

AY2012 Self-Assessment Report

Ritsumeikan Asia Pacific University

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AY2012 Self-Assessment Report Evaluation List

Standard		Evaluation of Whole University	Evaluation of Colleges		Evaluation of Graduate Schools	
			College of Asia Pacific Studies	College of International Management	Graduate School of Asia Pacific Studies	Graduate School of Management
I	Mission and Goals	*	*	*	*	*
II	Educational and Research Structure	B	-	-	-	-
III	Faculty Members and Faculty Structure	A	A	A	A	A
IV – i	Educational Program, Instruction and Outcomes [Educational Objectives, Diploma Policy, Curriculum Policy]	A	B	A	B	A
IV – ii	Educational Program, Instruction and Outcomes [Educational Program]	A	B	A	B	A
IV – iii	Educational Program, Instruction and Outcomes [Educational Instruction]	A	B	A	B	A
IV – iv	Educational Program, Instruction and Outcomes [Outcomes]	B	B	B	B	B
V	Student Admissions	A	A	A	A	A
VI	Student Services	A	-	-	-	-
VII	Educational and Research Environment	A	-	-	-	-
VIII	Social Cooperation and Social Contribution	A	-	-	-	-
IX – i	Administration and Financial Affairs [Administration]	A	-	-	-	-
IX – ii	Administration and Financial Affairs [Financial Affairs]	A	-	-	-	-
X	Internal Quality Assurance	A	-	-	-	-

[Note]

1 : Please fill in the evaluation column based on the following criteria.

S – Activities have been done according to the policies, and mission, goals and educational objectives have been highly achieved.

A – Activities have been almost done according to the policies, and mission, goals and educational objectives have been almost achieved.

B – Activities have slightly been insufficient, and mission, goals and educational objectives have not been achieved sufficiently.

C – Activities have been insufficient, and mission, goals and educational objectives have not been achieved sufficiently. There are many points to be improved.

2 : Column with * mark is not compulsory to fill in. Please fill in if necessary.

3 : If there are more than one department or graduate school, please add column.

If you print out, please adjust the paper size and direction to fit in a page.

Acronym List

Acronym	Full Name
AACSB	The Association of Advance Collegiate Schools of Business
AC	Advisory Committee
AOL	Assurance of Learning
AP-IMAC	Asia Pacific Innovation Management Center
APM	College of International Management
APS	College of Asia Pacific Studies
APU	Ritsumeikan Asia Pacific University
APU-IMAB	APU-Integrated Man-Biosphere Center
AY	Academic Year
CA	Career Adviser
CLE	Center for Language Education
DIP	Division Initiatives Program
EDLSC	Education Development and Learning Support Center
FD	Faculty Development
FEP	Faculty Enrichment Program
FIP	Faculty Initiatives Program
FLAG	Fellow Advisory Group
FYSW	First-Year Student Workshop
GASS	Global Admissions Student Staff
GCEP	Global Competency Enhancement Program
GPA	Grade Point Average
GSM	Graduate School of Management
IAAPS	International Association for Asia Pacific Studies
JAC	Junior Assistant-advisers for Career
JASSO	Japan Student Services Organization
JUAA	Japan University Accreditation Association
LA	Library Assistants
MEXT	Ministry of Education, Culture, Sports, Science and Technology
MRC	Media Resource Center
RA	Resident Assistants
RCAPS	Ritsumeikan Center for Asia Pacific Studies
SAS	Student Activity Station
SCA	Student Career Adviser
SD	Staff Development
SPA	Student Press Assistants
TA	Teaching Assistants

I . Mission and Goals

1. Description of Current Conditions

(1) Are the mission and goals of the university, colleges and graduate school etc. adequately specified?

1) University-wide

Ritsumeikan Asia Pacific University (APU) was founded in April, 2000, through the public-private cooperation of the Ritsumeikan Trust, Oita Prefecture and Beppu City. When APU was founded, the “Declaration on the Occasion of the Opening of APU” (hereinafter referred to as the “Opening Declaration”), which plays a founding role in educational development and university management, stipulates the university’s vision as “freedom, peace and humanity”, “international mutual understanding”, and “the future shape of the Asia-Pacific region”.

Declaration on the Occasion of the Opening of Ritsumeikan Asia Pacific University

Since the beginning of human history, human beings have attempted to create their own distinctive cultures and develop civilizations in the various regions of the world. They have also had to overcome many constraints and obstacles in order to achieve their goal of living in conditions of freedom, peace and humanity.

The twentieth century was an era of rapid progress and unprecedented advance in the political, economical and cultural fields, as human activity increasingly took place on a global scale. Through the experience of the two World Wars, the United Nations and other international organizations were formed to enhance cooperation in order to maintain peace and to promote international understanding.

Given that the 21st century will see the emergence of a global society, we firmly believe that coexistence between mankind and nature, as well as between diverse cultures, will be indispensable for the peaceful and sustainable development of the Asia Pacific region. This is why we are now establishing a university here, to nurture the young talent and to create a new academic discipline which will help shape the region's future.

April 1, 2000 therefore marked the birth of the Ritsumeikan Asia Pacific University (APU), based on a vision of freedom, peace and humanity, international mutual understanding, and the future shape of the Asia Pacific region. The establishment of the University at Jumonjibaru, in Beppu City, has been made possible through the cooperation of the

I . Mission and Goals

people of Beppu and Oita Prefecture, together with many others both within and outside Japan.

Our hope is that it will be a place where the young future leaders from countries and regions throughout the world will come to study together, live together, and understand each other's cultures and ways of life, in pursuit of goals which are common to all mankind. The Ritsumeikan Asia Pacific University is hereby declared open.

April 1st, 2000

In keeping with the above Opening Declaration, APU stipulates the following common educational and research objectives (Human resource development goals) for all colleges and graduate schools.

Ritsumeikan Asia Pacific University Regulations Article 1 (Excerpt)

The University's mission is to offer a wide range of knowledge as an academic center in accordance with the general principles and methods of education set forth in the Fundamental Education Law, as well as to teach and research in-depth technical knowledge pertaining to the Asia Pacific region in order to develop students' intellectual, moral and practical abilities.

In order to realize the university's vision of "freedom, peace and humanity", "international mutual understanding", and "the future shape of the Asia-Pacific region", as well as nurture the young talent capable of contributing to the future shape of the Asia-Pacific region, APU has, since its inception, worked towards achieving "The 3 50s" goals of:

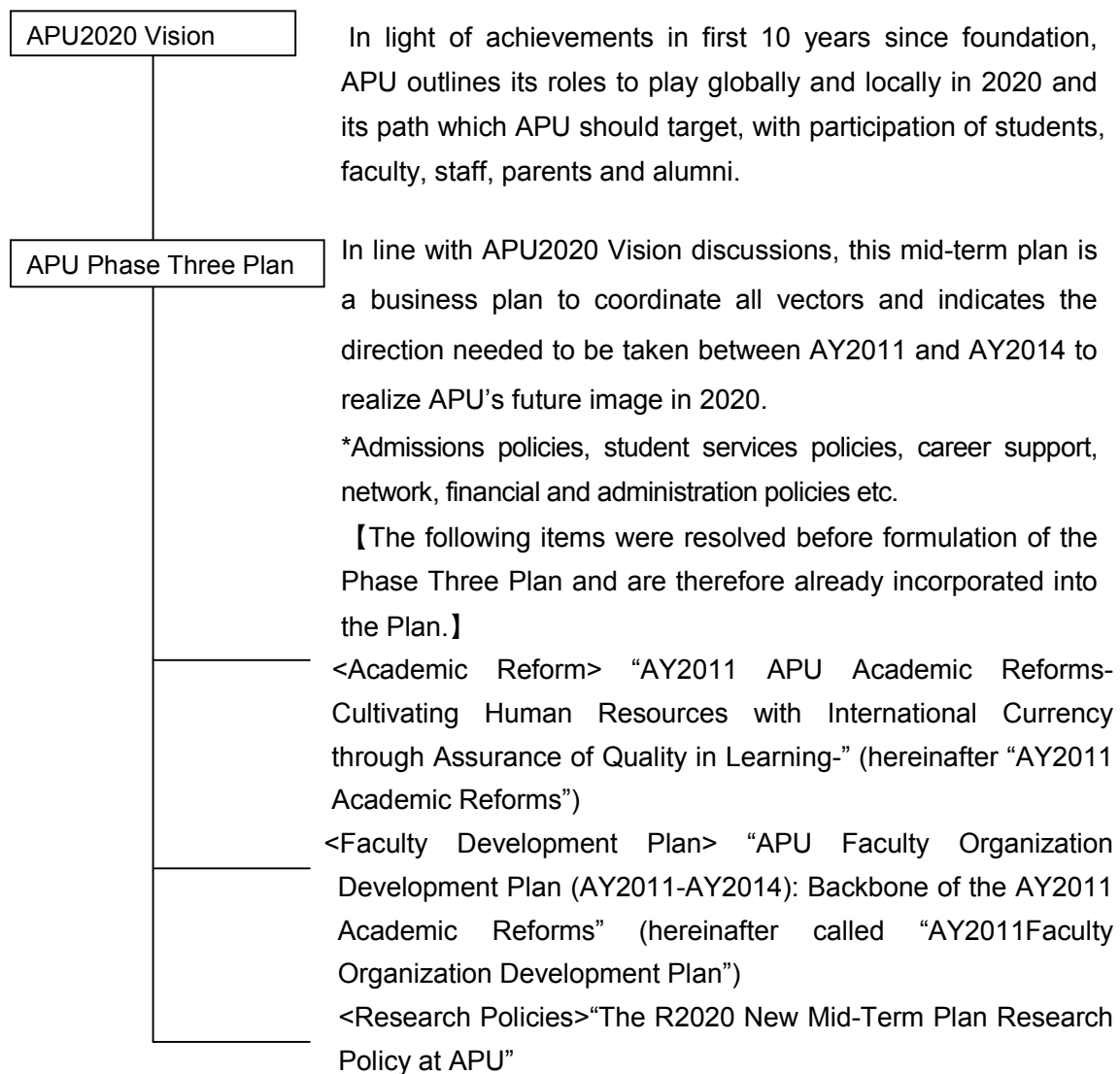
- [1] Admit international students from 50 countries and regions (note: "international students" refers to students studying under an "college student" visa. "Domestic students" are Japanese nationals and other non-Japanese students who live in Japan but are not on an "college student" visa.)
- [2] In order to create a multicultural campus, admit a 50% ratio of international to domestic students.
- [3] Maintain a 50% ratio of foreign to Japanese faculty.

In addition, placing a focus on internationalizing all aspects of education, research and university management, APU has the following initiatives:

- A twice yearly (Spring and Fall) admissions system aimed at attracting highly motivated domestic and international students from an array of countries and with a diverse set of backgrounds.
- In an effort to admit students who agree with the university's vision, students can carry out the admissions process in either Japanese or English.
- All in-house university materials and notices, as well as the intranet and guidance sessions for the faculty, staff and students, are offered in Japanese and English. As a rule, the university's public website is also available in both languages.
- Undergraduate education utilizes a bilingual Japanese and English education system (classes) and enhanced classroom learning (syllabus organization, introduction of subject numbering and strict grading and evaluation criteria).
- In order to foster global human resources, all learning and research in the graduate school is carried out in English, and a global education given by an organization of international faculty with diverse nationalities, academic histories and achievements.
- Official meetings, such as the University Senate and Faculty Council meetings, are held in both Japanese and English.
- In order to inject a diverse set of global perspectives into the running of the university, APU is very proactive in appointing foreign nationals for officials (President, Vice President, Deans etc.). As of April 1st, 2013, of the 17 executive positions, 8 were held by foreign nationals. The previous President was also a foreign national.

In 2011, in light of the university's achievements in its first 10 years of operation, APU formulated the "APU2020 Vision", outlining the future image APU hopes to attain by 2020, and the "APU Phase Three Plan", a mid-term report for the 4 years between Academic Year (AY) 2011 and AY2014.

I . Mission and Goals



These initiatives have resulted in creating a diverse multicultural campus in which students who are struck a chord with the university vision of "freedom, peace and humanity", "international mutual understanding", and "the future shape of the Asia Pacific region" and will help create the future of the Asia Pacific region, live and learn together, embracing each other's cultures and customs.

The university's mission and goals, and initiatives it has implemented in accordance with these, are meeting the ever diversifying needs of a complex society experiencing rapid economic globalization and increased demand for global human resources.

2-1) College of Asia Pacific Studies (APS)

The APS was established at the same time of the university's inauguration in April, 2000. The educational and research objectives (human resource development goals) for the APS are as follows:

Ritsumeikan Asia Pacific University Regulations Article 2 (Excerpt)

The college of Asia Pacific Studies aims to cultivate human resources that, upon comprehensive understanding of the diverse political conditions, economies, societies, and cultures of the Asia Pacific region, will 1) achieve basic and advanced knowledge in such areas global society, environment and development, and tourism, 2) develop language, communication and problem-solving abilities, and 3) through understanding of the diverse problems facing the Asia Pacific, will be able to contribute to sustainable development and coexistence in the region.

2-2) College of International Management (APM)

The College of International Management (APM) (Former name: the College of Asia Pacific Management) was established at the same time of the university's inauguration in April, 2000, undergoing a name change from the former College of Asia Pacific Management to its current College of International Management in April, 2009. The educational and research objectives (human resource development goals) for the APM are as follows:

Ritsumeikan Asia Pacific University Regulations Article 2 (Excerpt)

The College of International Management aims to cultivate human resources that, upon comprehensive understanding of the diverse political conditions, economies, societies and cultures of the Asia Pacific region, will 1) achieve basic and advanced knowledge in such areas as Business and Management, 2) develop intercultural communication skills in addition to strategic business planning and administration abilities, and 3) through understanding of the diversity in managing corporations in this region, will be able to contribute to globalizing enterprise activities.

APM, along with the Graduate School of Management (GSM), aims to obtain accreditation from the Association of Advance Collegiate Schools of Business (AACSB) International, an American based international accreditation organization for business education. obtaining

I . Mission and Goals

this accreditation in mind, the GSM has the following Mission Statement.

The mission of the College of International Management is to cultivate human resources with strong business ethics that will play an active role in resolving management issues at globalizing enterprises and other organizations by imparting fundamental knowledge in management, enhancing intercultural communication skills and upholding cultural diversities.

3-1) Graduate School of Asia Pacific Studies

The Graduate School of Asia Pacific Studies was also established at the same time of the university's inauguration in April, 2000. Currently this School has both a Master's and Doctoral Program. The Master's Program offers 2 majors: Asia Pacific Studies, and International Cooperation Policy, both designed from a perspective of meeting international needs.

The educational and research objectives (human resource development goals) for the Graduate School of Asia Pacific Studies are as follows:

Ritsumeikan Asia Pacific University Regulations Article 2 (Excerpt)

The Graduate School of Asia Pacific Studies will specialize in the areas of government, environment and development economics deemed necessary for the development of the Asia Pacific Region. Its purpose is to form practical resolutions for issues in the Asia Pacific and to cultivate human resources who will contribute to sustained development and peaceful coexistence in the Asia Pacific region.

3-2) Graduate School of Management (GSM)

The GSM was established in April, 2003. Currently this school only has a Master's Program in place. The educational and research objectives (human resource development goals) for the GSM are as follows:

Ritsumeikan Asia Pacific University Regulations Article 2 (Excerpt)

The Mission of the Graduate School of Management (GSM) 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 by imparting advanced management skills, a good understanding of business ethics and a deep insight into globalization.

As previously stated, the GSM, along with the APM, aims to obtain accreditation from

AACSB International, and thus has the following Mission Statement:

The Mission of the GSM 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 by imparting advanced management skills, a good understanding of business ethics and a deep insight into globalization.

(2) Are the mission and goals of the university, colleges and graduate school known to faculty, staff and students and have they been made public?

1) University-wide

The mission and goals of the university are available to the public via the Opening Declaration”, “Educational and Research Objectives (human resource development goals)”, and “University Regulations Pertaining to Educational and Research Objectives”, all of which are on the university website. Students are notified at the freshman orientations held at the start of each semester. In the orientations, “Campus Life Handbook” containing the “Declaration on the Occasion of the Opening of Ritsumeikan Asia Pacific University” are distributed to all new enrollees in Japanese and English. The university is making efforts to notify students by uploading the handbook onto the student access website and make it available from the Student Office.

2-1) College of Asia Pacific Studies (APS)

“Undergraduate Academic Handbook”, which clearly outline the APS’s educational and research objectives (human resource development goals) in both English and Japanese are made and distributed to all students in the APS. These objectives are also listed in both languages on the University website.

2-2) College of International Management (APM)

“Undergraduate Academic Handbook”, which clearly outline the APM’s educational and research objectives (human resource development goals) in both English and Japanese are made and distributed to all students in the APM. These objectives, along with a College “Mission Statement” are also listed in both languages on the University website.

3-1) Graduate School of Asia Pacific Studies

“Graduate Academic Handbook”, which clearly outline the Graduate School of Asia Pacific Studies’ educational and research objectives (human resource development goals) in English are distributed to all students in the Graduate School of Asia Pacific Studies. These objectives are also listed in both English and Japanese on the University website.

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3-2) Graduate School of Management (GSM)

“Graduate Academic Handbook”, which clearly outline the GSM's educational and research objectives (human resource development goals) in English are distributed to all students in the GSM. These objectives, along with a School “Mission Statement” are also listed in both English and Japanese on the University website.

(3) Are the mission and goals of the university, colleges and graduate schools etc. regularly reviewed for suitability?

1) University-wide

APU's vision of “peace, freedom and humanity”, “international mutual understanding”, and “the future shape of the Asia Pacific region” stipulated in the Opening Declaration have remained unchallenged since the university's inauguration over 10 years ago, proving just how much they have penetrated all facets of the university, both internally and externally. At the time of making academic reforms (curriculum reforms) and mid-term plans, the university tries to review the suitability of these missions and goals. Recently, in the formulation process of the APU2020 Vision (started in AY2011) and APU Phase Three Plan centering on AY2011 Academic Reforms, meaning of our missions and goals was reviewed and confirmed again.

