academically Qualified (AQ) and Professionally Qualified (PQ), to perform verification of the education and research performance, and executives provide instructions to faculty who did not meet said standards.

The appropriateness of the faculty organization is verified through a process where the examinations and deliberations are performed by the Personnel Affairs Committee, and the deliberation results are reported to the University Senate Meeting for resolution. As a result, the Tenured Lecturer position was established in the faculty system of the language education of the Center for Language Education from AY2015.

#### 4. Educational Program, Instruction and Outcome

##### (1) Educational Objectives, Diploma Policy, Curriculum Policy

<General Comments>

###### University-wide

Based on the educational objectives of each college and graduate school defined as "cultivate human resources who can contribute to both sustainable development and coexistence of the Asia-Pacific region," a Diploma Policy has been established which clearly defines the learning outcome which must be acquired in order to complete a program, and various requirements (graduation requirements and completion requirements) to achieve the outcome. Based on the above, the Curriculum Policy of academic programs is also established for each college and graduate school, which is generally associated with the Diploma Policy. Regarding the Curriculum Policy of academic programs, a policy common across the colleges has also been established which indicates that "[collaborative learning] including international students and domestic students," and "Japanese-English dual language education" be performed, as well as for each college and graduate school.

Although the Diploma Policy has been notified and published inside and outside of the university through the website, Undergraduate Academic Handbook, and Graduate Academic Handbook, the Curriculum Policy of academic programs is only published on the

website, and are not indicated in the Undergraduate Academic Handbook, and Graduate Academic Handbook. As a future task, it is necessary to indicate the policy in printed matter, including the Undergraduate Academic Handbook for students who receive an education, striving for better understanding to promote improvements in the learning outcome of students.

The appropriateness of the educational objectives, Diploma Policy, and the Curriculum Policy of academic programs is supposedly examined through a process where investigations and analysis are performed by the Division of Academic Affairs, opinions on the results are exchanged by each college and graduate school, and the verification results are ultimately determined in the University Senate Meeting. However, although the reformed contents of the curriculum is verified in the AY2006 and AY2011 Academic Reforms, the verification of these policies was performed for the first time in AY2014 therefore, we expect further measures to be taken.

#### College of Asia Pacific Studies

The Diploma Policy has been established which defines four learning outcomes, including "Interest in and understanding of the various issues facing the Asia-Pacific region" and the "Global Perspectives" and the graduation requirements. In order to achieve the learning outcome, a Curriculum Policy of the academic programs has been established, which promotes class management including interactive and collaborative learning by "arranging the curriculum to cultivate basic and professional knowledge and language skills concerning international relations, environment and development, tourism, culture, society, and media," and arranging four specific subjects, including Environment and Development and Hospitality and Tourism, appropriately held in Japanese and English as a special learning course.

#### College of International Management (APM)

The Diploma Policy clearly indicates four learning outcomes, such as learning Business ethics and intercultural communication skills, and the graduation requirements. In order to achieve the learning outcome, upon a comprehensive understanding of the Asia Pacific region, a Curriculum Policy of the academic programs has been established, which promotes class management including interactive and collaborative learning by "arranging the curriculum to cultivate basic and professional knowledge and various skills concerning business and management," and arranging four specific subjects, including Management Strategy and Organization, as a special learning course. However, an examination is

required because the comprehensive understanding of the Asia-Pacific region, which is stated in the Curriculum Policy of academic programs, is not stated in the Diploma Policy. Aiming for acquisition of the AACSB accreditation, along with the Graduate School of Management, the learning objectives which indicate the learning outcome in more detail are clarified and indicated to students based on the learning goals stipulated in the Diploma Policy according to the accreditation standards authorized by said association.