2. Self Assessment

[1] Items That Are Showing Results

1) University-wide

<1> Penetration of the Vision

The Opening Declaration remains steadfast after more than 10 years since inauguration. Students, faculty and staff agree with APU's vision and have done educational and research activities. The university has continued to broadcast the vision in both English and Japanese throughout the world.

The vision set down in the Opening Declaration of “peace, freedom and humanity”, “international mutual understanding”, “the future shape of the Asia Pacific region”, and “to nurture the young talent that will help future shape of the Asia Pacific region” have become almost current universal topics both domestically and internationally and APU praises evaluates itself that it were ahead of the times. In a world that is going through dramatic economic and social globalization, APU's missions and goals are widely accepted in Japan.

[2] Items Requiring Improvement

2-2) College of International Management (APM)

<1> Distinguish between the APM's educational and research objectives and its mission

statement

Some printed material and web pages list the educational and research objectives while others the mission statement. While in principal there is not much difference between the two, there is the possibility that it is a little ambiguous to the public, students, staff and faculty.

3-1) Graduate School of Asia Pacific Studies

<1> Specify educational and research objectives by major and Master's and Doctoral program

The Master's and Doctoral programs in the Graduate School of Asia Pacific Studies do not currently have separate educational and research objectives (human resource development goals). Likewise, neither do the separate majors of Asia Pacific Studies and International Cooperation Policy.

3-2) Graduate School of Management (GSM)

<1> Distinguish between the GSM's educational and research objectives and its mission statement

Some printed material and web pages list the educational and research objectives while others the mission statement. While in principal there is not much difference between the two, there is the possibility that it is a little ambiguous to the public, students, staff and faculty.

3. Development Policies towards the Future

[1] Items That Are Showing Results

1) University-wide

<1> Penetration of Vision

Formulation of a mid-term plan between AY2013 and AY2014 (for implementation between AY2015 and AY2020) includes a review of the Opening Declaration and meaning of vision.

[2] Items Requiring Improvement

2-2) College of International Management (APM)

<1> Distinguish between the APM's educational and research objectives and its mission statement

Continue making the necessary steps to ensure the objectives and mission statement are distinguishable.

3-1) Graduate School of Asia Pacific Studies

<1> Specify educational and research objectives by major and Master's and Doctoral

I . Mission and Goals

program

Create and specify educational and research objectives (human resource development goals) by major and Master's and Doctoral program during 2013.

3-2) Graduate School of Management (GSM)

<1> Distinguish between the GSM's educational and research objectives and its mission statement

Continue making the necessary steps to ensure the objectives and mission statement are distinguishable.

II. Educational and Research Structure

1. Description of Current Conditions

(1) Are the colleges, courses, graduate schools, majors, affiliated research institutions and centers suitable in light of the university's missions and goals?

In response to the changing national and international social and educational trends, the Ritsumeikan Asia Pacific University (APU) has reviewed the roles and suitability of educational and research structures in line with the university's missions and goals such as APU established the "Education Development and Learning Support Center" (EDLSC) in AY2008, and changed the name of the 'College of Asia Pacific Management' to 'College of International Management' (APM) in AY2009 since its previous assessment.

<Educational and Research Structures at APU>

As of AY2012, APU has 2 Colleges, 2 courses, 2 Departments, 2 Graduate Schools, 1 Research Institute and 3 other educational structures supporting the overall education at the university. In the Graduate School, one School is made up of a Master's and a Doctoral Program and one School a Master's Program only.

(Structures)

[1] Undergraduate Programs

College of Asia Pacific Studies (APS)	Department of Asia Pacific Studies
College of International Management (APM)	Department of International Management

[2] Master's & Doctoral Programs

Graduate School of Asia Pacific Studies	Asia Pacific Studies Major (Master's)
Graduate School of Asia Pacific Studies	International Cooperation Policy Major (Master's)
Graduate School of Asia Pacific Studies	Asia Pacific Studies Major (Doctoral)
Graduate School of Management (GSM)	Management Major (Master's)

[3] Affiliated Research Institutes etc.

Ritsumeikan Center for Asia Pacific Studies (RCAPS)
Media Resource Center (MRC)
Education Development and Learning Support Center (EDLSC)
Center for Language Education (CLE)

(Material 2-1)

(Colleges)

Based on the university's mission, APU has aimed for educational and research structures orientated towards meeting the need for human resources with an international perspective.

II. Educational and Research Structure

In particular, educational structures have been set based on liberal arts and undergraduate education focusing on the field of social sciences. While the undergraduate colleges do employ policies that strengthen academic content to reflect international standards and changing trends in nurturing human resource demands domestically and internationally, we do not foresee frequent structural reorganization. However, since the opening of the university in 2000, some necessary measures, including college name change, increases in faculty numbers to meet rises in student intake, and the establishment of the EDLSC, have been carried out.

(Graduate School)

As outlined in section "I. Mission and Goals", the Graduate School is taking steps to address the individual and specific human resource needs required to support countries especially in the Asia Pacific region. Master's and Doctoral Programs of "Asia Pacific Studies" were established based on these missions and goals, forming the foundations of education and research at APU. Master's programs in international cooperation policy and management have also been established to focus on nurturing practical-minded human resources.

(University-wide Educational Structures)

APU has 3 university-wide educational organizations/structures: the Media Resource Center (MRC), Center for Language Education (CLE), and the EDLSC. The MRC runs all information networks as well as operating the library, the basic infrastructure of education and research infrastructure at APU. The CLE is one of the unique features of undergraduate education at APU. Students can enroll on either a Japanese or English base, earn credits in this language, and acquire proficient working knowledge in the other language* by time of graduation. The CLE is an important part of supporting the bilingual education system here at APU. One of the primary functions of the EDLSC is to offer support to ensure that students from around the globe and with a diverse set of academic backgrounds make a smooth transition into the education system offered at APU.

*Language of which students did not use in their admissions. The non-basis language for Japanese-basis students (they enrolled in Japanese), is English and the non-basis language for English-basis students (they enrolled in English) is Japanese.

(Research Structures)

The university's Ritsumeikan Center for Asia Pacific Studies (RCAPS) is responsible for the promotion of Asia Pacific related research at APU, as well as for disseminating research achievements and results. RCAPS, which was in fact established in 1996, before the university even opened in 2000, has carried out the following activities:

- Hold the international academic conference "Asia Pacific Conference" – held every year

- Publish the academic journal "Ritsumeikan Journal of Asia Pacific Studies" – published once a year
- Publish the academic journal "Polyglossia" – published twice a year
- Hold "RCAPS Seminar" (non-fixed – as required)
- Publicizing of Working Papers on the internet
- Runs the following centers for specific research
 - Transition Economy, Management Research Center
 - Asia Pacific Innovation Management Center (AP-IMAC)
 - APU-Integrated Man-Biosphere Center (APU-IMAB)
 - Digital Technologies Innovation Center

In addition, in order to actually be able to "create a new academic discipline", as set forth in the opening declaration, APU played a leading role in the establishment of the International Association for Asia Pacific Studies (IAAPS) in 2010. IAAPS aims to shape and promote Asia Pacific studies, and become a center of intelligence which accumulates and disseminates the research results in each academic discipline held in sub-regions of the Asia Pacific.

<Suitability to Mission and Goals>

(Educational Structures)

The mission and goal of the university, as outlined in the Opening Declaration, is to "nurture young talent which will help shape the Asia Pacific region's future" in light of the fact that "the 21st century will see the emergence of a global society" and that "coexistence between mankind and nature, as well as between diverse cultures, will be indispensable for the peaceful and sustainable development of the Asia Pacific region". This mission and goal has proved to be just as important more than 10 years after inauguration, forming the basis for which all educational structures at APU are established.

(Research Structures)

As reflected in the Opening Declaration, APU's research mission and goals are to 'create a new academic discipline which will help shape the future of the Asia Pacific regions'. Striving towards this mission, the university established RCAPS, a research institute that embraces a diverse range of disciplines, and IAAPS, an association aimed at the international dissemination of research done by RCAPS.

<Suitability of Academic Development and Societal Demands>

(Educational Structures)

Opening in only 2000, APU is still a young university. This, coupled with the fact that we have very unique missions and goals, means we need to thoroughly analyze the activities of our graduates both domestically and abroad, and consider all academic structures in line

II. Educational and Research Structure

with both domestic and international trends. In the AY2011 Academic Reforms based on analysis and recognition that the missions and goals implemented at the time of inauguration still hold strong, and are in fact becoming more and more important to the university, APU fundamentally strives to consistently enhance academic content in line with the trend for internationally quality assured education and the academic advancement.

In keeping with these fundamental policies, APU has systematically carried out changes such as changing the name of the College of Asia Pacific Management to the College of International Management. This was carried out in AY2009 so that the academic content of the College was more obvious externally. In AY2007, student intake capacities were increased and academic reforms implemented, expanding into interdisciplinary fields. AY2008 saw the establishment of the Educational Development and Learning Support Center, a center aimed at strengthening faculty development and dealing with domestic and international educational trends. In addition, APU has continued to respond to the changing demands of both the domestic and international communities by 1) dealing with the changes in the number of students moving on to higher education in the Asia Pacific region (setting the number of international student intake per countries and regions), 2) using the Graduate School to help meet the human resource needs of government and local municipalities supporting the Asia Pacific region – Japanese Grant Aid for Human Resource Development Scholarship (JDS), Japanese Human Resource Development Scholarship for Chinese Young Leaders, Indonesian Professional Human Resources Development Program (PHRDP), Asian Development Bank Japan Scholarship Program (ADB-JSP) and the Joint Japan/World Bank Graduate Scholarship Program (JJ/WBGSP).

(Research Structures)

RCAPS, a research structure that covers the whole university, is a comprehensive institute oriented towards the integrated development of Asia Pacific related research. Through the flexible establishment of various fixed-term centers that are developed at RCAPS and operated using external funding, RCAPS is responding to the demands of both academia and society.

Research isn't limited to the confines of APU. With the aim of networking and the international activation of Asia Pacific related research, IAAPS was established in 2010. We further strengthened our stronghold as a base for Asia Pacific related research by hosting academic conferences overseas from 2012, with conferences held in Hong Kong and the Philippines in 2012 and 2013 respectively.

(2) Is the suitability of educational and research structures being regularly reviewed?

Since inauguration in 2000, the AY2006 and AY2011 academic reforms have been used as turning points to review the educational and research structures at APU. Below is an overview of these review processes.

(Educational Structures)

In order to ensure that educational structures are in line with both the university's mission and goals and societal demands, APU takes the same review procedures as faculty organization, educational aim, curriculum (design and implementation), degree conferral policy and educational content and methods. The procedures are 1) doing research and analyzing the structures by the division of academic affairs, 2) exchanging opinions and ideas during the Faculty Council Meeting, Graduate Faculty Council Meeting and Faculty Discussion Meeting, 3) finalizing them at the University Senate Meeting. The outcome of APU's previous review was reflected by AY2011 Academic Reform which is due to run its final year in AY2014. The next review will therefore look ahead towards post AY2015 educational structures.

(Research Structures)

Regarding research structures, APU implements a review process that involves 1) reviewing and analyzing research structures at the International Cooperation and Research Division Meeting, 2) exchanging opinions and ideas during the Faculty Council Meeting, Graduate Faculty Council Meeting and Faculty Discussion Meeting and 3) finalizing them at the University Senate Meeting. APU's previous review was carried out according to the formulation of a Trust-wide Action Plan (R2020). A review was carried out in 2011 and the future path of the university determined.

2. Self Assessment

[1] Items That Are Showing Results

<1> Validity of Mission and Goals

When APU first opened its doors in 2000, Japan hadn't yet achieved its 100,000 exchange student plan, and there was a limit to the need for human resources capable of working on the international stage. Even from its inception, APU's mission and goals looked towards the 21st century and the Asia Pacific age, a step ahead in preparing for current domestic and global issues and the fierce international competition to acquire exchange students. The necessity of 'global human resources' has, in the ten years since inauguration, gone from university mission and goal level to practical level, and higher education across the board is closing in on meeting these demands. APU's mission and goals are still considered valid and effective.

3. Development Policies towards the Future

[1] Items That Are Showing Results

<1> Validity of Mission and Goals

We will continue to review the consistency of suitability of the university's missions and

II. Educational and Research Structure

goals, and educational and research structures during the academic reforms that are implemented on a 4 to 6 year cycle. Above all else, these reviews will be carried out keeping in mind the university's strong drive towards international-viability.

4. Supporting Documents

(Educational Structures)

2-1 Basic University Data Chart 1

III. Faculty Members and Faculty Structure

1. Description of Current Conditions

(1) Are organizational policies regarding the type of faculty member and faculty structure required by the university clearly stipulated?

<Clarifying quality and capabilities etc. required for faculty>

1) University-wide

The following are the appointment criteria stipulated by the university as based on "Faculty Appointment Selection Criteria".

(Professor Selection Criteria)

1) Education

Candidates must possess a doctoral degree. However, individuals deemed by the Personnel Affairs Committee to have capabilities equivalent to a doctoral degree holder due to research or practical achievements shall be treated in the same manner.

2) Teaching Experience

Candidates must meet at least one of the following conditions for teaching experience.

[1] Must have at least 3 years of teaching experience in their field.

[2] Must have teaching experience as Professor or Associate Professor.

[3] Individuals with outstanding knowledge and experience in their field.

3) Research Achievements

Candidates must have at least 3 publications in the past 5 years. Articles must be of a standard suitable to doctoral level supervisor and must be academic in nature. Content of academic books will be carefully screened and considered.

4) Other

Candidates must meet all of the following conditions.

[1] As a rule, candidates must be deemed as having the research supervision ability required for the doctoral level.

[2] Candidates must have the ability to enthusiastically conduct education based on APU's curriculum and academic policies.

[3] Candidates must show strong enthusiasm to actively contribute to university administration and research in addition to education in order to achieve the basic ideals.

[4] Candidates must be of moral character appropriate for an educator.

(Associate Professor Selection Criteria)

1) Education

Candidates must possess a doctoral degree. However, individuals deemed by the Personnel Affairs Committee to have capabilities equivalent to a doctoral degree holder due to research or practical achievements shall be treated in the same manner.

2) Teaching Experience

III. Faculty Members and Faculty Structure

Candidates must meet at least one of the following conditions for teaching experience.

- [1] Must have at least 3 years teaching experience in their field.
- [2] Must have teaching experience as an Associate or Assistant Professor.
- [3] Must possess outstanding knowledge and experience in their field.

3) Research Achievements

Candidates must have at least 3 publications in the past 5 years (Publications refer to academic articles). Articles must be of a standard suitable to Master's level supervisor and must be academic in nature. For academic books, content will be carefully examined and given consideration.

4) Other

Candidates must meet all of the following conditions.

- [1] As a rule, candidates must be deemed as having the research supervision ability required for the master's level.
- [2] Candidates must have the ability to enthusiastically conduct education based on APU's curriculum and academic policies.
- [3] Candidates must show strong enthusiasm to actively contribute to university administration and research in addition to education in order to achieve the basic ideals.
- [4] Candidates must be of moral character appropriate for an educator.

(Assistant Professor Selection Criteria)

1) Education

Candidates must possess a doctoral or master's degree.

2) Teaching Experience

Candidates must meet at least one of the following conditions for teaching experience.

- [1] Must have at least 1 year teaching experience in their field.
- [2] Must have knowledge and experience in their field.

3) Research Achievements

Candidates must have at least 1 publication in the past 5 years. (Publications refer to academic articles. For academic books, content will be carefully examined and given consideration).

4) Other

Candidates must meet all of the following conditions.

- [1] As a rule, candidates must be deemed as having the ability to supervise theses at the undergraduate level
- [2] Candidates must have the ability to enthusiastically conduct education based on APU's curriculum and academic policies.
- [3] Candidates must show strong enthusiasm to actively contribute to university administration and research in addition to education in order to achieve the basic ideals of the university.
- [4] Candidates must be of moral character appropriate for an educator role.

For faculty in the Center for Language Education (CLE), APU stipulates the following criteria for faculty because of the character of the Center.

(Professor Screening Criteria)

1) Education

Candidates must possess a doctoral degree. However, individuals deemed by the Personnel Affairs Committee to have capabilities equivalent to a doctoral degree holder due to research or practical achievements shall be treated in the same manner.

2) Teaching Experience

Candidates must meet at least one of the following conditions for teaching experience

- [1] Must possess at least 5 years teaching experience at an institution of higher education.
- [2] Must have teaching experience as Professor or Associate Professor.
- [3] Must possess especially outstanding knowledge and experience in their field.

3) Research Achievements

Candidates must have at least 3 publications (or other achievements) in the past 5 years. Upon a careful screening of their contents, publications may refer to the authorship of textbooks, dictionaries and the like.

4) Other

Candidates must meet all of the following conditions.

- [1] Must have the ability to enthusiastically conduct education based on APU's curriculum and academic policies.
- [2] Must show strong enthusiasm to actively contribute to university administration in addition to education in order to achieve the basic ideal.
- [3] Must possess outstanding proficiency in and teaching capacity for their language of instruction.
- [4] Must be of moral character appropriate for an educator.

(Associate Professor Screening Criteria)

1) Education

Candidates must possess a master's degree.

2) Teaching Experience

Candidates must meet at least one of the following conditions for teaching experience

- [1] Must possess at least 3 years teaching experience at an institution of higher education.
- [2] Must have teaching experience as an Associate Professor, an Assistant Professor.
- [3] Must possess outstanding knowledge and experience in their field.

3) Research Achievements

III. Faculty Members and Faculty Structure

Candidates must have at least 3 publications (or other achievements) in the past 5 years. Upon a careful screening of their contents, publications may refer to the authorship of textbooks, dictionaries and the like.