#### Graduate School of Asia Pacific Studies

The Master's Course indicates three learning outcomes, including "extensive knowledge and understanding of the diverse problems facing the Asia-Pacific region," and the Doctoral Program indicates four learning outcomes, including "the ability to carry out research as a basic researcher," and the completion requirements to achieve these goals is clarified and stipulated in the Diploma Policy. In order to achieve the learning outcome, the Curriculum Policy of academic programs stipulates that International Relations and Society and Culture be offered as the fields of research to arrange the curriculum in the Major in Asia Pacific Studies of the Master's Program, and that International Public Administration, Public Health Management, Sustainability Science, Tourism and Hospitality, and Development Economics be offered as the fields of research to arrange the curriculum in the Major in International Cooperation Policy of the Master's Program. The Curriculum Policy of academic programs stipulates that "common course work for learning theories and viewpoints concerning the field of Asia Pacific Studies be offered" in the Doctoral Program in Asia Pacific Studies.

#### Graduate School of Management

The Diploma Policy has been established which clarifies the four learning outcomes, including "comprehensive awareness of business and management," and the completion requirements to achieve these outcomes. In order to achieve the learning outcome, the Curriculum Policy of academic programs stipulates that Japanese Management, Accounting and Finance, Marketing and Management, and Innovation and Operation Management be offered as the fields of research to arrange the curriculum. Aiming for acquisition of the AACSB accreditation, the learning objectives which indicate the learning goals in more detail are clarified and indicated to students.

## (2) Educational Program and Education Contents

<General Comments>

University-wide

Based on the Curriculum Policy of academic programs of each college, common educational subjects (Language Education Subjects, Common Liberal Arts Subjects) and professional education subjects are established in the Bachelor's Degree Program, and academic programs are arranged in the two languages of Japanese and English, so that the course can be taken by students who selected either Japanese or English as the language of enrollment. In consideration of taking courses, as well as assigning grade numbers to the subjects to indicate the preferable course period, subject numbering was provided in order to promote the taking of courses systematically, so that students can take courses sequentially and systematically. In First-Year Student Workshops I & II aiming for the sustainable learning of students who have a diverse learning history gathered from all over the world in common Liberal Arts subjects, the students study social issues through group work while students with different academic literacy and cultural backgrounds collaborate together, and in the Introduction to APU aiming for the intercultural understanding and collaboration between other cultures, students are learning from the intercultural experience in the university life of elder students as teaching material. These subjects are designed so that domestic students and international students can learn through collaboration, which can be highly evaluated as a subject that promotes the intercultural understanding of students. In addition to offering Peer Leader Training subjects aiming for the training of student support staff, pre-learning & post-learning and practical training of students who are responsible for operating the study support program implemented in cooperation with companies as an internship subject is also offered, where the cultivation of the capabilities required to support the learning of students which is being performed in academic programs is attracting attention as a practical activity of active learning and collaborative learning.

Each graduate school also offers subjects systematically that are suitable for specialized fields based on each Curriculum Policy of academic programs, and the curriculum is arranged where the coursework is appropriately combined with the research work. In the College of International Management (APM) and the Graduate School of Management, the subject selection tool Curriculum Alignment Matrix (CAM) is provided for the purpose of clarifying the knowledge and skill that can be acquired with each subject. This tool allows students to systematically understand the relationship between the learning goals and courses, and has become a reference of systematic study which can be praised.

The appropriateness of the curriculum is verified through a process where the verification and analysis are performed by the Academic Affairs Committee during academic reforms,



the opinions on the results are exchanged in the Faculty Council Meeting and the Graduate School Faculty Council, and the results are ultimately determined in the University Senate Meeting. As a result, the fields of research of both graduate schools were revised in the AY2014 academic reform of the graduate schools.

#### College of Asia Pacific Studies

Based on the Curriculum Policy of academic programs, four courses, such as Environment and Development, and International Relations and Peace Studies, are offered, and each course consists of the major subjects required to understand the various issues of the Asia Pacific region in order to cultivate comprehensive problem solving abilities. The introductory subjects (200 series) are allocated for second-year students, and advanced subjects and particular subjects (300 series) are allocated for third-year students.

#### College of International Management (APM)

Based on the Curriculum Policy of academic programs, four courses, such as Strategic Management and Organization, and Accounting and Finance, are offered. Since the number of major subjects for second-year students is less than the number of subjects for first-year, third-year, and fourth-year students, examination of the overall balance of the subject arrangement is required in the future.

#### Graduate School of Asia Pacific Studies

Based on the Curriculum Policy of academic programs, two courses, such as International Relations are offered in the Major in Asia Pacific Studies of the Master's Program, and five courses, such as International Public Administration, are offered in the Major in International Cooperation Policy of said program, which include the analytical foundation subjects, Asia-Pacific region related subjects, and other major subjects required to cultivate advanced knowhow and the ability to solve various issues concerning the Asia Pacific region. As well as offering seminar subjects where the outcome can be applied to a Master's Thesis, the curriculum is designed with a proper combination of coursework and research work.

The curriculum of Major in Asia Pacific Studies of the Doctoral Program is designed with a proper combination of coursework and research work by lecture subject, seminar subject, research and presentation subject, and tutorials concerning Asia Pacific studies.

#### Graduate School of Management

Based on the Curriculum Policy of academic programs, four courses, such as Japanese Management, are offered, and the curriculum with a proper combination of coursework and research work is designed by the analytical foundation subjects, core business fundamental subjects, capstone subjects, other major subjects, and seminar subjects.

<Proposal>

A) Special Remarks on Strengths

- 1) The First-year Student Workshop II where students discuss and find solutions on social issues, and Introduction to APU where students are learning from the intercultural experience of students as a teaching material through group work, are the places to practice collaborative learning of domestic students and international students, which can be praised as a subject that promotes the intercultural understanding of students.

(3) Teaching Methods

<General Comments>

University-wide

The course offering policy is determined every academic year based on the class formats (lectures, seminars, labs, etc.) suitable for the curriculum, and the subjects are appropriately offered through deliberations of the Faculty Council Meeting or the Graduate School Faculty Council, and confirmation by the University Senate Meeting.

Regarding the teaching methods, the college offers small classes as a general rule, and a Blackboard is introduced as a Learning Management System (LMS) which supports bidirectional classes, preparation and review utilizing Workshop TAs. As a general rule, First-year Student Workshop II and Introduction or APU employ mixed classes of domestic students and international students, and group work and discussions are mainly performed in the classes. The graduate school provides research supervision and thesis/dissertation guidance based on the research supervision plan, which indicates the method and contents of the research supervision and annual schedule.

The number of credits that can be registered in one year is set appropriately in both colleges. The authorization of credits already acquired is provided in the University Regulation based on the standards stipulated in the Standards for Establishment of University and Graduate Schools, and are authorized according to the regulations.

The syllabus is created in a standardized format which consists of recommended qualifications, course objectives, standards for course completion, and the teaching methods

for both the colleges and graduate schools, and is published on the website. However, since irregularities in the indicated contents can be seen, improvements are required. Particularly, the indication of references in the graduate school is limited to some of the faculties. The execution status of the syllabus is verified through a class evaluation survey.

Regarding the grading, the Grade Evaluation Comments summarized by the faculty in charge which shows the evaluation points of the final examinations and reports of the concerned subjects, the overall learning attitude of students, and messages from the faculty in charge are provided under the responsibility of the Division of Academic Affairs after each semester is completed, for the purpose of students to look back at the classes and improve their learning attitude through these comments. However, since issues in the implementation rate of the Grade Evaluation Comments can be recognized in both the colleges and graduate schools it is necessary to improve the implementation rate.