4) Other

Candidates must meet all of the following conditions.

[1] Must have the ability to enthusiastically conduct education based on APU's curriculum and academic policies.

[2] Must show enthusiasm to actively contribute to university administration in addition to education in order to achieve the basic ideals.

[3] Must possess outstanding proficiency in and teaching capacity for their language of institution.

[4] Must be of moral character appropriate for an educator.

(Assistant Professor Screening Criteria)

1) Education

Candidates must possess at least a Master's degree.

2) Teaching Experience

Candidates must meet at least one of the following conditions for teaching experience.

[1] Must have at least 1 year teaching experience in their chosen field.

[2] Must have teaching experience as an Assistant Professor (either jokyo or sennin koshi).

[3] Must possess knowledge and experience in their field.

3) Research Achievements

Candidates must have at least 1 publication (or other achievement) in the past 5 years.

Upon a careful screening of their contents, publications may refer to the authorship of textbooks, dictionaries and the like.

4) Other

Candidates must meet all of the following conditions

[1] Candidates must have the ability to enthusiastically conduct education based on APU's curriculum and academic policies.

[2] Candidates must show strong enthusiasm to actively contribute to university administration in addition to education in order to achieve the basic ideals.

[3] Candidates must possess outstanding proficiency in and teaching capacity for their language of institution..

[4] Candidates must be of moral character appropriate for an educator.

Furthermore, with reference to the qualifications required to supervise a graduate subject, APU requires faculty to meet the following criteria as outlined in the "Graduate Subject Instructor Qualification Screening Criteria".

(Doctoral Level Subject Instructor Criteria (D+ and D))

As a rule, only professors may supervise research (D+), or teach lectures and assist in supervising research (D) at the doctoral level. Detailed criteria are as follows and faculty must satisfy all of these requirements. Professional experience will be taken into account when a business person is to teach subjects in his/her specialist field.

- 1) As a rule, faculty must be tenured professors at APU.
- 2) As a rule, faculty must possess a doctoral degree and have remarkable research achievements, or be deemed as having research achievements equivalent to this level.
- 3) Teaching experience: as a rule, faculty must have at least 3 years teaching experience in their specialist field, or must have teaching experience as either a Professor or Associate Professor, or must possess exceptionally outstanding knowledge and experience in their field.
- 4) Research achievements: as a rule, faculty must have at least 3 publications in the last 5 years at a level suitable to supervising in a doctoral program. As a general rule, publications refer to peer-reviewed academic journal articles. For academic books, a decision will be made after a careful examination of the content.
- 5) As a rule, faculty will have at least one year of research supervision experience at a doctoral or master's level and will be selected by the Qualification Screening Committee.

(Master's Level Subject Instructor Criteria (M+ and M))

As a rule, only Associate Professors and higher may supervise research (M+), or teach lectures and assist in supervising research (M) at the master's level. Detailed criteria are as follows and faculty must satisfy all of these requirements. Professional experience will be taken into account when a business person is to teach subjects in his/her specialist field.

- 1) As a rule, faculty must be tenured Associate Professors or higher at APU.
- 2) As a rule, faculty must possess a doctoral degree and have research achievements, or be deemed as having research achievements equivalent to this level.
- 3) Teaching experience: as a rule, faculty must have at least 3 years teaching experience in their specialist field, must have teaching experience as either a tenure Assistant or Associate Professor, and must possess outstanding knowledge and experience in their field.
- 4) Research achievements: as a rule, faculty must have at least 3 publications in the last 5 years at a level suitable to supervising in a master's program. As a general rule, publications must be peer reviewed academic articles. In the case of academic books, content will be carefully examined and given consideration.
- 5) As a rule, faculty will have at least one year of research supervision experience at the master's level or at least 1 year of undergraduate seminar supervision experience, and will be selected by the Qualification Screening Committee.

III. Faculty Members and Faculty Structure

<Clarifying Faculty Structure>

1) University-wide

Faculty structure is being developed based on the "AY2011 Faculty Organization Development Plan" which was enacted in AY2010 (APU Phase Three Plan). As of AY 2012 the university has 167 faculty members, greatly exceeding the 99 required by the university establishment criteria. Refer to the below charts for details.

(Full-time faculty breakdown by age)

71 or over	66-70	61-65	56-60	51-55	46-50	41-45	36-40	31-35	26-30
0.60%	1.80%	10.80%	12.60%	7.80%	12.60%	18.00%	19.20%	14.40%	2.40%

(Full-time faculty breakdown by nationality)

US	12	Germany	3	Pakistan	1
Australia	9	Indonesia	3	Rumania	1
China	9	Taiwan	3	Russia	1
UK	6	New Zealand	2	South Africa	1
Canada	5	Singapore	2	Sri Lanka	1
Iran	5	Czech	1	Sweden	1
South Korea	5	Republic of Congo	1	Thailand	1
Philippines	4	Ireland	1	Vietnam	1
Bangladesh	3	Kazakhstan	1	Japan	84

Total: 167 faculty members from 27 countries and regions

*Regarding the nationality of full-time faculty: in order to realize the university's mission and goals there is a "Three 50s" policy in place that aims for half of the faculty to be made up of foreign nationals. We are currently sitting at 49.7 percent.

III. Faculty Members and Faculty Structure

(Full-time Faculty and Employment Structure)

	Dean	Professor	Associate Professor	Assistant Professor	Senior Lecturer	Lecturer	Total Full-time
College of Asia Pacific Studies		28	20	7			55
College of International Management		22	17	6			45
Center for Language Education		2	9		6	38	55
Education Development & Learning Support Center		5	5	1			11
Other	1						1
Total	1	57	51	14	6	38	167

(Steps to Ensure a Diverse Faculty)

With the objective of enhancing the quality of language education subjects offered at APU, starting of course with English but also including Chinese, Vietnamese, Malaysian, Indonesian, Thai and Spanish, we are forging cooperative faculty dispatch agreements with partner universities. Through these agreements faculty are recommended by universities such as Dongbei University of Finance and Economics (China), Vietnam National University (Vietnam), and Mahidol University (Thailand) etc. and invited to APU. In addition, language education curriculum of the foreign universities are incorporated into APU's own curriculum. The university will continue to strengthen these bilateral ties and invited faculty system.

(Tenure Track System)

APU has a Tenure Track System in place that allows faculty in their 3rd or 4th years of a 5-year fixed-term contract to apply for a non-fixed tenure position. For this reason we clearly stipulate what fundamental criteria (education, teaching, research and university administration etc.) faculty must meet to acquire tenured employment. (Refer to screening criteria of "Screening Criteria for "Switch to Tenure".)

Through clearly stating the criteria faculty must satisfy in order to get tenure, the Tenure Track system [1] encourages outstanding young researchers to create a clear career plan, [2] promotes continual research, and [3] appoints faculty suitable to our university, thus benefiting both the university and faculty.

III. Faculty Members and Faculty Structure

<Clarification of Cooperative Frameworks of Faculty and Where Responsibilities Lie for Academic Research>

1) University-wide

The number of teaching classes per week for full-time faculty is set as follows: 5 classes per week for Professors and Associate Professors, 4 classes per week for Assistant Professors and full-time lecturers, and 10 classes per week for Lecturers. Executives may be exempt from teaching lectures depending on workload. (Regulations for Ritsumeikan Asia Pacific University Full-time Faculty Teaching Hours)

All education items are reviewed and confirmed in the weekly Division of Academic Affairs meeting. Items requiring a university-wide decision are put up for approval at the weekly University Senate Meeting. In addition, education items pertaining to the two Colleges are reviewed then reported or approved at the monthly College of Asia Pacific Studies and College of International Management Faculty Council Meetings. Matters pertaining to the everyday running of the colleges are discussed and decided upon at frequently held Field Leader Meetings made up of field leaders for each academic discipline and the Associate Dean. In addition, education items pertaining to the two graduate schools are reviewed at the Graduate School of Asia Pacific Studies Faculty Council Meeting (held 6 times during AY2012), and the Graduate School of Management Faculty Council Meeting (held 3 times during AY2012). Faculty Discussion Meetings are also held and are attended by all faculty, including faculty from the Center for Language Education (CLE) and Education Development and Learning Support Center (EDLSC). These are held once a month and are an opportunity to report on items relevant across the board to all faculty.

Faculty personnel affairs matters are decided in the following order.

[1] Screening by a Faculty Recommendation Committee [2] Screening by a meeting of the Personal Affairs Committee that includes faculty members from the area of specialization in question [3] Approval by University Senate [4] Report to Faculty Council Meeting.

Research related items will be discussed at the weekly Division of International Cooperation and Research Meeting and items pertaining to research institutes discussed and confirmed at the Ritsumeikan Center for Asia Pacific Studies Steering Committee Meeting (held 16 times during AY2012). Items requiring a university-wide decision will be put up for approval at the weekly University Senate Meeting. In addition, necessary items may be reported to, or sent for approval at the monthly Faculty Discussion Meeting.

(2) Is the faculty structure in place appropriate for the curriculum in each college or school etc.?

<Maintaining a Faculty Structure in Accordance with Organization Policies>

1) University-wide

As outlined in the basic university data "II Faculty Organization", faculty structures are developed in accordance with the university's Faculty Organization Development Plan, and we have more faculty than the number of full-time faculty set down in the Standards for

Establishment of Universities. In addition, in efforts to create a diverse cultural environment, half of the full-time faculty members employed at APU are foreign nationals. This policy has been enforced since the university's inauguration, showing that APU has a faculty structure appropriate to the curriculums offered.

<Development of Systems to Judge the Suitability of Supervising Faculty with Subjects>

1) University-wide

One of the documents given to faculty at the time of appointment is a sheet listing the classes offered at APU, and asking for indication of which classes they think they could teach/supervise. In general, all prospective faculty are required to hold a mock lecture, and therefore we are able to judge, at the time of appointment, how many APU offered classes they would be taking on. In addition, after they have been hired and appointed classes, the faculty in charge of their academic discipline (field leader), checks the syllabus to verify course content every semester.

<Clarification of Graduate School Faculty Qualifications and the Appropriate Allocation>

1) University-wide

In addition to APU's Graduate School Instructor Qualification Screening Criteria, stipulating Doctoral Level Subject Instructor Criteria (D+ and D), and Master's Level Subject Instructor Criteria (M+ and M), the university also has a policy of re-screening qualifications once every five years. The Qualification Screening Committee is made up of the Vice President of Academic Affairs (Chairman), Dean and Associate Deans of Graduate School in question, Academic Affairs executives and expert faculty members teaching in related fields. (Graduate School Instructor Qualification Screening Criteria)

As a result APU has 92 research supervisors and 17 assistant research supervisors as of AY2012, thus acquiring more than the 33 research supervisors and 10 assistant research supervisors which are necessary for the Standards for Establishment of Graduate Schools. (Basic University Data Chart 2)

(3) Is faculty recruitment, hiring and promotion being carried out adequately?

<Clarification of rules and procedures for the recruiting, hiring and promoting of faculty>

1) University-wide

Rules and procedures regarding faculty appointment are set down in the "Faculty Appointment Screening Criteria" and "Center for Language Education Faculty Appointment Screening Criteria", and along with faculty recruitment interview implementation structure, are confirmed every year by the Personnel Affairs Committee. Rules and procedures regarding faculty promotion are clearly set down in the "Faculty Promotion Screening Criteria", "Center for Language Education Faculty Promotion Screening Criteria" and "Education Development and Learning Support Center Faculty Appointment and Promotion Screening Criteria and partial revision of already established screening criteria".

III. Faculty Members and Faculty Structure

Rules related to the Tenure Track System have been explained above. All appointments are made by the Personnel Affairs Committee, made up of the University President, Vice President, College Deans, Center for Language Education Director and Dean of Academic Affairs.

A Faculty Recommendation Committee is established to screen individual faculty appointments and make recommendations to the Personnel Affairs Committee. The Faculty Recommendation Committee is composed of either the College Dean or Dean of Academic Affairs as Chairman and at least two other faculty members, including members of the Personnel Affairs Committee and faculty members from the discipline in question.

<Adequate Faculty Hiring in line with Regulations etc.>

1) University-wide

APU carries out faculty hiring, promotion and tenure screening in accordance with the regulations and standards outlined thus far. With regards to faculty hiring, faculty appointment plans are reported to the Personnel Affairs Committee, who then confirms recruitment criteria. Because a lot of hiring involves international recruitment, nearly all screening has a focus on the degree mill check. In addition, prospective faculty have to hold a mock lecture to show adequate teaching abilities as well as research achievements. Promotion and tenure screening involves confirming the faculty member meets university standards in terms of not just research achievements, but also educational achievements and contributions to administration to guarantee suitability as the university faculty.

(4) Are there measures in place to improve faculty qualifications?

<Implementation of Evaluating Faculty Education and Research Activities>

1) University-wide

In order to realize its mission and goals, APU employs a diverse range of foreign national faculty to help develop education and research activities. Through evaluating the activities carried out by both organizations and individuals, the university implements the Faculty Assessment System to assess the activities undertaken by individual faculty to raise the standard of education and research activities at APU. The following is a general outline of the Faculty Assessment System.

[1] "Evaluation by Field" is an assessment of faculty achievement in the areas of teaching, research and community service. In addition to recognizing and rewarding faculty who have achieved excellent results in each of these fields, special rewards are given to faculty who have achieved particularly outstanding results. Rewards are given in the form of bonus payments. In addition, faculty who receive a special reward in the teaching field earn the "Eligibility to apply for a Teaching Promotion Initiative". Faculty who receive a special reward in the research field are entitled to receive "Faculty Assessment Special Award Research Subsidy" to use towards subsidizing publication or academic research.

III. Faculty Members and Faculty Structure

They are also granted priority in applying for ADL (Academic Development Leave), a paid leave for the purpose of carrying out academic or research activities.

[2] "Awards for Contributions to University Service"

Executive position holders recommend faculty they believe to have contributed highly to university administration with a "Awards for Contributions to University Service". The Faculty Assessment Committee then decides on top recipients for the awards and pays bonus.

[3] "Education Quality Promotion Incentive"

This system encourages faculty to strive towards improving their education quality. Faculty that reach the "target line" set by the Faculty Assessment Committee are awarded an assessment bonus. The "target line" for AY2012 called for the implementation of class evaluation surveys and the submission of an overview of results.

The results of these assessments are taken into consideration by the dean of each college and Vice-President of Academic Affairs when they carry out individual assessment interviews with faculty affiliated with each college, the Center for Language Education and the Education Development and Learning Support Center. Faculty members are given feedback on their assessment and told what the university's future expectations for them are.

2-2) College of International Management

3-2) Graduate School of Management

As part of the AACSB accreditation process in the College of International Management and the Graduate School of Management, APU has its own set of "AQ and PQ Standards" that, in keeping with the nature of the AACSB Standards, classify faculty into the three groups of Academically Qualified (AQ), Professionally Qualified (PQ) and Others* 1 .

*1- Working on setting current standards, to be finalized at January Senate meeting and reported on at Faculty Discussion Meeting.

Credential related standards are given based on the academic qualifications held by each faculty member, business management experience, and achievements in research and business, which AACSB classifies as "Intellectual Contributions". Through this process faculty affiliated with the International School of Management (tenure, fixed-term and part-time faculty in charge of a major subject in either the International School of Management or the Graduate School of Management) are reviewed annually on their ongoing research achievements and whether or not they continue to stay up to date with business practices. Faculty who do not reach the research achievement requirements are classified as "Others" and receive guidance from the College Dean/Graduate School Dean in the one-on-one interviews held as part of the Faculty Assessment – that will be discussed later on.

III. Faculty Members and Faculty Structure

<Implementation Status and Effectiveness of the Faculty Development (FD) >

1) University-wide

APU's Faculty Development Program is largely divided into the orientation for newly appointed permanent faculty and the initiative program, a program that allows faculty to plan their own events geared at professional development. When APU first opened its doors, it hadn't anticipated the various teaching methods that would be necessary to accommodate an international student body with such diverse academic backgrounds. The basic principle behind the FD was "initiative training", whereby faculty would carry out their own practical research on-site for practical demands and share their findings with other faculty. The program was also for administrative staff, and in 2009 the "initiative training" program to promote staff and faculty cooperation was adopted by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) as a University Education and Student Support Promotion initiative called "Building a Faculty Staff Enrichment Program". Initiative Programs are comprised of Faculty Initiative Programs (FIP), which allow individual faculty or groups of faculty to plan faculty development programs, and Division Initiative Programs (DIP), FD programs run by faculty organizations. Through initiative programs actual lessons are held, allowing faculty to interact with students, realize any issues and use their own motivation and initiative to handle them. This program produces a lot of positive results, with faculty taking effective initiatives to use in their normal classes. And now, after keeping this initiative alive since the university's inauguration over ten years ago, APU is strengthening new faculty training with the aim of establishing a systematic education that is both internationally viable and utilizes the wealth of knowledge acquired thus far.

The New Faculty Orientation strives to enrich faculty understanding of APU's unique characteristics, academic curriculum, classes and the diverse student body. From AY2013 two workshops are being held every June (APU) and September (Minnesota) with partner university Minnesota University in America to discuss internationally-viable teaching methods. These workshops focus on topics such as the setting of learning goals, syllabus content, rubric assessment and interactive classes etc. Training sessions use content in line with the actual conditions at APU and were planned after Minnesota University faculty visited APU to review our diverse needs.

2. Self Assessment

[1] Items That Are Showing Results

1) University-wide

<1> Establishment of University-wide Personnel Affairs Committee

A university-wide Personnel Affairs Committee made up of members including the university President, was established for hiring faculty. Instead of each college faculty council choosing who to hire this system was introduced to ensure the hiring of faculty

suited to each college as well as the university as a whole. This has resulted in guaranteeing a level of academic and research achievements as well as providing a rigorous and fair hiring system.