Regarding the measures to improve the educational program and instruction, Initiatives Programs are implemented that allow faculty to plan their own events geared towards professional development based on the practical experience of the faculty, and FD training is also performed based on the survey of assurance of learning (AOL) methods as part of their efforts to secure accreditation from AACSB and employing "Exploring Team Teaching between Faculty Members who Teach Subjects Held in English and English Instructors" as a theme. Since AY2013, training to learn international teaching methods, such as setting learning goals, the descriptive contents of syllabus, rubric assessment, and interactive classes have been implemented throughout the year in cooperation with partner university the University of Minnesota in the U.S.. Class evaluation surveys are also implemented for all class subjects every semester under the responsibility of the Division of Academic Affairs. Regarding the results of the surveys, the summarized results including the free descriptions of the students is fed back to each faculty, and after these results are confirmed, individual interviews and guidance are provided to the faculty who require guidance and advice from the viewpoint of the average of the overall university.

#### College of Asia Pacific Studies

The seminars offer small classes as a general rule so that interactive exchange and exchange between students can be performed.

Regarding the improvements in the educational program and instruction, a measure called "Retreat" is being implemented which verifies the academic affairs of the overall college, and examines the direction led by the Associate Dean and curriculum coordinator of each cluster under the responsibility of the Dean of the College. In AY2014, discussions

were held on the actual conditions of field study and its linkage with the curriculum and internship and on career development and its linkage with the curriculum based on active learning improvement as the theme in these measures, to promote improvements and substantiality of the educational program and instruction.

#### College of International Management (APM)

The seminars offer small classes as a general rule so that interactive exchange and exchange between students can be performed.

Regarding the improvements of the educational program and instruction, Assurance of Learning (AOL) is being implemented led by the AOL Committee. Such activity to maintain assurance of the international standards can be highly evaluated, where the goals that the college wants students to achieve until graduation is presented as learning goals, and the ability that the college wants students to acquire in more detail is presented as learning objectives, and is systematically indicated by way of the Curriculum Alignment Matrix (CAM), which clarifies the knowledge and skill which should be achieved in each subject, and leads to improvements in the educational program and instruction according to the measurements of the learning outcome based on this.

#### Graduate School of Asia Pacific Studies

In the Master's Course, the orientation which is an opportunity for students to meet faculty is implemented for each field of research after enrollment, to promote matching with faculty for each research subject desired by a student. Subsequently, students take seminar subjects over three semesters, obtain research guidance by the faculty, and create a Master's Thesis.

In the Doctoral Program, students take seminar subjects to the 6th semester after enrollment and research guidance is provided by the faculty, and at the same time, the students write research papers in the 2nd semester and 4th semester and candidate qualification of a doctoral degree is screened by the Doctoral Dissertation Committee.

Regarding improvements in the educational program and instruction, joint presentation is held periodically for each field of research, to share information, such as the research supervision methods and activities among the faculty. In addition, although verification of the class evaluation survey is being performed, more effective use of the survey results is expected.

#### Graduate School of Management

After compulsory subjects are taken in the 1st semester, matching with the faculty is implemented for each research theme desired by the student before starting the 2nd semester. Subsequently, students take seminar subjects over three semesters, obtain research guidance by the faculty, and create a Master's Thesis.

Regarding the improvements of the educational program and instruction, Assurance of Learning (AOL) is being implemented led by the AOL Committee. Such activity to maintain assurance of the international standards can be highly evaluated, where the goals that the college wants students to achieve until completion is presented as learning goals, and the ability that the college wants students to acquire in more detail is presented as learning objectives, and is systematically indicated by way of the Curriculum Alignment Matrix (CAM), which clarifies the knowledge and skill which should be achieved in each subject, and leads to improvements in the educational program and instruction according to the measurements of the learning outcome based on this.

#### <Proposal>

##### A) Special Remarks on Strengths

- 1) In the College of International Management (APM) and Graduate School of Management (GSM), the goals that the College and Graduate School want students to achieve by graduation or completion are presented as learning goals, and the abilities that the College and Graduate School want students to acquire in more detail are presented as learning objectives. These are is systematically indicated by way of the Curriculum Alignment Matrix (CAM), which clarifies the knowledge and skills that should be achieved in each subject, and such activity to realize improvements in the educational program and instruction according to the measurements of the learning outcome based on this is commendable.

##### B) Issues Requiring Effort

- 1) In the colleges and graduate schools, although the syllabus is created in a standardized format university-wide, irregularities in the contents can be seen depending on the faculty therefore, improvements are required.

#### (4) Outcome

##### <General Comments>

The graduation and completion requirements in each college and graduate school are

presented to the students in advance through the Undergraduate Academic Handbook by the college, and the Graduate Academic Handbook by the graduate school. Regarding degree conferrals, graduation is determined by the President through deliberations in the Division of Academic Affairs Meeting and Faculty Council Meeting in the college, and completion is determined by the President through deliberations in the Higher Degrees Committee, and additional deliberations in the Division of Academic Affairs Meeting and the Graduate School Faculty Council in the graduate school, based on the University Regulations and the Degree Regulations.

Regarding the screening of the Master and Doctoral Thesis, screening standards have been established which indicate whether the level of the thesis is satisfactory, and is presented to students in advance through the Graduate Academic Handbook. However, in the Doctoral Program of the Graduate School of Asia Pacific Studies, although the screening standards of the doctoral thesis are stipulated, examination is necessary so that the required level is indicated more clearly.

Regarding the evaluation indicators to measure the learning outcome of students at the completion of the program, five items, such as knowledge and ability between cultures among the VALUE Rubric stipulated by the U.S. Association of American Colleges and Universities (AAC&U) is utilized university-wide, and the learning outcome is set based on the purpose of the university. Activities are promoted based on these learning outcomes, where the learning and experience of students through the four years of a student's life is evaluated from the Student Life Survey to visualize the growth process of students. In addition, the learning outcome is being measured through Class Evaluation Surveys in the College of Asia Pacific Studies, the learning objectives in the College of International Management (APM) and the Graduate School of Management, and Class Evaluation Surveys and periodic joint presentations in the Graduate School of Asia Pacific Studies. The measurement of the learning outcome stipulated in the Diploma Policy along with the learning outcome is expected to be promoted in the future.

## 5. Student Admissions

### <General Comments>

As a Student Admissions Policy common to the colleges (Admissions Policy), six items of an ideal student and the level of ability required for the language selected as the language of enrollment have been stipulated based on basic ideals, such as students who have symbiotic adaptability in multicultural environments. As a policy common to the graduate

schools, five items of an ideal student and English ability has been stipulated, such as students who have a comprehensive special knowledge required for advanced learning in each graduate school and major subjects. The Student Admissions Policy has also been established for each college and graduate school, which indicates the ideal students, contents, and the level of knowledge which must be acquired by new students. These policies are notified and published inside and outside of the university in Japanese and English through the university website, and Admissions Guidelines.

Considerable attention is being paid to student recruitment, such as holding a Summer Camp which is a training retreat targeting high school students in order to provide opportunities to experience a multicultural campus, in addition to events including briefing sessions and consultation for domestic students. Regarding international students, APU is aiming to secure diverse students without leaning towards certain countries and regions, by establishing local offices, participating in educational fairs, visiting high schools in cooperation with graduate organizations, and setting several application periods to respond to the various academic calendars around the world. Through such activities, APU is currently accepting students from many countries and regions around the world. Continuous efforts to increase recruitment from Southeast Asia, Oceania, Europe, U.S., and Africa as well as students from China and Korea, can be praised as an activity for achieving a multicultural campus.