<2> Realizing a 50% Foreign National Faculty

After establishing international recruitment and interview methods and academic background checks (degree mills etc.), APU has continued to maintain a 50% foreign national faculty, one of the “three 50” objectives, since its inauguration.

<3> Implementation of a Tenure Track System

A Tenure Track System is already in place and, in addition to promoting the recruitment of outstanding young researchers, it has rejuvenated research and ensured smooth and efficient hiring of faculty suited to APU's education and research.

<4> Using the Faculty Assessment System to Raise Motivation

The current Faculty Assessment System provides incentives and acknowledges faculty achieving good results and contributing to university service. Through this system faculty reflect on their achievements, and mutually hone their skills. It also contributes to raising faculty motivation.

2-2) College of International Management

3-2) Graduate School of Management

<1> Classifying Faculty Based on APU's “AQ/PQ Standards”

As part of the AACSB International Accreditation process in the College of International Management and the Graduate School of Management, APU has its own set of “AQ and PQ Standards” that, in keeping with the nature of the AACSB Standards, classify faculty into the three groups of Academically Qualified (AQ), Professionally Qualified (PQ) and Others. This helps ascertain the different research and professional achievements of faculty every year*2.

*2 - Working on setting current standards, to be finalized at January Senate meeting and reported on at Faculty Discussion Meeting

3. Development Policies towards the Future

[1] Items That Are Showing Results

1) University-wide

<1> Establishment of a University-wide Personnel Affairs Committee

APU maintains a university-wide faculty hiring scheme, and is striving to appoint high quality faculty through 1) broadening the level of understanding within the university for the content and direction of faculty candidate research, and 2) sustaining and enhancing the number of AQ (Academically Qualified) and PQ (Professionally Qualified) faculty required

III. Faculty Members and Faculty Structure

by the AACSB.

<2> Realizing a 50% Foreign National Faculty

Like the 50:50 rate for international and domestic students, APU does not decide the rate for foreign national should go above the target 50% line. In order to secure the rate, APU continues to recruit and hire foreign national faculty.

<3> Implementation of a Tenure Track System

In order to further ensure that outstanding young faculty are choosing to stay at APU we are enriching programs such as the Faculty Development and the new faculty training.

<4> Using the Faculty Assessment System to Raise Motivation

Introduced in AY2008, the Faculty Assessment System was implemented for four years before undergoing large reforms in 2012. With the aim of strengthening teaching, research and university service, we will continue to review and reform this system.

2-2) College of International Management

3-2) Graduate School of Management

<1> Classifying Faculty Based on APU's "AQ/PQ Standards"

In order to maintain the standards stipulated by the AACSB (at least 50% AQ and 90% PQ faculty), APU tries to increase research achievements and faculty involvement in business practices, by using faculty assessment system and initiatives to promote academic research etc.

IV. Educational Program, Instruction and Outcomes

i [Educational Objectives, Diploma Policy, Curriculum Policy]

1. Description of Current Conditions

(1) Is the diploma policy explicitly stated in accordance with educational objectives?

<Demonstration of Educational Objectives for Bachelor's Degree, Master's Degree, Doctoral Degree and Professional Degree Programs>

2) Common Across the Colleges

(Educational Objectives of the College of Asia Pacific Studies (APS) and the College of International Management (APM))

The knowledge and skills that students should acquire in response to the educational objectives (human resource development goals) in Article 2 of the University Regulations are stipulated in the AY2011 Academic Reforms, and acquisition of these nine items is defined as the educational objective for the undergraduate colleges. (Document 4(1)-1)

- [1] High aspirations, ethical outlook, motivation and enthusiasm, spirit of challenge
- [2] Breadth and depth in liberal arts, deep thinking ability, ability to grasp the true nature of things
- [3] Basic knowledge and understanding of history, politics, economies, cultures and societies of the Asia Pacific
- [4] Language proficiency required for global work
- [5] IT literacy, information collection skills, research and analysis skills
- [6] Intercultural understanding, ability to create relationships of mutual trust
- [7] Strong communications skills, teamwork, empathy
- [8] Problem awareness and identification skills, problem solving skills
- [9] Decision-making, ability to get things done, drive

2-2) College of International Management (APM)

In addition to the aforementioned educational objectives, the APM has stipulated four learning goals as part of its efforts to obtain international accreditation from AACSB: business ethics, fundamental knowledge of discipline, intercultural communication skills and global perspectives. Based on these learning goals, the 12 skills that the College wants students to acquire by the time of graduation are set as learning objectives.

IV. Educational Program, Instruction and Outcomes
i [Educational Objectives, Diploma Policy, Curriculum Policy]

Learning Goals	Learning Objectives
① Business Ethics	a. To understand basic theories and principles of business ethics. b. To illustrate the significance of business ethics. c. To analyze ethical problems and propose a solution.
② Fundamental Knowledge of Discipline	a. To demonstrate an understanding of basic business concepts b. To demonstrate a satisfactory level of writing and presentation skills c. To apply appropriate analytical tools (qualitative and/or quantitative) to examine business problems.
③ Intercultural Communication Skills	a. To demonstrate understanding of the impact of culture on communication behavior. b. To communicate effectively in a multicultural setting. c. To demonstrate competency in at least one second language.
④ Global Perspectives	a. To understand the impact of globalization. b. To give examples of how business environments differ across countries and explain. c. To recognize global issues in business management.

3-1) Graduate School of Asia Pacific Studies

The following knowledge and skills are defined as the educational objectives (Human resource development goals) stipulated in Article 2 of the University Regulations and explicitly stated in the 2012 Graduate Academic Handbook etc.

- Specialization in the areas of government, environment and development economics
- Ability to form practical resolutions for issues

3-2) Graduate School of Management (GSM)

The following knowledge and skills are defined as the educational objectives (Human resource development goals) stipulated in Article 2 of the University Regulations and the Mission Statement confirmed during the AACSB accreditation process, and they are explicitly stated in the 2012 Graduate Academic Handbook and on the university website etc.

- Comprehensive awareness of business and management
- Good understanding of business ethics
- Deep insight into globalization
- Ability to play central roles in solving corporate and organizational management issues

As part of the AACSB accreditation process, like the APM, the GSM has also stipulated four learning goals that subsume 10 learning objectives, which is the skills that the Graduate School wants students to acquire by the time of graduation.

IV. Educational Program, Instruction and Outcomes
i [Educational Objectives, Diploma Policy, Curriculum Policy]

Learning Goal	Learning Objective
① Business Ethics	a. To formulate practical resolutions of an ethical dilemma using an ethics model or framework. b. To evaluate ethical implications of contemporary business issues.
② Advanced Knowledge of Discipline	a. To demonstrate understanding of advanced business concepts in a specialized field. b. To apply advanced analytical tools (qualitative and/or quantitative) to examine business problems. c. To integrate functional knowledge for developing business solutions. d. To demonstrate an advanced level of writing and presentation skills.
③ Sense of Innovation	a. To identify the opportunities and challenges of innovation in a business setting. b. To design innovative business and/or research projects.
④ Global Perspectives	a. To reconcile between academic theories and practices in international business. b. To evaluate the managerial impact of global issues.

<Alignment of Educational Objectives and Diploma Policy>

(Diploma Policy)

2) Common Across the Colleges

Based on the Standards for the Establishment of Universities, if students complete at least 124 credits in accordance with APU's stipulated enrollment conditions, they will be assessed for graduation and granted their degrees. APU permits students to enter on either a Japanese or an English language basis and in either case students must complete at least 40 credits of Common Education Subjects (including language subjects) and at least 62 credits of Major Education Subjects. All Common Education Subjects are offered jointly by the APS and the APM. Students enrolled in either the APS or the APM on a Japanese language-basis must also complete at least 20 credits of subjects held in English in order to graduate, in order to develop the practical English proficiency and intercultural communication skills required to succeed in the global arena.

In addition to the Major Education Subjects offered by their College, students are allowed to take Major Education Subjects in the other College, and a maximum of 22 of these credits may count toward the graduation requirements.

Note: Undergraduate students are classified as either Japanese or English-basis students and as either domestic or international students

Japanese-basis students	Students admitted in Japanese and approved to receive instruction in Japanese at the time of enrollment
English-basis students	Students admitted in English and approved to receive instruction in English at the time of enrollment
Domestic students	Japanese students and foreign students residing in Japan with a status of residence other than 'College Student'
International students	Students with a status of residence of 'College Student'

IV. Educational Program, Instruction and Outcomes
i [Educational Objectives, Diploma Policy, Curriculum Policy]

(Areas of Study)

2-1) College of Asia Pacific Studies (APS)

With regard to the APS' educational and research objectives (Human Resources Development Goals) "to cultivate human resources who, upon comprehensive understanding of the diverse political conditions, economies, societies, and cultures of the Asia Pacific region, will achieve basic and advanced knowledge in such areas as global society, environment and development, and tourism", students who complete the required number of credits in accordance with the aforementioned diploma policy will be granted a Bachelor of Arts, and if they complete at least 20 credits of Major Education Subjects in one of four fields—Environment and Development, Hospitality and Tourism, International Relations and Peace Studies or Culture, Society and Media—the name of said field will be included on the diploma.

(Document 4(1)-2)

2-2) College of International Management (APM)

With regard to the APM's educational and research objective (Human Resources Development Goals) "to cultivate human resources who, upon comprehensive understanding of the diverse political conditions, economies, societies, and cultures of the Asia Pacific region, will achieve basic and advanced knowledge in such areas as business and management", students who complete the required number of credits in accordance with the aforementioned diploma policy will be granted a Bachelor of Business Administration, and if they complete at least 30 credits of Major Education Subjects in one of four fields—Accounting and Finance, Marketing, Strategic Management and Organization or Innovation and Economics—the name of said field will be included on the diploma.

(Document 4(1)-3)

(Graduate School Diploma Policy)

3) Common Across the Graduate Schools

In accordance with the Standards for the Establishment of Graduate Schools, students who complete the required number of credits for completion in accordance with the university's enrollment requirements and who either a) pass the examinations and screenings for the Master's Thesis or Research Report/Independent Final Report in the master's program, or b) pass the examinations and screenings for the doctoral dissertation in the doctoral program will be assessed for completion and granted their degrees. In both graduate schools, all lectures and research supervision are provided in English, and as a rule, students are expected to write their theses, research reports or doctoral dissertations in English.

3-1) Graduate School of Asia Pacific Studies

Students must complete at least 36 credits and successfully pass a screening of their

Master's Thesis or Research Report to complete the Master's Program in the Graduate School of Asia Pacific Studies and receive their degrees. The Master's Thesis is mandatory in the Asia Pacific Studies Major since it is expected that students will continue to the doctoral program and become researchers.

With regard to the Graduate School of Asia Pacific Studies' educational and research objective (Human Resources Development Goals) "to cultivate human resources who possess specialized knowledge in administration, environment and development economics deemed necessary for the development of the Asia Pacific region", students who satisfy the following requirements are issued Division Certificates in one of four research fields (International Public Administration, Environmental Policy and Administration, Tourism Policy and Administration and Development Economics) in addition to their diplomas.

- Students of Asia Pacific Studies Major must complete at least 10 credits in Asia Pacific Studies Major Education Subjects, which consist of subjects relating to diversity and uniqueness in the Asia Pacific, coexistence and development and networking and exchange.
- Students of International Cooperation Policy Major must complete at least 12 credits in International Cooperation Policy Major Education Subjects, which consist of subjects in the fields of International Public Administration, Environmental Policy and Administration, Tourism Policy and Administration and Development Economics.
- Students must receive research supervision in their field, write a Master's Thesis or Research Report and undergo a screening.

(Document. 4(1)-4)

In the Graduate School of Asia Pacific Studies Doctoral Program, students must complete the 24 required credits and pass the PhD candidacy screening to become PhD candidates. To complete the program and receive their degrees, they must complete a total of 30 credits (including the 24 required for PhD candidacy) and successfully pass a screening of their dissertations. (Document. 4(1)-5)

3-2) Graduate School of Management (GSM)

Students must complete at least 48 credits and successfully pass a screening of their Master's Thesis or Independent Final Report to complete the Master's Program in the GSM and receive their degrees.

With regard to the GSM's educational and research objective (Human Resources Development Goals) of "providing students with comprehensive awareness of business and management, along with deep insights into globalization", students who satisfy the following requirements are issued Specialization Certificates in one of four research fields—Finance, International Business and Marketing, Innovation and Technology Management and Comparative Institution Design for Transition Economy and Business Management—in addition to their diploma.

- Students must complete at least 18 credits of Required Subjects that provide them with

IV. Educational Program, Instruction and Outcomes
i [Educational Objectives, Diploma Policy, Curriculum Policy]

fundamental business knowledge in fields such as management, organizational behavior, finance, accounting and marketing.

- Students must complete at least 16 credits of Elective Subjects from the following four areas that are vital to corporate management: Finance, International Business and Marketing, Innovation and Technology Management and Comparative Institution Design for Transition Economy and Business Management.
- Students must receive research supervision in their field, write a Master's Thesis or an Independent Final Report and undergo a screening.

(Document. 4(1)-6)

(2) Is the curriculum policy explicitly stated in accordance with educational objectives?

<Demonstration of a Curriculum Policy in Alignment with Educational Objectives and the Diploma Policy>

(Relationship between Educational Goals and Creating a Multicultural Environment)

To realize the university's three visions of "Freedom, Peace and Humanity", "International Mutual Understanding" and "Creating the Future Shape of the Asia Pacific region", and to "nurture the young talent [who] will help shape the region's future", APU has pursued the following three policies ("Three 50s") since its founding in 2000.

- [1] Admit international students from at least 50 countries and regions
- [2] Maintain a 50:50 ratio of international to domestic students
- [3] Maintain a 50:50 ratio of foreign to Japanese faculty

(The Multicultural Environment and Educational Systems)

Since the "Three 50s" cannot be sustained with educational systems generally employed at other Japanese universities, APU has been using the following systems to achieve these policies.

- [1] Biannual Admission and Graduation (Spring/Fall Enrollment)

One way APU has strived to achieve the "Three 50s" and a multicultural campus since inception is by operating educational programs that allow students to enroll either in the Spring or the Fall, in light of the semester systems used by most countries. Systematic subject enrollment is guaranteed through graduation so that no unfair advantages or disadvantages ensue from differing semesters of admission. In AY2012, 894 students enrolled in the undergraduate Colleges in the spring semester, and 357 enrolled in the fall semester. At the graduate level, 19 enrolled in the spring semester, and 49 enrolled in the fall semester. (Document. 4(1)-7)

- [2] Semester-Quarter System

To provide students with stable, effective education, promote smooth linkages for overseas exchange and encourage foreign exchange student intake, APU adopted a Quarter System in AY2003 to encourage intensive learning by reducing the number of

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subjects students could take at one time. Subjects which complete in two months are offered in April-May, June-July, October-November and December-January, in parallel with subjects offered on a semester basis. Language subjects (English, Japanese and AP Languages) and seminars require more time to impart knowledge on students, so these types of subjects, along with a handful of lecture subjects, are offered on a semester basis (15 weeks). Classes are 95 minutes long beginning with 1st Period at 8:45 and ending with 6th period at 19:30.

Source: AY2012 Number of Classes Offered for Each Subject Field

	Spring/Fall Semester	1st Quarter	2nd Quarter	Summer/Winter Session
Common Subjects: Language	524	0	14	0
Common Subjects: Liberal Arts	122	87	74	15
APS	232	117	105	29
APM	284	100	98	17
GSA	92	42	35	2
GSAD	105	0	2	0
GSM	30	24	22	2

[3] Dual Language Education (Undergraduate Programs Only)

To achieve the educational goals stated above, APU has employed dual language education since its inception, placing an emphasis on the active utilization of the multicultural and multilingual environment and the promotion of intercultural exchange through mutual learning among international and domestic students. To enter the university, students must be able to take subjects in either Japanese or English, and the educational programs are designed to promote effective learning by allowing all students, both international and domestic, to receive instruction in both languages. Subjects are divided into two categories: Common Education Subjects (Language Education Subjects and Liberal Arts Subjects) and Major Education Subjects.

To respond to one of the considerations in the "Documents for Submission Pertaining to the Application for the Approval of the Establishment of Ritsumeikan Asia Pacific University (Excerpt)" (June 30, 1999), APU presented a subject offering policy in which it would offer (1) English lectures and Japanese lectures for Foundation Education Subjects (At inception, these were 100 series subjects geared toward first-year students, but under the current curriculum, they now encompass Common Education Subjects and Common Liberal Arts Subjects), and (2) approximately 70% of Major

IV. Educational Program, Instruction and Outcomes
i [Educational Objectives, Diploma Policy, Curriculum Policy]

Education Subjects in English and Japanese. The current curricula operate based on this policy, which remains a key element of educational program design.

(Educational Program Design: Bachelor's Degree Programs)

The design of educational programs is about the same for both Colleges. Students must take certain subjects and complete at least 124 credits.

[1] Common Education Subjects

[Policy]

Common Education Subjects are shared by both Colleges and established across three areas: Learning Techniques, Learning Fundamentals and Learning Development.

In Learning Techniques, students learn the so-called reading-writing-arithmetic skills, including English, Japanese and/or Asia Pacific Languages subjects, computer literacy and other information subjects, mathematics and statistics, and in this process, they develop the ability to collect and disseminate information and analytical skills.

In Learning Fundamentals, students learn fundamental theories and concepts as an introduction to social sciences, humanities, and natural sciences while learning about the Asia Pacific Region—which is especially important at APU—and Japan's role in the region. Subjects include Culture and Society of the Asia Pacific, Japanese Economy and The Japanese Constitution.

In Learning Development, international and domestic students collaborate in learning. They undertake project-based learning to integrate various types of knowledge and methodologies in order to focus closely on one problem, while they learn problem solving through discussion with others. These subjects also aim to serve as a “learning transition” as students acquire proactive learning styles including self-directed reading, research, thinking, collaboration, discussion, summarizing and presentation—the necessary skills for university learning. Other offerings in this area include also overseas language learning programs and the Freshman Intercultural Relations Study Trip (FIRST) Program.

[Language Education Subjects]

Japanese-basis students are required to take English, and English-basis students are required to take Japanese. The aim of this is two-fold: (1) to provide students the ability to understand Major Education Subjects in both languages, and (2) to foster human resources who can succeed both in Japanese society and the greater international community.

To provide students with education suited to their language level at the time of enrollment, classes are divided based on placement test results, thus making for a systematic proficiency-based curriculum. Based on the results of their placement tests, Japanese-basis students take English classes either under the Standard Track (24 required credits) or the Advanced Track (12 required credits). English-basis students must complete 16 credits of Japanese language subjects, but their starting level is

appropriately determined based on placement test results.

[Common Liberal Arts Subjects]

Our major focus is on wide-ranging liberal arts education, and our aim is to develop the following skills through effective interplay with Major Education Subjects: universal perspective on things/concepts, ability to see the big picture, ability to grasp the true nature of things and deep thinking ability. We have established three fields of learning—Learning Techniques, Learning Fundamentals and Learning Development—to ensure a curriculum design that fosters academic basics, study skills, information collection and dissemination skills and intercultural communication skills.

The curriculum contains two registration-required subjects for all incoming freshmen: First-Year Student Workshop I and First-Year Student Workshop II. First-Year Student Workshop I aims to develop motivation to learn and the ability to recognize problems in freshmen and provides them with the skills required to engage in policy-oriented and problem solving-based learning. Students intensively practice academic literacies, including how to conduct literature surveys, write reports, cite sources and make presentations, in their enrollment basis language (Japanese or English). With mixed classes of domestic and international students, First-Year Student Workshop II is designed to develop intercultural understanding by having students with different cultures and values communicate directly with each other.

Students are required to earn a total of at least 40 credits from Common Education Subjects in the two sub-fields of Language Subjects and Common Liberal Arts Subjects.

[2] Major Education Subjects (The details of each college will be mentioned later)

Regarding Major Education Subjects, the basic policy is to design a systematic academic program based on the academic specializations and unique features of each College and with an eye on responding to the various issues facing the Asia Pacific region. Through this we aim to develop students to meet each College's human resource development goals. In both Colleges, students are required to complete at least 62 credits from Major Education Subjects offered by the respective College.

2-1) College of Asia Pacific Studies (APS)

The curriculum is designed to give students a broad understanding of the diverse political systems, economies, societies and cultures of the Asia Pacific as well as fundamental and advanced knowledge of and requisite skills pertaining to international relations, environment and development, tourism, and culture/society/media.

2-2) College of International Management (APM)

The curriculum is designed to give students a broad understanding of the diverse political systems, economies, societies and cultures of the Asia Pacific as well as fundamental and

IV. Educational Program, Instruction and Outcomes
i [Educational Objectives, Diploma Policy, Curriculum Policy]

advanced knowledge of and requisite skills pertaining to business administration.

In their freshman year, all students are required to register two subjects that provide the foundations for learning about international management: Business Mathematics and Introduction to Management. Based on their placement test results, students are either exempted from Business Mathematics or advised to take Fundamental Mathematics in order to bolster their fundamental math skills before taking Business Mathematics. While not required, students are also strongly urged to enroll in five Core Subjects—Accounting I, Accounting II, Finance, Principles of Marketing and Organizational Behavior—to promote systematic enrollment. (Document. 4(1)-8 and 4(1)-9)

(Educational Program Design: Graduate School)

The subject categories and curriculum structures for each graduate school, program and major are explicitly stated in the 2012 Graduate Academic Handbook. Details are as follows.

3-1) Graduate School of Asia Pacific Studies

The Graduate School of Asia Pacific Studies employs a curriculum to cultivate specialized knowledge in administration, environment and development economics and practical problem-solving skills required for the development of the Asia Pacific.

(Masters Programs in the Graduate School of Asia Pacific Studies)

Educational programs in the Graduate School of Asia Pacific Studies Asia Pacific Studies (APS) Major and International Cooperation Policy (ICP) Major consist of Common Subjects and Major Subjects.

[1] Common Subjects

Common Subjects cover required research methods, subjects on politics, societies and economics in the Asia Pacific and area studies subjects, and they aim to provide students with research techniques and fundamental knowledge.

[2] Major Subjects

The subjects in the Asia Pacific Studies Major cover the fields outlined below:

- Diversity and uniqueness in the Asia Pacific
- Coexistence and development
- Networking and exchange

The subjects in the International Cooperation Policy Major cover the fields outlined below:

- International Public Administration: Covers essentials of international organizations, national governance and activities of related agencies;
- Environmental Policy and Administration: Covers urgent issues in balancing development and human issues;
- Tourism Policy and Administration: Covers the tourism as a keystone in industry growth and exchange;
- Development Economics: Serves as the foundation for development policy.

IV. Educational Program, Instruction and Outcomes
i [Educational Objectives, Diploma Policy, Curriculum Policy]

Students are permitted to enroll in Major Subjects from the other major program which, in turn, allows them to study and conduct research from various perspectives. In addition, students aim to gain a real and practical understanding of program content by taking Seminars, which are offered as Major Subjects, and to summarize their research outcomes in a Master's Thesis or Research Report.

Major in Asia Pacific Studies

Category		Number of Required Credits		
GSA Common Subjects		10 credits		36 credits
Major Subjects	Lecture	10 credits	24 credits	
APS Major Subjects	Seminar	14 credits		
Free Electives		2 credits		

Major in International Cooperation Policy

Category		Number of Required Credits		
GSA Common Subjects		10 credits		36 credits
Major Subjects	ICP Common	4 credits	24 credits	
ICP Major Subjects	Lecture	8 credits		
	Seminar	12 credits		
Free Electives		2 credits		

(Doctoral Program in the Graduate School of Asia Pacific Studies)

The educational program in the Graduate School of Asia Pacific Studies Doctoral Program consists of lecture subjects, seminars, research and presentation subjects and tutorials. In lecture subjects students systematically study the specialized research methods and knowledge required for research in the doctoral program. Under the tutelage of their supervisors, students take seminars, research and presentation subjects and tutorials to acquire the research techniques and academic skills needed to integrate education and research and the skills to generate academic output. The curriculum is designed to guide students in the writing of their dissertations.

Doctoral students must first complete credits required for PhD candidacy (Total: 24 credits from designated subjects). Upon passing a screening, they become PhD candidates. Students are granted doctoral degrees after completing all required coursework and passing a doctoral dissertation screening.

[1] Lecture Subjects

Subjects that cover required research methods and theories for the program.

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i [Educational Objectives, Diploma Policy, Curriculum Policy]

[2] Seminar Subjects

Under the supervision of a supervising faculty member ("supervisor"), students take Advanced Research and write a dissertation submitted in partial fulfillment of the award of a Ph.D.

[3] Research and Presentation Subjects

Research Presentation is a subject in which students present their research. Research Paper subjects are designed to supervise students in summarizing their research. These subjects cultivate research techniques and academic writing skills.

[4] Tutorials

Subjects that integrate research and teaching to cultivate teaching skills.

Category	Credits Required for PhD Candidacy		Number of Credits Required for Completion	
Lecture Subject	4 credits	24 credits	4 credits	30 credits
Seminar Subjects	8 credits		12 credits	
Research and Presentation Subjects	10 credits		10 credits	
Tutorials	2 credits		4 credits	

3-2) Graduate School of Management (GSM)

The GSM employs a curriculum that cultivates the ability to solve corporate and organizational management issues in the Asia Pacific region by providing comprehensive know-how in business and management and a keen insight into globalization.

The educational program in the GSM consists of required subjects, electives and seminars which are arranged in a curriculum to provide for systematic study.

[1] Required Subjects

Required subjects consist of mandatory GSM subjects in the areas of management, organizations, finance, accounting and marketing. These subjects aim to provide students with a comprehensive, fundamental knowledge in business and management.

[2] Elective Subjects

Education and research in each of the programs focuses on the following 4 areas that are vital to corporate management with the aim of improving specialization in the respective fields: (1) Finance, (2) International Business and Marketing, (3) Innovation and Technology Management and (4) Comparative Institution Design for Transition Economy and Business Management. By offering small-group classes, we cultivate students with practical skills by building on their research and the practical application thereof.

[3] Seminar Subjects

Students aim to gain a real and practical understanding of program content by taking Seminars and, in turn, to summarize their research outcomes in Master's Theses or

Independent Final Reports.

Category	Number of Required Credits	
Required Subjects	18 credits	48 credits
Elective Subjects	16 credits	
Seminar Subjects	8 credits	
Free Subjects*	6 credits	

*: Free Subjects: Credits earned exceeding the minimum requirement for Elective and Seminar Subjects, as well as subjects taken in the other Graduate School will fulfill the Free Electives requirement.

(3) Have members of the university (faculty, staff and students) been notified of the educational objectives, diploma policy and curriculum policy, and has this information been disclosed to the public?

1) University-wide

The Ritsumeikan Asia Pacific University Degree Regulations, the diploma policy and the curriculum policies for the Colleges and Graduate Schools are available to the general public on the university's homepage.

Every semester, we hold enrollment guidance sessions for both new enrollees and current students in each College and Graduate School to encourage all students to formulate appropriate study plans. The educational objectives, diploma policy and curriculum policy are disclosed via all of the Colleges and Graduate Schools, and efforts are made to notify students of this information.

(4) Does the university regularly verify the adequacy of its educational objectives, diploma policy and curriculum policy?

1) University-wide

Together with faculty structure, instruction and outcomes, the university examines the adequacy of its educational objectives, diploma policy and curriculum policy with 1) research and analysis conducted by the Division of Academic Affairs 2) discussions in the Faculty Council, Graduate School Faculty Council and Faculty Discussion Meeting, and 3) confirmation by the University Senate. Reviews of the bachelor's degree programs were conducted when the academic reforms of AY2006 and AY2011 were formulated, and the results were appropriately incorporated when each set of reforms was implemented. The AY2011 Academic Reforms will complete their first full cycle in AY2014, so the next review will be done looking towards in or after AY2015.

A review of the adequacy of educational objectives, diploma policy and curriculum policy at the graduate level is underway, and the outcomes will be reflected in the AY2014 Academic Reforms that are currently under discussion.

2. Self Assessment

In this section, we have explained the current situation regarding the educational objectives, diploma policies and curriculum policies at both the undergraduate and graduate levels. We will now conduct an assessment of this situation based on the indicators listed for each College and Graduate School below.

- (1) Have diploma policies and curriculum policies been formulated?
- (2) Are these policies explicitly linked to the aforementioned educational objectives?

[1] Items That Are Showing Results

1) University-wide

<1> Systematic alignment of goals and policies

As outlined above, we conducted regular inspections in 2006 and 2011 of the initiatives we have undertaken since opening in 2000 to "nurture the young talent who will shape the future of the Asia Pacific", and by analyzing the results of these, we have been able to promote the systematic alignment of our human resources development goals, diploma policy and curriculum policy. At the graduate level, efforts to review initiatives undertaken since the schools opened in 2003 and to systematically align our goals and policies ahead of the reforms in AY2014 are underway.

In particular, the APM and the GSM have been aligning their goals, diploma policies and curriculum policies with a keen eye on the AACSB Standards to obtain the AACSB International Accreditation. The faculty members in the APM and the GSM are working to improve and advance academics with a conscious awareness of international viability.

[2] Items Requiring Improvement

1) University-wide

<1> Realignment of goals and policies

Giving due consideration to the basic ideals establishment at our founding and our human resources development goals, we have formulated educational objectives common to both Colleges, and the APM and the GSM have formulated their own unique educational objectives and diploma policies. That being said, the current diploma policies only state the required number of credits for graduation for each College and Graduate School. In light of the fact that there are no educational objectives stipulated for the APS and the master's and doctoral programs in the Asia Pacific Studies Major in the Graduate School of Asia Pacific Studies, we are using the AY2013 to reexamine these.

2) Common Across the Colleges

<1> Content of the University Regulations

Some of the content of the University Regulations is insufficient. For instance, subject categories, such as Required Subjects and Elective Subjects, are not listed for the subjects in the University Regulations.

3) Common Across the Graduate Schools

<1> Formulation of Educational Objectives and Diploma Policies

At present, various goals are listed for each Graduate School, but these have not been clearly arranged and presented according to the concepts of human resources development goals, educational objectives and diploma policies. As part of the AY2014 reforms, we will reorganize these concepts for each Graduate School, Program and Major and formulate educational objectives and diploma policies before the end of the AY2013.

3.Development Policies towards the Future

[1] Items That Are Showing Results

1) University-wide

<1> Systematic alignment of goals and policies

By promoting regular reviews, including academic reforms, we have made some progress in sorting out educational objectives, diploma policies and curriculum policies.

[2] Items Requiring Improvement

1) University-wide

<1> Realignment of goals and policies

We must formulate and systematize educational objectives, diploma policies and curriculum policies for each College, Graduate School and Major, while ensuring overall consistency among them. We aim to disclose these information with the three policies (admission policy, curriculum policy and diploma policy) internally and externally in easy to understand format before the end of the AY2013.

Since the “Student Handbook” fulfills the important basic function of providing information about learning and research at APU to students, we will use it to inform students about the educational objectives, diploma policies and curriculum policies in an effort to ensure a common understanding among students of the individual educational programs that these policies underpin and improve their learning outcomes.

2) Common Across the Colleges

<1> Content of the University Regulations

We will revise the content of the University Regulations in parallel with the reorganization of various sets of goals.

3) Common Across the Graduate Schools

<1> Formulation of Educational Objectives and Diploma Policies

Since AY2014 Academic Reforms are being deliberated in the Graduate Schools, we will redevelop educational objectives and diploma policies in these discussions, and we will

IV. Educational Program, Instruction and Outcomes
i [Educational Objectives, Diploma Policy, Curriculum Policy]

create a framework for verifying the adequacy and alignment of these educational objectives and diploma policies with the curriculum policy.

4. Supporting Documents

- 4(1)-1 "AY2011 APU Academic Reforms-Cultivating Human Resources with International Currency through Assurance of Quality in Learning-" (APU Phase Three Plan)
- 4(1)-2 AY2012 Undergraduate Academic Handbook (pp. 16-18)
- 4(1)-3 AY2012 Undergraduate Academic Handbook (pp. 19-21)
- 4(1)-4 AY2012 Graduate Student Handbook (pp. 17-21)
- 4(1)-5 AY2012 Graduate Student Handbook (pp. 51-55)
- 4(1)-6 AY2012 Graduate Student Handbook (p. 35)
- 4(1)-7 Basic University Data, Chart 3
- 4(1)-8 "AY2011 APU Academic Reforms-Cultivating Human Resources with International Currency through Assurance of Quality in Learning-" (APU Phase Three Plan) (pp. 17-19)
- 4(1)-9 AY2012 Undergraduate Academic Handbook (pp. 22-23)

ii [Educational Program]

1. Description of Current Conditions

(1) Are subjects appropriately offered in accordance with the curriculum policy; are educational curriculum systematically designed?

<Status of establishment of necessary subjects> <Systematic distribution of sequential subjects> <Role of major education and liberal arts education in the bachelor's degree programs>

2) Common Across the Colleges

(Overall Composition of the Educational Programs)

The university's educational programs consist primarily of two components, Common Education Subjects (Language Education Subjects and Common Liberal Arts Subjects) and Major Education Subjects, and the credits required for graduation are the same for both Colleges. In particular, students need to take 1) at least 40 credits of Common Education Subjects (Language Education Subjects and Common Liberal Arts Subjects), 2) at least 62 credits of Major Education Subjects and 3) complete a total of at least 124 credits. Out of the 124 credits required for graduation, students must complete 22 credits of Electives which can be drawn from the Common Education Subjects (Language Education Subjects and Common Liberal Arts Subjects), the Major Education Subjects in one's own College or the Major Education Subjects in the other College.

(Dual Language Education)

As mentioned earlier, the Colleges have nine shared educational goals for the skills students should obtain, including "intercultural understanding and ability to create mutual trust" and "strong communications skills, teamwork and empathy". To achieve this, APU has employed dual language education since its inception. In other words, the educational programs are designed to eliminate any disadvantages stemming from enrollment basis language since students can take classes offered in either Japanese or English from the time of enrollment. Subject offerings for 2012 AY are as follows:

- 100 series Common Education Subjects (Liberal arts subjects for first-year students)
29 of the 42 subjects listed in the University Regulations are taught in both Japanese and English (Bilingual offering rate: 69%)
(Document 4(2)-1)
- 68 of the 96 Major Education Subjects in the APS are taught in both Japanese and English (Bilingual offering rate: 70.8%)
- 52 of the 60 Major Education Subjects in the APM are taught in both Japanese and English (Bilingual offering rate: 86.7%)

(Subject Numbering)

One tool used to ensure systematic program design is subject numbering. Grade numbers

IV. Educational Program, Instruction and Outcomes ii [Educational Program]

are attached to each subject to indicate the appropriate semester of offering and encourage systematic enrollment, and prerequisite subjects—that is, subjects that students should take before taking a certain subject—are also defined; therefore, if a student completes a prerequisite subject early, he or she will be able to take the subject for which said prerequisite was defined even if he or she has not yet advanced to the year level in which the subject is typically offered.

(Other)

Efforts have been taken to fortify small-group education and proactive, self-directed learning in the educational program design process. More specifically, basic approaches to program design, including setting the maximum lecture size at 250 students and aiming for a class size of 25 students or less in Common Education Subjects (Language Education Subjects) and Seminars, are defined in the subject offering policy formulated before the start of each academic year. (Document 4(2)-2)

(Language Education Subjects)

Regarding Language Education Subjects, sufficient numbers of Japanese and English language subjects are offered in light of student admission times so that students can begin taking language classes from either semester, thereby eliminating any disadvantages. Language education is provided based on student language proficiency levels. Students who enroll on a Japanese basis take English placement tests upon enrollment to determine if they will study under the English Standard Track (24 required credits from Elementary English to Upper Intermediate English) or the English Advanced Track (12 required credits through Advanced English I or II). Domestic students who enroll on a Japanese basis are also required to complete at least 20 credits of lecture subjects held in English (either Common Liberal Arts Subjects or Major Education Subjects (either in their own College or the other College) in order to graduate, so sufficient numbers of subjects are offered systematically at all levels.