In addition to general entrance examinations, with regard to undergraduate admissions selection, since the qualifications including the symbiotic adaptability in multicultural environments and language skills are distinguished based on a policy, international students are selected twice a year in the spring and fall through AO examination by face-to-face interviews or remote interviews, and domestic students are selected through AO examination by multiple methods. This method pays considerable attention to the diversity of the applicants, and is also designed to carefully ascertain the suitability and adaptability of students. The admission selection of the graduate school is performed by written examinations and interviews.

Regarding capacity management, appropriate management is generally being performed in both colleges however, improvement is required since the ratio of the number of transfer students to the capacity of transfer students is low in the Department of Asia Pacific Studies in the College of Asia Pacific Studies, and the Department of International Management in the College of International Management (APM). Since insufficient capacity has continued in the Master's Courses of both graduate schools, examination for improvement is required.

Regarding the appropriateness of student admissions, verification is performed by the

Entrance Examinations Board, and after the policy of the next academic year is deliberated on, the results are determined by the University Senate Meeting.

<Proposal>

A) Issues Requiring Effort

- 1) Since the ratio of the number of transfer students to the capacity of transfer students is as low as 0.13 in the Department of Asia Pacific Studies in the College of Asia Pacific Studies, and 0.19 in the Department of International Management in the College of International Management (APM), improvements are required.

6. Student Support

<General Comments>

APU stipulated six items, such as exchange and collaboration between multicultural students (mechanism of exchange between students and promotion of collaboration), promotion of off campus deployment and regional exchange, and connection of all activities to careers as the student support policy. However, although the policy of student life support and career path is indicated in this policy, the educational support policy has not been stipulated therefore, improvements are required.

The condition of the students who have been held back and withdrawn is tracked for educational support however, the factors of the withdrawn students has not yet been analyzed for the handling of withdrawn students therefore, this is an issue to be solved in the future. In addition, individual guidance is provided to students with poor grades, and study support is also provided before enrollment as supplementary lessons and supplementary education led by the Student Office and the Academic Office. Regarding education support for students with disabilities, improvements, such as the arrangement of note takers is being promoted. Regarding the implementation of financial support including scholarships, a scholarship system, which consists of loans and tuition reductions, has been established for the undergraduate and graduate school students. In addition, the office hour system is expected to be improved in order to meet the actual needs.

Regarding the student life support, a detailed system has been established where four different languages including Japanese, English, Chinese and Mongolian can be used, in order to respond to the diverse structure of students and faculty centered on the Counseling Room. Regarding harassment prevention, APU Harassment Prevention Regulations, and Harassment Prevention Guidelines have been instituted, and a Harassment Prevention



Committee has been established.

Career guidance is being provided in many ways as career path support, such as internships through the planning of the Division of Careers and the Career Office established in the division. The system required to provide instruction and advice for career path support has been developed, including the establishment of class subjects concerning career development support including Career Japanese I & II which develops the Japanese proficiency required for job seeking activities in Japan, such as job interviews and the creation of an entry sheet for international students, and provision of career counseling and career guidance in Japanese and English, and are operated appropriately. APU continuously holds on-campus recruiting for all students. Under this system, companies are invited to the university to hold briefing sessions and a part of their selection process, and it is successful because it is used by many students, especially international students. These activities are commendable, as they are connected to the high employment rate of international students in Japan.

Regarding the appropriateness of student support, the Student Affairs Committee Meeting verifies the student life support, the career path support by the Career and Job Placement Committee Meeting, and educational support by the Academic Affairs Committee, respectively.

## 7. Educational and Research Environment

### <General Comments>

As a policy of the educational and research environment, nine items, such as an international campus that Beppu City and Oita Prefecture can be proud of showing to the rest of the world, and a campus open to local residents that has a wealth of amenities in tune with nature and the environment are stipulated in the Ritsumeikan Asia Pacific University Basic Establishment Plan. These policies are shared among the faculties through on-campus meetings.

Both the premises of the school and school buildings meet the Standards for Establishment of a University, and the necessary facilities and equipment are available including AP House, an international education dormitory where domestic students and international students live together, in addition to sports grounds. Sufficient barrier-free access on the campus has also been provided.

Regarding the library, an environment in consideration of the learning of students is available, where permanent staff that have professional knowledge are appropriately posted,

and a sufficient quantity and quality of books, scientific journals and electronic journals are provided, which allows students to access off-campus information. However, in consideration of an increase in the number of students compared with the opening of the university, the learning and reading space in the library has become tighter therefore improvements are required in the future.

Regarding the Educational and Research Support Systems, research expenditures are paid to the tenured faculty members, and a laboratory is provided. The sabbatical system Ritsumeikan Asia Pacific University Academic Development Leave (ADL) has been introduced, where tenured faculty members are able to concentrate on research off campus for half a year. In order to support educational activities, graduate school students as teaching assistants (TAs) has also been introduced.

The Ritsumeikan Asia Pacific University Research Code of Ethics and the Ritsumeikan Asia Pacific University Guidelines of Ethical Conduct in Research Involving Human Subjects have been established for research ethics, and activities including study sessions for saturation of these ethics is being promoted for the faculty and graduate school students, and the research ethics are published in the Undergraduate Academic Handbook for college students to understand. In addition, structural reinforcement accompanying the increase in consultation matters concerning research ethics and compliance has become a future issue to be solved.

The appropriateness of the educational and research environment is being verified under the responsibility of the Campus Maintenance & Reform Planning Committee.

## 8. Social Cooperation and Social Contribution

### <General Comments>

Since its opening, the main purpose of APU was to contribute to the local society and international society, and the Proposals from APU which mentions three pillars, including the development of a network that allows the university and its students join Beppu, Oita with the world have been stipulated. The policy concerning social cooperation and social contribution regarded local cooperation as the core, and the policy concerning international contribution and international cooperation is also indicated in the APU2020 Vision which was established as APUs 10th year milestone. These policies are shared among the faculties through on-campus meetings.

APU has concluded Friendship Exchange Agreements with 19 municipalities within Oita Prefecture and Iida City, Nagano Prefecture, and became a cosponsor of human resource

development business promoted by Oita City, and is conducting cooperation and exchange programs, such as offering Management of Technology (MOT) introduction lectures based on the theme how to connect technology to business and profit, in addition to APU Lectures (public lectures). APU has also concluded cooperation agreements with Japan International Cooperation Agency (JICA) for international contributions and international cooperation, and JICA entrusted APU and Beppu City with the "JICA Grassroots Technical Cooperation Project (Proposals from Regions) in addition to accepting JICA trainees to support a local development system for the Surin Province, Kingdom of Thailand, and support improvements in the level of income in the local community.

The appropriateness of social cooperation and social contribution is being verified through a process where examinations and deliberations are performed in the "Office of the President Meeting" which consists of the Vice President, Pro Vice President and Liaison Director, and the results are reported to the University Senate Meeting, where the improvement measures are resolved.

## 9. Administration and Financial Affairs

### (1) Administration

#### <General Comments>

APU adopted a governance with enhanced centralization of the decision making authority of the University Senate Meeting, based on the Administration and Management Policies where all important decision making is concentrated in the University Senate Meeting under the leadership of the President, and arranged various special committees, Faculty Council Meeting, and Graduate School Faculty Council in which part of the authority is transferred under such a policy, to execute administration and management of daily work. The authority, positioning, and constituent members of these special committees and the Faculty Council Meeting is clearly stipulated in various regulations including the university regulations. The authority and responsibility relations of the academic affairs organization and corporate organization, and the authority and responsibility of the President, Dean of College, Dean of the Graduate School, and trustees are clearly stipulated in various regulations including the university regulations, and the act of endowment of corporations. The revision of systems and regulations accompanying partial revision of the School Education Act enacted on April 1, 2015 has been carried out appropriately, such as revision of the university regulations and various other regulations in a joint faculty meeting to change the deliberation items of the Faculty Council Meeting, regarding the revision of

the roles of the Vice-President and the Faculty Council Meeting.