Students who enroll on an English basis are required to complete 16 credits of Japanese language subjects across four skill levels (Japanese Foundation Course I through Japanese Intermediate Course). As with English, sufficient numbers of subjects are offered systematically at all levels.

There are also sufficient numbers of elective language subjects that advanced students can take once they have completed their required English or Japanese subjects. These include subjects such as English for Discussion and Debate, English Business Writing, Japanese Language and Culture I and Career Japanese.

Japanese and English language subjects utilize standardized lecture content, textbooks, examinations and grading for each skill level.

APU also offers subjects of the native tongues of many of our students systematically. Collectively referred to as Asia Pacific Language Subjects, students can take Chinese (I - IV, 16 credits), Korean (I - IV, 16 credits), Spanish (I - IV, 14 credits), Malay/Indonesian (I - IV, 14

credits), Thai (I - IV, 14 credits) and Vietnamese (I - IV, 14 credits).

There are a total of 64 Language Education Subjects listed in the University Regulations as follows: English—20 subjects; Japanese—18 subjects; AP Languages—24 subjects; Intensive Language Learning Overseas of English and AP Languages—1 subject; and Special Lecture (Language Education)—1 subject.

(Common Liberal Arts Subjects)

Both Colleges share "cultivating human resources who ... [have a] comprehensive understanding of the diverse political conditions, economies, societies, and cultures of the Asia Pacific region" as a human resources development goal. Common Education Subjects (Common Liberal Arts Subjects), which are common 100 series (first-year) subjects for both Colleges, include subjects following the goal to cultivate a comprehensive understanding of the Asia Pacific region: Religions of the Asia Pacific, Business Affairs in the Asia Pacific, History of the Asia Pacific, Languages of the Asia Pacific, Geography of the Asia Pacific and Culture and Society of the Asia Pacific.

First-Year Student Workshop I, a subject for all incoming freshmen, was established to assist students in their transition to university-level learning, in which a proactive, self-directed approach is required in order to identify and solve problems on one's own accord. The subject also aims to ensure effective learning at APU by students from around the world with diverse educational backgrounds. First-Year Student Workshop II, another subject for freshmen, aims to provide students with the skills and attributes they need to critically examine social issues and propose creative solutions to problems while working with classmates who have different cultural backgrounds. In the subject, projects are undertaken by small, mixed groups of Japanese and English-basis students. Both of these subjects employ standardized teaching methods, lecture content and grading.

The curriculum also includes systematically placed information subjects to boost students' information literacy. Subjects on offer include the 100 series Internet Fundamentals, Programming I and Computer Literacy, the 200 series Programming II, Data Mining and Internet Technology Integration, and the 300 series Applied Programming and Database Systems.

There is a total of 79 Common Liberal Arts Subjects listed in the University Regulations, namely, 42 first-year (100 series) subjects, 22 second-year (200 series) subjects and 15 third-year (300 series) subjects.

(Major Education Subjects)

Subjects common to both Colleges include the 200 series (second year or above) Field Study, in which students visit a location in Japan or overseas with their instructor to research a particular topic, and Applied Training, a third-year seminar in which students conduct on-site research related to their other seminars with their supervisor. In addition, the small-group third-year seminars Major Seminar I/II and fourth-year seminars Research Seminar and Undergraduate Thesis are also included. Thus, total number of subjects

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common to both Colleges is six subjects (14 credits). In particular, third and fourth-year seminars are offered as a lead up to the final research paper that students will write in the Undergraduate Thesis subject.

2-1) College of Asia Pacific Studies (APS)

(Major Education Subjects)

In line with our human resources development goals, we have established the following four Courses in APS to conduct education and research in order to develop wide-ranging problem solving ability and specialized know-how of the issues facing the Asia Pacific region centered on solid language proficiency and a basic understanding of the diverse cultures, histories, societies, natural environments and historical conditions of the Asia Pacific region. Major Education Subjects account for at least 50% (62 of 124 credits) of the credits required for graduation.

(1) Environment and Development Course

An understanding of water, forests and other environmental resources is essential when considering the future of the Asia Pacific. Profit-driven development has brought with it a raft of environmental and other issues, and sustainable development is an urgent issue for our times. This Course tackles the question of sustainable development in relation to efforts to balance environmental conservation and economic development. Students consider path for sustainable development in light of the systems and laws in each country and region.

There are 23 subjects (46 credits), including Development Policy and Environmental Policy, listed for this Course in the University Regulations.

(2) Culture, Society and Media Course

In this Course, students study the societies, cultures and values of the Asia Pacific to deepen their understanding of the problems it faces. In this Course, students study the basics of information technology, upon which they delve into cultural studies and new media studies to gain a deep understanding of our multicultural society. Through this, they gain a global perspective and the ability to view the region from several angles.

There are 31 subjects (62 credits), including Cultural Anthropology and Multiculturalism and Society, listed for this Course in the University Regulations.

(3) Hospitality and Tourism Course

Cultural exchange and regional industrial promotion by way of tourism are important aspects for the development of the Asia Pacific region. In this Course, students explore all facets of tourism through the lenses of culture, society and community. They study the theory and practice of hospitality management as it relates to the tourism and service industries as well as the medical and welfare sectors.

There are 22 subjects (44 credits), including Tourism Policy and Tourism Development, listed for this Course in the University Regulations.

(4) International Relations and Peace Studies Course

This Course focuses primarily on the study of dispute resolution and peace-building and aims to cultivate the ability to deal with increasingly complex global issues and, in turn, to

develop human resources who will become the future experts in this field. Drawing from the three disciplines of international law, political studies and economics, this Course seeks to foster in students the critical thinking skills and policy-oriented approaches necessary to succeed in the fields of international relations, dispute resolution and peace-building.

There are 24 subjects (48 credits), including International Politics and Security and International Organizations, listed for this Course in the University Regulations.

2-2) College of International Management (APM)

(Major Education Subjects)

Based on a wide-ranging understanding of the diverse societies, cultures and traditions of the Asia Pacific, we will design a curriculum to develop students with the values and social awareness geared toward creating new businesses and to cultivate human resources with the drive and creativity to succeed in the dynamic world of business in Asia. To achieve this we will bolster student fundamentals in economics and management, develop advanced language proficiency and improve intercultural communication skills as well as we offer education and research of major subjects in the following four Courses. All freshmen are required to register Introduction to Business Management (2 credits) and Business Mathematics (2 credits), and depending on their placement test scores, Fundamental Mathematics (2 credits). There are also five subjects (10 credits) of Core Subjects that students are strongly urged to take to prepare them for their studies in the respective Courses though they are not required subjects. These are Accounting I, Accounting II, Finance, Principles of Marketing and Organizational Behavior.

Major Education Subjects account for at least 50% (62 of 124 credits) of the credits required for graduation.

(1) Strategic Management and Organization Course

To ensure their lasting development, organizations must set goals that are beneficial to society. To achieve those goals, the people in those organizations must engage in activities according to basic principles and methods. This Course is geared toward students who want to make a contribution to companies or students who are planning to take over their family business. There are 11 subjects (22 credits), including International Management and International Human Resources Management, listed for this Course in the University Regulations.

(2) Innovation and Economics Course

Innovation and efficient production management are the driving forces of corporate growth. In this Course, students will learn what generates innovation and what efficient production management entails. Students will also learn about the economic foundations that underlie these concepts and about economic development as the end product of corporate development. The Courses is particularly geared toward students who wish to contribute to national development as businesspersons or as policymakers. There are 11 subjects (22 credits), including Macroeconomics and Production Management, listed for this Course in the University Regulations.

(3) Marketing Course

Students will learn how to provide products and services to the market. In particular, students will focus on how much of something to provide at what cost and with the best possible method. This Course aims to develop experts who can link the production phase to final consumers. This Course is geared toward students who want to be active, globally-oriented businesspersons. There are 11 subjects (22 credits), including International Logistics and Marketing Research, listed for this Course in the University Regulations.

(4) Accounting and Finance Course

The health of corporate activity is judged by increase and decrease and flow of money. This is called Accounting, and it is a field that requires advanced specialization. Finance is the field concerned with raising and managing the funds necessary for corporate activity, and it requires in-depth know-how. This Course is for students who wish to develop a specialization in Accounting and Finance. There are 12 subjects (24 credits), including Financial Accounting I and Management Accounting, listed for this Course in the University Regulations.

As part of its efforts toward AACSB International Accreditation, the APM creates a Curriculum Alignment Matrix (CAM) every year and posts it on the homepage (http://www.apu.ac.jp/home/study/index.php?content_id=46).

The CAM paints a clear picture of the relationship among the learning goals, learning objectives and Major Education Subjects in the College. By examining the matrix, students can easily understand what they can expect to learn by taking a certain subject. For the College, the matrix reveals which Major Education Subjects should be fortified to address areas where students lack skills.

(International Exchange)

Since the formulation of the APU Student Mobility policy in AY2004, the university has expanded opportunities for study abroad and overseas language study, and we have actively dispatched students throughout Japan and around the globe. The pillar of the networks APU has built are our cooperative agreements with Japanese and foreign universities. Up through AY2012, we have concluded cooperative agreements with 402 institutions and student exchange agreements with 112 universities (as of March 31, 2012). We are also involved in multi-layered exchange with Kyung Hee University (Korea) and St. Edward's University (United States), both of whom operate joint degree programs with us. The number of partner universities / institutions and the number of students sent for the past three years are as follows.

[Number of Agreements]

	AY2010	AY2011	AY2012
No. of Student Exchange Agreements	113	114	112
No. of Countries/Regions (Student Exchange Agreements)	37	37	38
No. of Outgoing Overseas Program Participants	64	44	59
No. of Cooperative Agreements (Entire Ritsumeikan Trust)	386	398	402
No. of Countries/Regions (Cooperative Agreements/ Entire Ritsumeikan Trust)	62	62	63

In addition to internationalizing our campus with regular exchange students, we also sharpen our international focus by actively accepting short-term non-degree students. Internationalization through international student intake inevitably is what gives APU's education its global standard. For this reason, subjects listed in the University Regulations are offered in both English and Japanese and flexible intake is conducted by using the semester system. APU also actively utilizes global standard textbooks, promotes Active Learning and designs programs to promote global student mobility. In doing this, APU strives to improve quality in its internationally-acceptable education and learning systems. Non-degree short-term exchange student and foreign research fellow intake through these programs is as follows.

[Numbers of Short-term Exchange Student and Part Time Study Student]

Period	Details	AY2010	AY2011	AY2012
1 semester or longer	No. of Students	27	18	28
	Country/Region	11	7	11
Shorter than 1 semester	No. of Students	102	41	76
	Country/Region	19	15	16

<Status of establishment of necessary subjects> <Systematic distribution of sequential subjects> <Master's/ Doctoral degree programs: Balance of coursework and research>

3-1) Graduate School of Asia Pacific Studies

(Masters Programs in the Graduate School of Asia Pacific Studies)

As mentioned previously, educational programs in the Graduate School of Asia Pacific Studies comprise two types of subjects: Common Subjects and Major Subjects.

Common Subjects are common to both the Asia Pacific Studies Major and the International Cooperation Policy Major. These include subjects that teach research techniques, such as Advanced Research Methods and Advanced Data Analysis and Statistics, and subjects

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focused on cultivating wide-ranging knowledge on the cultures, societies, economies and politics of the Asia Pacific region, such as Political Trends in the Asia Pacific, Management in Asia and Japan and Introduction to the Asia Pacific Region I/II. There are 24 2-credit subjects on offer, and students must complete at least 10 credits of Common Subjects. Since Common Subjects are designed to provide students with foundations for learning and research, as a rule, the curriculum is structured so that students take these subjects in their first year. Sufficient numbers of subjects are offered with a proper balance for each semester and quarter in light of student admission times so that students can begin taking classes from either semester, thereby eliminating any disadvantages.

Based on the fundamental knowledge obtained in Common Subjects, students take Major Subjects to deepen their expertise in the Division selected at the time of enrollment. Major Subjects consist of Asia Pacific Studies Major Subjects (17 subjects each worth two credits listed in the University Regulations, excluding Seminars) and International Cooperation Policy Major Subjects (50 subjects each worth two credits listed in the University Regulations, excluding Seminars); students must complete at least 24 credits of Major Subjects.

Major Subjects include Seminars which enable students to undergo research supervision on a topic of their choosing, all while they acquire and strengthen their fundamental and advanced knowledge from lecture subjects.

Students in the Asia Pacific Studies Major must complete at least 14 credits of Seminars, while students in the International Cooperation Policy Major must complete at least 12 credits of Seminars. Starting from the first semester, students take Research Project I (4 credits), a seminar in which they conduct research in preparation for writing a thesis and receive supervision from a faculty supervisor. If a student remains enrolled for the standard enrollment period of two years, he or she will take Research Project I (4 credits) in the first semester, Research Project II (4 credits) in the second semester and Research Project III (research supervision for a Master's Thesis) or Research Project IV (research supervision for a Research Report) in the fourth semester. In this way, students spend three semesters taking Seminars and receiving research supervision. (The third semester is treated as time to conduct research and write.)

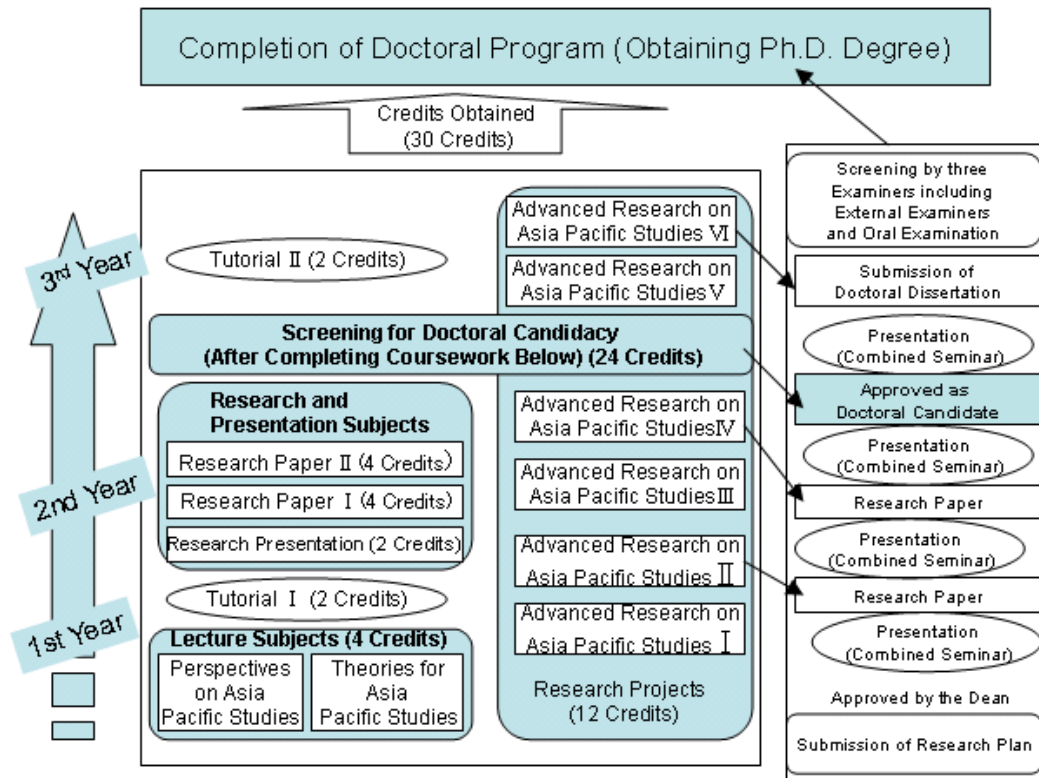
The Graduate Academic Handbook contains a flow chart that clearly illustrates the process of taking Seminars, submitting a Master's Thesis or Research Report, undergoing a screening and obtaining a degree. The Graduate Academic Handbook is also available on the APU homepage, so it can be viewed from off campus.

(Doctoral Program in the Graduate School of Asia Pacific Studies)

The curriculum in the doctoral program consists of two Lecture Subjects (2 credits each), six Seminars (2 credits each), three Research and Presentation Subjects (2~4 credits each) and two Tutorials (two credits each), for a total of 13 subjects (30 credits). Including the two first-year lectures, Perspectives on Asia Pacific Studies and Theories for Asia Pacific Studies, all subjects are required and students enroll as illustrated below.

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Starting from the first semester, students take one seminar a semester (Advanced Research on Asia Pacific Studies I~VI; 2 credits each) in which they conduct research in preparation for writing a dissertation, and they also receive supervision from a faculty supervisor. Under the tutelage of their supervisors, students also write a research paper called the dissertation submitted in partial fulfillment of the award of a PhD and learn presentation skills.



3-2) Graduate School of Management (GSM)

As mentioned previously, the educational program in the GSM consists of three types of subjects: Required Subjects, Elective Subjects and Seminars.

There are nine Required Subjects (2 credits each) designed to cultivate basic and advanced knowledge in business and management, and these include subjects such as Quantitative Analysis and Statistics, Accounting I and II and Finance. As a rule, students take the Required Subjects in their first year. Since the educational programs in the GSM primarily begin in the Fall, most of the Required Subjects in the curriculum are offered in the Fall, but some subjects are offered in both semesters to accommodate Spring enrollees.

Based on the fundamental knowledge obtained in Required Subjects, students take Elective Subjects to deepen their expertise in the Specialization selected at the time of enrollment. Elective Subjects are divided into the following categories: General Business Administration (5 subjects, 2 credits each), Finance (8 subjects, 2 credits each), International Business and Marketing (6 subjects, 2 credits each), Innovation and Technology Management (6 subjects, 2 credits each) and Comparative Institution Design for Transition Economy and Business Management (9 subjects, 2 credits each). Students must complete at least 16 credits from this category.

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Elective Subjects include Seminars which enable students to undergo research supervision on a topic of their choosing from the second semester, all while they acquire and strengthen their fundamental and advanced knowledge from lecture subjects. Students must complete at least 8 credits of Seminars. Starting from the first semester, students take Management Seminar I (2 credits), a seminar in which they conduct research in preparation for writing a thesis and receive supervision from a faculty supervisor. Students take Management Seminar II (2 credits) in the second semester and either take Master's Thesis (research supervision for a Master's Thesis) or Independent Final Report (research supervision for an Independent Final Report) in the fourth semester. In this way, students spend three semesters taking Seminars and receiving research supervision.

Systematic learning is given special focus in GSM. At the orientation, faculty members including the Dean advise students on enrollment and explain the curriculum, and students formulate their Study Plan (Curriculum Card) accordingly. The Dean and the Associate Deans confirm Study Plans to ensure that students are studying systematically and there are no imbalances in workload. Upon approving these, they are returned to the students. Students use these Study Plans to register for subjects.

As part of its efforts toward AACSB International Accreditation, GSM, like the APM, creates a Curriculum Alignment Matrix (CAM) every year and posts it on the homepage (http://www.apu.ac.jp/home/study/index.php?content_id=46CAM).

The CAM paints a clear picture of the relationship among the learning goals, learning objectives and Major Subjects in the Graduate School. By examining the matrix, students can easily understand what they can expect to learn by taking a certain subject. For GSM, the matrix reveals which Major Subjects should be fortified to address areas where students lack skills.

(2) Does each program offer suitable educational content in accordance with the curriculum policy?

<Bachelor's programs: Offer Educational content suitable for bachelor's programs education>

1) University-wide

Every year, subject offering policies for the upcoming academic year are drafted for each College and Graduate School, and these are adjusted on a university-wide basis before any subjects are offered. This adjustment process also serves as a mutual check-and-balance system, ensuring that the educational content is suitable for each program.

2) Common Across the Colleges

To ensure that educational content is suitable for the bachelor's degree programs, the syllabus for each subject clearly presents the achievement targets. The situation for Common Education Subjects (Language Education Subjects and Common Liberal Arts Subjects) in the bachelor's degree programs is as follows.

(Language Education Subjects: English, Japanese, AP Languages)

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- Language Education Subjects that are suitable for the bachelor's programs are offered by the Center for Language Education, which is in charge of language education, in accordance with the basic policy entitled "AY2013 Subject Offering Policy (First Draft)". As a general rule, a suitable number of language classes are offered based on the number of incoming freshmen and their placement test results, in accordance with the following basic rules for language subject offerings.

[1] Enough classes will be offered for required foreign language subjects (English and Japanese) so that all students eligible for these subjects can take them.

[2] Language for Specific Purposes (LSP) Subjects will be offered for students who complete their required foreign language subjects (English and Japanese).

[3] Subjects will be offered for the six Asia Pacific Languages: Chinese, Korean, Spanish, Malay/Indonesian, Thai and Vietnamese.

- The same syllabus is used for Japanese and English language subjects with multiple class offerings, and lecture management methods, textbooks, materials and final examinations are all standardized. Separate surveys are conducted in English and Japanese language classes in addition to the Class Evaluation Survey implemented by APU, and the results are shared to contribute to organized education.

(Common Liberal Arts Subjects)

- As opposed to Major Education Subjects, these subjects are designed to provide students with broad-based fundamental knowledge. The Colleges and the Division of Academic Affairs allocate classes in accordance with the AY2013 subject offering policy. To ensure that educational content is suitable for the bachelor's programs, the level that students are expected to achieve by the time they complete a subject are explicitly defined in the form of the standards for completion listed in the syllabus. (Document.4(2)-4)

APU proactively promotes Active Learning—off-campus experiential academic programs that deepen students' ties with society and their practical skills. More specifically, APU has developed and offers the following wide variety of programs: a) Freshman Intercultural Relations Study Trip ("FIRST") Program, an introductory study abroad program on which first-year students visit certain locations in Korea to conduct research in small groups, b) Overseas Language Immersion Programs, immersive language education programs at foreign universities, c) Internship, d) Volunteer Activities, e) Field Study and f) Student Exchange Programs. In particular, the FIRST Program serves as an introductory level of Active Learning program, and every year, about 150 first-year Japanese-basis domestic students participate.

Preliminary and follow-up training sessions have been established in developing and offering these Active Learning subjects for credit, and this provides sufficient coverage of practical vs. in-class hours as stipulated in the Standards for Establishment of Universities. Students are stringently screened before selection for programs. Opportunities for follow-up reports and presentations are offered to promote exchange and dissemination of learning outcomes. In addition to students who participate in university-running overseas programs,

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there are some students who take leaves of absence to study languages and join internships overseas, but to make sure they are not taking "easy" leaves of absence, they are asked to submit overseas study plans that include post-reinstatement goals. Requests for leaves of absence are then approved or denied based on a screening, which includes further screening as needed. The system encourages reinstated students to reflect on how they have changed from their experiences abroad.

The number of participants in domestic and international off-campus programs for last three years is shown in the table below.

[Off-Campus Program Participant Numbers]

Program	Student Type	AY2010	AY2011	AY2012
Domestic Programs	Domestic students	296	262	192
	International students	168	160	99
Overseas Programs	Domestic students	234	308	315
	International students	69	90	73

<Bachelor's programs: Educational content that takes first-year education and university-high school collaboration into consideration>

(Basic Idea)

APU established the APU Freshman Education Committee in AY2008 which strives to approach myriad issues concerning first-year experience from a university-wide perspective in cooperation with both Colleges and all Divisions. Efforts to date include fundamentally revising First Year Education subject and revising management and freshman orientations and improving programs aimed at freshmen. APU has a clear policy to streamline and integrate various initiatives under the banner of First Year Education with an eye on student growth. APU was awarded the AY2008 Academic GP for its initiatives in this area and after the funded project concluded, it continued efforts to make improvements, including hiring new faculty members for the Education Development and Learning Support Center. The aims of these initiatives are as follows:

- 1) Adjust and transfer smoothly into university life;
- 2) Develop an APU identity and gain an understanding of the university's vision and history;
- 3) Build relationships with peers and develop a learning community;
- 4) Develop intercultural understanding and tolerance toward other cultures and value systems;

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- 5) Elevate student motivation to study and set goals for future career paths;
- 6) Acquire the ability to work in collaboration with others;
- 7) Acquire the knowledge and ways of thinking required for university education across all disciplines;
- 8) Promote self-directed reading, research, thinking, cooperation, discussion, summarizing and dissemination.

(Major Initiatives)

[Curricular]

Curricular initiatives include the following.

- First-Year Student Workshop I/II

This subject, which is mandatory for all first-year students, is designed to facilitate the transition from high school to university by providing students with university-level study skills. First-Year Student Workshop I is separated into domestic and international student classes, while First-Year Student Workshop II classes are mixed. Students learn how to find information, write reports, avoid plagiarism, give presentations and participate actively in class. One unique feature of this subject is group work facilitated by older students.

- Introduction to APU

This subject is a seminar that combines faculty lectures and peer-led workshops with the aim of cultivating intercultural understanding and teamwork. It is offered in 30-person classes. One Peer Leader is assigned to each group of six freshmen to promote group discussions and multicultural joint learning. The 30 Peer Leaders use cases designed based on actual student life experiences with other cultures, and they have students write reports on these cases after each lecture. For one class, APU's first President is invited to give a special lecture, and this helps improve their motivation.

[Learning Support]

- Self-Access Learning Center (SALC)

One example of support aimed at first-year students are the endeavors of the Self-Access Learning Center (SALC). In order to improve student language proficiency, students must be self-aware of their objectives and actively engage in self-directed study. Therefore, APU established the SALC in AY2007 and assigned expert staff to counsel students on language study. In addition to one-on-one counseling sessions and lessons, there are various workshops and study meetings for different language proficiency levels and purposes which are offered in cooperation with the Japanese and English instructors in the Center for Language Education (CLE).

- Writing Center

In order to improve academic writing in both English and Japanese, a Writing Center was established in AY2012. CLE faculty member serve as the coordinator for English writing support, while faculty member from the APS serve as the coordinator for Japanese writing support. Both coordinators supervise the training of student peer

IV. Educational Program, Instruction and Outcomes ii [Educational Program]

advisors who provide writing advice to students who visit the Center. (Document 4(2)-3)

- Academic Advising

Providing appropriate guidance is crucial at APU since a diverse array of students, both international and domestic, are admitted. Newly enrolled APU students primarily take Japanese or English subjects once they enroll. As such, many students seek study and student life advice from their language instructors. In addition to this, the university provides academic advising to all students. As the secretariat for advising, the Academic Office provides full support. More specifically, faculty members in charge of academic advising work with the Japanese and English language instructors in the CLE, who interact with first and second-year students on a daily basis, to support students who come for consultations. There are advising booths in the Learning Commons and consultation rooms in the Academic Office. The Office also identifies students who are not completing sufficient numbers of credits and calls them in for academic advising sessions.

- Office Hours

Upper-level students are advised by their seminar instructors. An adequate enrollment supervision system is in place with faculty members setting aside 95 minutes per week as Office Hours to provide students with appropriate guidance on their studies. Students who have completed insufficient credits are sent warnings via e-mail and the online Personal Message System. The Divisions of Academic Affairs and Student Affairs collaborate to advise these students in person at the office counters. International student supervision covers not only registration support but assistance to maintain student status. Students who have completed insufficient credits are interviewed and advised every semester. Likewise, students with poor grades are warned with regard to scholarship revocation.

- Other

Students enrolled for more than four years are permitted to register up to 24 credits per semester (same as 7th and 8th semester students); they are urged to register during the subject registration period and given opportunities for face-to-face meetings at the Office counter before registration. Student registration status is confirmed after the registration period, and second opportunities to meet staff are offered to encourage enrollment. Extra consideration is given to students in their 5th year and above with regard to registration.

[Peer Support]

The Division of Student Affairs and the Division of Academic Affairs have collaborated to fundamentally revise the freshman orientation. Under the supervision of First Year Education faculty, a new reassurance-oriented orientation for freshmen was implemented with a primary role played by a peer support group called the Fellow Advisory Group (FLAG). This successfully boosted freshmen awareness of the university's systems.

[Pre-Enrollment Initiatives]

Other educational content that takes university-high school collaboration into

consideration is outlined below. Pre-enrollment program participants complete self-assessment surveys containing the same questions before and after their programs so the university can measure changes in their behavior and ascertain the actual situation (Example question: "Were you able to correctly understand the passage you read and analyze it?" "Were you able to express your thoughts theoretically in writing?").

- Campus Visit Day

Campus Visit Day is an event for domestic students who took special entrance examinations and had their admission approved early. There are events to stimulate learning, measure student English proficiency and provide pre-enrollment study counseling. Their guardians are also invited. (Participation rate: 82% (334 of 407 accepted applicants))

- Schooling

Twelve Schooling Sessions are held at four venues around Japan (Tokyo, Osaka, Fukuoka, Oita) to provide approved enrollees with individual learning support and confirm their progress on pre-enrollment assignments. (No. of participants: 153; Participation rate: 37.6%)

- APU Basic Skills Brush-up Course

This course is held in March to expose students to university life before enrollment. They spend two weeks living in AP House 2 and join various sessions aimed at facilitating their transition to university-level learning. (No. of participants: 202; Participation rate: 49.6%)

<Master's/ Doctoral degree programs: Offer educational content that ensures advanced learning in each major area>

3) Common Across the Graduate Schools

To assure the quality of education and research in each Graduate School program, faculty members who provide instruction and research supervision at the graduate level are stringently screened, based primarily on their teaching and research achievements, before receiving qualifications to teach or supervise research in the Graduate Schools. These qualifications last for five years, at which time faculty members are re-screened. (Document 4(2)-5)

3-1) Graduate School of Asia Pacific Studies

The following academic programs in the Graduate Schools are designed to cultivate international perspectives and provide students with advanced knowledge in their major areas.

(1) IMAT Program (Dual Degree Program)

Since the Fall of 2006, APU has operated a dual master's degree program in international material flow management (IMAT) Program with Germany's University of Applied Sciences, Trier (a state university in Rhineland). On this program, students spend their first year studying in Japan (APU) and their second year studying in Germany (University of Applied

IV. Educational Program, Instruction and Outcomes ii [Educational Program]

Sciences, Trier). Lectures and research supervision are provided by both universities' highly experienced faculty members, and some of the program subjects are team-taught. Furthermore, the University of Applied Sciences, Trier uses its networks to provide students with internships, thus allowing them to put what they have studied and researched to use in practical environments. Students submit a Research Report to APU and a Master's Thesis to the University of Applied Sciences, Trier, and if they pass the screenings for both, they are awarded two degrees, a Master of Science in International Cooperation Policy and a Master of Engineering.

Actual figures are as follows.

AY	2006	2007	2008	2009	2010	2011	2012
IMAT Program Enrollees	13	24	14	17	9	7	6

(2) Indonesia Linkage Program (Dual Degree Program)

As part of the Indonesian government's 3rd Professional Human Resources Development Project, APU operates a dual master's degree based on an agreement with Bravijaya University. (The program began in 2008, with the first cohort coming to APU in Fall 2009.) On this program, students spend their first year studying in Indonesia (Bravijaya University) and their second year studying in Japan (APU). For two years, they receive research supervision from Indonesian and Japanese faculty supervisors, and they summarize their research in the form of a Master's Thesis. Students who pass the Master's Thesis (In some cases, students are permitted to submit a Research Report) screening are awarded two degrees, a Master of Science in International Cooperation Policy and a Master of Public Administration.

Actual figures are as follows.

AY	2008	2009	2010	2011	2012
Indonesia Linkage Program	4	4	3	4	4

3-2) Graduate School of Management (GSM)

Academic systems that ensure advanced learning in each major area in the GSM include the development and usage of APU Business Cases.

Since the Graduate School opened in 2003, the Case Development Steering Committee has developed business cases for APU.

In AY2012, 12 business cases were developed including "Branding in the Cut Flower Industry: Suntory's Applause and Moondust", "Innovation Management: Nippon Film" and "Innovation Management: Beppu Hatto Onpaku", all of which were focused on the Asia Pacific region, and in some cases even more locally (Oita Prefecture and Beppu City). These original cases make the most of APU's unique characteristics. Business cases are developed in English, and some classes are now taught using these cases.

2. Self Assessment

In this section, we provided an explanation on the current situation regarding educational programs and educational content. We will now conduct an assessment of this situation based on the indicators listed for each College and Graduate School below:

- (1) Appropriate establishment of necessary lecture subjects;
- (2) Listing of Standards for Completion for each subject to show that educational content is suitable for the bachelor's programs.

[1] Items That Are Showing Results

1) University-wide

<1> Establishing Suitable Subjects for Each Program

Regarding (1), subject offering policies for the upcoming academic year are drafted for each College and Graduate School every year, and these are adjusted on a university-wide basis before any subjects are offered. This adjustment process also serves as a check-and-balance system, ensuring that the educational content is suitable for each program.

Regarding (2), Standards for Completion are listed for every subject in both the bachelor's and master's programs.

2) Common Across the Colleges

<1> Promoting Student Understanding of Systematic Learning

The Common Education Subjects (Language Education Subjects and Common Liberal Arts Subjects) are appropriately offered to ensure that students attain the nine shared educational goals for the skills they should obtain by the time they graduate, and to do this, APU cultivates students with the ability to understand Major Education Subjects in both languages. In particular, Language Education Subjects (Japanese, English and AP Languages) are offered according to skill level, and class content at the same skill level is coordinated by the instructors. In addition, the prerequisite subjects that students are expected to complete are clearly presented in the Undergraduate Student Handbook: Academic Edition. This is effective in promoting the students' understanding of systematic learning, and together with the curriculum policy and the fact that necessary lecture subjects are appropriately offered, efforts in this area appear to have had some degree of success.

[2] Items Requiring Improvement

3-1) Graduate School of Asia Pacific Studies

<1> Systematizing Subjects

In the master's programs, the subjects offered in each Division are clearly stated in the Graduate Academic Handbook; however, instead of placing restrictions on enrollment, students are only provided with registration models. This allows students to choose subjects freely and conduct comprehensive, interdisciplinary research, but efforts will be made to promote steady, systematic enrollment so that students can deepen their specialized

knowledge by focusing on subjects in a particular area of study.

3-2) Graduate School of Management (GSM)

<1> Utilizing Business Cases in Class

To ensure that students acquire the comprehensive knowledge of business and management stipulated in the educational objectives (human resources development goals), the Case Development Steering Committee was established to develop cases focused on Japan and the Asia Pacific region. While these activities are commendable, no efforts have been made thus far to monitor how cases are used in class and verify their effectiveness.

3. Development Policies towards the Future

[1] Items That Are Showing Results

1) University-wide

<1> Establishing Suitable Subjects for Each Program

Regarding “(1) Appropriate establishment of necessary lecture subjects”, subject offering policies for the upcoming academic year are drafted for each College and Graduate School every year, and these are adjusted on a university-wide basis before any subjects are offered. Since this is an annual process conducted for each educational program, efforts will be made to refine and advance these course offering policies.

2) Common Across the Colleges

<1> Promoting Student Understanding of Systematic Learning

Regarding “(2) Listing of Standards for Completion for each subject to show that educational content is suitable for the bachelor’s programs”, Standards for Course Completion are listed for every subject in bachelor’s programs. To offer multiple sections of a subject going forward, especially for Registration Required Subjects and Core Subjects that should be offered in multiple sections to encourage student enrollment, efforts will be made to standardize syllabi.