An office management organization has been established to perform the duties concerning the management of corporations and the university, support education and research activities, and the clerical work required for other university operations. In addition, the efficiency of general affairs, financial affairs and facility management is being promoted by sharing the office management organization between the corporate sector of The Ritsumeikan Trust and Ritsumeikan University. An office management organization according to the characteristics of APU has been organized, where a high percentage of the staff has a TOEIC(R) score of 800 or more in order to communicate in Japanese and English. Regarding the activities to improve the qualifications of the staff, staff development (SD) has been promoted aggressively through the introduction of a unique staff assessment system of the university office management organization, training at the so-called Global 5 universities, observation visits to British universities sponsored by external organizations, and other external training.

The verification process concerning administration is structured so that discussions are held in various special committees, and confirmations and decision are made in the University Senate Meeting.

The budgeting, execution process and financial audits are being performed appropriately. Regarding audits, internal audits are implemented based on internal regulations (Internal Audit Regulations), including audits by auditors, and accounting audits by an audit corporation based on the laws and regulations. The appropriateness of budget allocation and the execution process is structured so that it is verified by the Administration Office.

## (2) Financial Affairs

### <General Comments>

The Ritsumeikan Trust has formulated the R2020 Academy Vision and a mid-term plan called the First Half Plan Outline, and the Financial Plan and Basic Financial Management Policy are determined by the Academy Financial Review Committee in order to realize the vision and plan. Six items including income and expenditure balance in the fund base of each division are stipulate in this Basic Financial Management Policy, in view of maintaining the financial independence of each division.

Regarding the relative financial ratios, in the relative ratio of the consumption statement of income and expenditures on the university base, the ratio of labor costs is low, and the ratio of education and research costs and the ratio of administration expenses are higher

compared with the average of private universities with multiple colleges" This is caused by the large scale of scholarships for international students and the operation cost of the International Education Dormitory AP House, where the characteristics can be seen even in the financial ratio. In the relative ratio of the balance sheet, the current ratio is holding at a value lower than the average however, the asset liquidity to the debt is being maintained therefore there is sufficient strength in the financial standing to achieve the mission and goals. However, the filling rate of the financial assets for the required reserve funds, and the imputed income and expenditure balance ratio of the university base tends to be declining.

The acceptance of external funds except for payment income from students is positioned as an important financial subject of the university, and aggressive measures for income are being examined in order to secure financial resources for continuous reform of the university therefore, results will be expected in the future.

## 10. Internal Quality Assurance

### <General Comments>

The university regulations stipulates that in order to improve their educational and research standards and fulfill their purposes and social mission, the University shall conduct self-assessment and evaluation regarding the state of educational and research activities in the University, and shall present the result to the public, and this is referred to as the policy concerning internal quality assurance, and the self-assessment is performed every two years under the responsibility of the University Self-Assessment Committee.

Regarding the verification of the various university activities, an external evaluation by the University Evaluation Committee which consists of off-campus experts, and university evaluation by JUAA is incorporated into a series of flows of the self-assessment conducted by the university's Self-Assessment Committee. Regarding the items which must be improved as a result of the self-assessment, each organization creates and executes action plans, and the university's Self-Assessment Committee confirms the status of the progression and urges that improvements be made. However, although the regulations and authority are stipulated for the verification system of the various activities overall of the university, further improvements are expected in order to systematically arrange and establish a systematic internal quality assurance system.

The items indicated by the previous university evaluation by JUAA, have been dealt with appropriately, and an improvement report was submitted in AY2012.

Educational information, financial related documents, and the self-assessment results

have been published on the website.

Among the items indicated in each standard, we request that the status of measures for the Issues Requiring Effort be summarized in an Improvement Report and submitted to JUAA by the end of July 2019.