[2] Items Requiring Improvement

3-1) Graduate School of Asia Pacific Studies

<1> Systematizing Subjects

In discussions on the AY2014 graduate school reforms, the basic approach of establishing a curriculum structure that clarifies academic disciplines while reinforcing expertise has been put forward. To achieve this, students will take at least 10 credits of subjects from two Divisions in the Asia Pacific Studies Major—International Relations (IR) and Society and Culture (SC)—or five Divisions in the International Cooperation Policy Major: International Public Administration (IPA), Public Health Management (PHM), Environmental Policy and Administration (EPA) (which will include the International Material Flow Management Program (IMAT)), Tourism Policy and Administration (TPA) and Development Economics

(DE).

3-2) Graduate School of Management (GSM)

<1> Utilizing Business Cases in Class

Under the AY2014 graduate school reforms, efforts will be made to accumulate business cases focused on the Asia Pacific region and utilize them in class.

4. Supporting Documents

4(2)-1 List of 100 Series Subjects (42 Subjects)

4(2)-2 Subjects and Student Enrollment by Capacity / Average Number of Enrollees

4(2)-3 "Self-Access Learning Center (SALC) AY2012 Activity Report and Operations Policy for AY2013"

4(2)-4 Undergraduate Syllabus Entry Form

4(2)-5 Graduate School Instructor Qualification Screening Criteria (Document used for re-screening faculty members)

iii [Educational Instruction]

1. Description of Current Conditions

(1) Are instruction and study guidance appropriate?

<Use of various class formats (lectures, seminars, labs etc.) to achieve educational objectives>

1) University-wide

Subjects listed in the Ritsumeikan Asia Pacific University University Regulations are appropriately offered in class formats (lectures, seminars, labs etc.) suited to their respective educational content based on annual course offering policies. The suitability of class formats is examined during each College and Graduate School's discussions on curriculum reforms in terms of the appropriateness of subjects and the maintenance of a desirable subject structure.

2) Common Across the Colleges

(Proactive participation in lectures: Rules on grading methods and the weight of the final examination as part of the total grade)

APU students hail from a wide range of countries and regions, and various cultures, values and educational backgrounds clash inside the classroom, so APU encourages teaching methods that make students actively participate in class. Rules pertaining to teaching methods state that the final examination cannot account for more than 50% of the overall grade and that grading methods and the weight of the final examination must be stated in the syllabus. This means all faculty members must adopt other evaluation methods in addition to test grades, and this has given rise to a diverse array of mechanisms, including active class participation, group work and other forms of collaborative learning, exchange between international and domestic students, presentations and homework assignments. Students must score at least 60% to earn credits for a subject, but since the final examination can only account for maximum 50% of that grade, they are motivated to actively perform in class and on their out-of-class assignments on a daily basis. (Document 4(3)-1 and 4(3)-2))

(Learning Management System)

In addition to face-to-face lectures in the classrooms, APU uses the Blackboard learning management system to assist students in preparation and review. In particular, Language Education Subjects require ample self-directed study time. In AY2012, 92% of English classes (Spring: 22 of 24 subjects / Fall: 24 of 26 subjects) and 100% of Japanese subjects (Spring: 16 of 16 subjects / Fall: 14 of 14 subjects) used Blackboard. This enables APU to provide suitable educational content by enhancing both classroom experience and study time outside of class.

(Lecture Size)

The maximum size of an undergraduate lecture is set at 250 students. In order to promote active student participation, undergraduate and graduate student assistants are assigned for lectures with more than 150 registered students, lectures that use computers and certain other types of classes. As a rule, class sizes are kept small for Seminars in order to promote interaction and meaningful exchange.

Regarding first-year experience subjects, all incoming freshmen are required to take First-Year Student Workshop I and II to ensure a smooth transition from passive high school learning. These subjects provide students with academic literacy and a chance to practice proactive participation, all while promoting intercultural understanding. This is a medium-sized class in which full-time faculty members give lectures on set topics, after which Teaching Assistants (TAs) facilitate discussions and presentations in small groups of 10 to 15 students. TAs also provide support with group work and other out-of-class assignments, and this helps boost the effectiveness of learning as well as student motivation. Students who performed well in First-Year Student Workshop are selected as Workshop TAs once they advance to the higher grades, and they support freshmen under the supervision of the full-time faculty members in charge of the class. (Document 4(3)-3)

(Credit Registration Limits)

To ensure effective student learning over four years, credit registration limits are set for each semester (CAP system). Students may take up to 18 credits each in the 1st and 2nd semesters, 20 credits each in the 3rd through 6th semesters and 24 credits each in the 7th and 8th semesters and higher. The limits differ, however, for especially outstanding students on the Accelerated Graduation Program (a program that enables graduation in 3 or 3.5 years). These students may take up to 24 credits each in the 3rd and 4th semesters and 30 credits each in the 5th semester and higher.

Credit Registration Limits per Semester (Ref 4(3)-4)

1st sem.	2nd sem.	3rd sem.	4th sem.	5th sem.	6th sem.	7th sem.	8th sem.	Total
18	18	20	20	20	20	24	24	164

(Operating Multiple Sections of the Same Subject)

Regarding information subjects, one type of Common Education Subject, content is coordinated so that multiple sessions of the same subject can be taught by teams of faculty members. For example, multiple sessions of the 100 series subjects Internet Fundamentals, Programming I and Computer Literacy are offered in English and Japanese. Despite the fact that classes are taught by different faculty members, shared syllabi are used for Internet Fundamentals, which is held in English, and Computer Literacy, which is held in Japanese. In addition, faculty members in the Educational Development and Learning Support Center (EDLSC) lead organized efforts to standardize syllabi, including grading methods, for

several first-year experience subjects, such as First-Year Student Workshop I, First-Year Student Workshop II, Peer Leader Training and the Career Design subjects.

3-1) Graduate School of Asia Pacific Studies

(Credit Registration Limits)

[Master's Programs in the Graduate School of Asia Pacific Studies]

The credit registration limit is 22 credits per semester. The following registration models, in which credit numbers are based on the different enrollment periods, are explicitly stated in the Graduate Academic Handbook.

- Standard (2-Year Completion): 1st~3rd semester: 10 credits; 4th semester: 6 credits
- 1.5-Year Completion: 1st~2nd semester: 14 credits; 3rd semester: 8 credits
- 1-Year Completion: 1st semester: 20 credits; 2nd semester: 16 credits

[Doctoral Program in the Graduate School of Asia Pacific Studies]

- Standard: 1st semester: 4 credits; 2nd semester: 8 credits; 3rd semester: 4 credits; 4th semester: 8 credits; 5th semester: 4 credits; 6th semester: 2 credits
- 2-Year Completion: 1st~2nd semester: 12 credits; 3rd semester: 4 credits; 3rd semester: 4 credits; 4th semester: 2 credits

3-2) Graduate School of Management (GSM)

(Credit Registration Limits)

The credit registration limit is 30 credits per semester. The following registration models, in which credit numbers are based on the different enrollment periods, are explicitly stated in the Graduate Academic Handbook.

- Standard: 1st semester: 16 credits; 2nd~3rd semester: 12 credits; 4th semester: 8 credits
- 1.5-Year Completion: 1st semester: 16 credits; 2nd semester: 18 credits; 3rd semester: 14 credits

<Master's and doctoral programs: Research supervision and thesis/dissertation guidance based on Research Supervision Plans>

3-1) Graduate School of Asia Pacific Studies

[Master's Programs in the Graduate School of Asia Pacific Studies]

In the first month after enrollment, students and faculty from each Division gather so that students can find a supervisor to advise them on their desired research topic. After this, students take Seminars for the next three semesters and receive research supervision from their supervisors.

Students who plan to write a Master's Thesis must submit a Research Proposal that provides an outline of their research, including research methods, and receive approval from their supervisor and the Dean.

Systems are in place whereby the Master's Thesis Committee, with three internal screeners

for each thesis, conducts fair and swift screenings of theses.

➤ Seminar Enrollment for 2-Year Completion (Ref 4(3)-5)

1st semester: Research Project I (4 credits; 2 class-hours of research supervision per week)

2nd semester: Research Project II (4 credits; 2 class-hours of research supervision per week)

3rd semester: No subjects registered. This time is used for conducting research and writing the Master's Thesis or Research Report. Supervisors provide students with advice as needed, in light of their progress.

4th semester: Research Project III (6 credits; research supervision for a Master's Thesis) or Research Project IV (4 credits; research supervision for a Research Report)

[Doctoral Program in the Graduate School of Asia Pacific Studies]

Upon enrollment, students are matched with supervisors who will advise them on their desired research topics. Students take Advanced Research on Asia Pacific Studies I-VI (2 credits each; one class-hour of research supervision per week) for the next six semesters and receive research supervision from their supervisors. In addition to this research supervision, students also take Research Paper I and II in the 2nd and 4th semesters in which they write dissertations submitted in partial fulfillment of the award of a PhD. Based on these papers, the Doctoral Dissertation Committee (a committee of three APU faculty members) screens students for PhD candidacy.

Systems are in place whereby fair and swift screenings are conducted, as a rule, by one external screener and two internal screeners per dissertation under the supervision of the Doctoral Dissertation Committee. (Document 4(3)-6)

3-2) Graduate School of Management (GSM)

After acquiring fundamental knowledge from Required Subjects in the first semester, students are matched at the beginning of the second semester with supervisors who will advise them on their desired research topics. After this, students take Seminars for the next three semesters and receive research supervision from their supervisors. Supervisors screen their students' theses, but a mid-term review is conducted under the supervision of the Master's Thesis Screening Committee before the supervisors' screening. This ensures the objectivity and transparency of screenings.

➤ Seminar Enrollment for 2-Year Completion (Document 4(3)-7)

2nd semester: Management Seminar I (2 credits; 1 class-hour of research supervision per week)

3rd semester: Management Seminar II (2 credits; 1 class-hour of research supervision per week)

4th semester: Master's Thesis (6 credits; research supervision for a Master's Thesis) or Independent Final Report (4 credits; research

supervision for an Independent Final Report)

(2) Are lectures offered in accordance with the syllabi?

<Creation of syllabi and improvement of content>

1) University-wide

(Overview of the Syllabus and Reserve Books)

Syllabi must contain the following elements: Recommended qualifications/knowledge, Course Objectives, Standards for Course Completion, Teaching Methods, Overview of Each Class, Method of Grade Evaluation, Requirements for Students, Textbook(s), Further Reading(s) and Contact Information. Syllabi can be searched by faculty member name and keywords and are made available before the semester starts so students can refer to them when registering subjects. Faculty members can list up to two Required Readings and 15 Further Readings on a syllabus. These Required Readings and Further Readings are shelved in the Reserve Corner when classes are in session to facilitate effective student learning in line with the syllabus. In AY2012, 508 Required Readings and 6,523 Further Readings were shelved in the Reserve Corner for student use. (Document 4(3)-8)

(Relationship between the Syllabus and the Class Evaluation Survey)

The Class Evaluation Surveys conducted in each class are designed to enhance the syllabi with the following three questions: 1) Did lecture content and the lecture schedule match that on the online syllabus?, 2) Did the faculty member use the textbook and materials listed on the online syllabus in class?, and 3) Did you register for this subject because it seemed interesting after you read and understood its role in the curriculum and its relativity to your study plan? (Document 4(3)-9)

(Handling Subjects with Multiple Classes)

In Language Education Subjects, such as Japanese and AP Language subjects, other Common Education Subjects such as First-Year Student Workshop I and First-Year Student Workshop II, and some subjects offered multiple times, standardized procedures are applied for tardiness and absence, and these are listed in the syllabi and explained in guidance sessions. For example, in First-Year Student Workshop I and First-Year Student Workshop II, which are both compulsory for all freshmen, three tardiness are treated as one absence and late arrival of 15 minutes or more is considered an absence. This policy is listed in the syllabus and applied uniformly across all classes.

(3) Are grading and credit authorization appropriately conducted?

<Stringent grading (Explicit statement of grading methods and evaluation standards)>

1) University-wide

(Stringent Grading and GPAs)

APU has used the internationally-recognized Grade Point Average (GPA) system since its inception as part of its grading system. Two types of GPA calculations are used, the GPA for

each semester ("semester GPA") and the GPA for all semesters completed to date ("cumulative GPA"). GPAs are also used for the priority registration system, which gives outstanding students priority for registering subjects, and as screening criteria for student exchange programs and scholarships. In particular, there is a large number of international students who rely on tuition reductions scholarships to continue their studies, and the tuition reduction scholarships system encourages self-motivated study.

Starting with students admitted to the Colleges in AY2011, F grades (0 points) are now included in cumulative GPAs and listed on academic transcripts and student grade reports in order to increase the objectivity and international currency of the GPA system.

There is also an Academic Merit Scholarship that awards outstanding students with the highest GPAs in each semester, and these students are presented with awards from the President and university officials. In this way, GPAs are used for a variety of university initiatives. GPAs are used for academic advising for the lower grades, and students are provided with ongoing guidance, including individual registration warnings.

(Grading Rules)

To prevent a situation in which grades for lectures lose meaning due to heavily weighted final exams, a common set of guidelines are in places stating that final exams cannot exceed 50% of the total grade. In addition, grade distributions are listed in the syllabus so they can be confirmed in advance, and grading is conducted stringently. In the Colleges, students who score 60% or higher receive a passing grade.

Letter grade	Evaluation	Pass
A+	90% or higher	Pass
A	80-89%	Pass
B	80-79%	Pass
C	60-69%	Pass
F	59% or lower	Fail

The grading methods and standards for all subjects are listed in syllabi, and Class Evaluation Surveys (which includes the question "Did lecture content and the lecture schedule match that on the online syllabus?") are conducted for every subject. This allows the university to ascertain the actual situation and make improvements as needed.

Another initiative in this area are the Grade Evaluation Comments that faculty members are urged to submit for their subjects after the end of each semester (excluding Language Education Subjects and Seminars). These comments are made public on the university intranet and allow students to confirm general trends for a given subject, such as key points on the final examination or report, examples of frequently missed questions, overall student attitudes and messages of encouragement for students. In AY2012, comments were released for 49% of undergraduate subjects (377/777 classes) and 46% of graduate

subjects (60/131 classes).

Every semester, APU sets a grade inquiry period after the announcement of grades. If a student finds a grade is wrong and can show proof of the error, he or she can request the Academic Office to address the situation.

<Adequacy of credit authorization in light of objectives of the credit system>

1) University-wide

Classes at APU consist of lectures, seminars and other practical classes. One credit of lecture or seminar content must consist of 15 hours of classes and 30 hours of review and preparation study. At APU, lectures for quarter-basis subjects are held twice a week, while lectures for semester-basis subjects and seminars are held once a week. Language Education Subjects contain a large practical element, so 30 hours of classes and 15 hours of review and preparation study are required for one credit. Most language subjects are held 4 times per week for a semester. These are worth 4 credits.

2) Common Across the Colleges

Credits obtained at another university, junior college, non-degree graduate course or technical college or credits obtained as a part-time APU student prior to enrollment may be transferred if the subject content can be confirmed from course outlines or syllabi from the other institution. Subjects are reviewed for their correlation to APU subjects and are then transferred as substitutes for subjects in one of the Colleges. If no relation can be made between the subject taken at the former institution and APU, then it cannot be transferred. In this manner, only academic content that suits the APU undergraduate degree programs can be transferred and applied to the 124 credit graduation requirement. This ensures the validity of APU's credit transfer methods.

Post-enrollment credit transfer programs include the regular curriculum exchange program with Ritsumeikan University (Semester or Session-based) and programs with the Open University of Japan (formerly, University of the Air) and Oita University.

In accordance with Article 74 of the Ritsumeikan Asia Pacific University Academic Regulations, credit transfer from study abroad at foreign universities with whom APU has student exchange agreements is implemented upon a screening to determine compatibility with APU subjects listed in the University Regulations. With regard to credit transfer for study abroad, unless students are participating in the dual degree programs with St. Edward's University (USA) or Kyung Hee University (Korea), their time abroad counts toward their total time of enrollment at the university. In this way, students can study abroad and still graduate within 4 years. APU can confirm in advance whether or not subjects taken at the study abroad program host university can be transferred back to APU, which allows for the establishment of a mutual learning agreement between APU and its students. Credits obtained on study abroad can be transferred after the student finishes the program and submits an application for credit transfer along with his/her transcripts and syllabi from the host university. Credit numbers are calculated based on the methods for multinational

university credit number calculation set forth in the UCTS Guidelines, which are publicly available.

In either case, APU allows students to transfer up to 60 credits to the Colleges (48% of the 124 credits required for graduation), or up to 10 credits to the Graduate Schools, by the time of graduation.

(4) Are educational outcomes regularly inspected? Are the results of those inspections used to improve educational programs, content and instruction?

<Organized training and research to improve lecture content and instruction>

1) University-wide

Faculty Development (FD)

APU has continuously implemented faculty development (FD) and staff development (SD) since its inception, but in AY2009, it commenced the Faculty Enrichment Program (FEP), new FD support scheme to promote independent, self-directed faculty participation in FD (Selected for the AY2009 University Education and Student Support Promotion Project). APU's FD has the following two features.

[1] Faculty-Staff Cooperation

Initiatives emphasizing faculty-staff cooperation are undertaken with the aim of "promoting the growth of APU students" can be achieved by way of "cooperation between faculty and staff in a wide range of settings".

[2] Initiative-based FD

Based on faculty members' needs to improve their teaching capacity and lectures, voluntary FD activities are undertaken primarily in groups. These consist of the Faculty Initiatives Program (FIP), which provides financial support for FD proposals solicited from within the university, and the Division Initiatives Program (DIP), which supports FD proposals sponsored by the Colleges, Graduate Schools, Educational Development and Learning Support Center or the Center for Language Education, in light of each academic body's current situation and needs.

Since funding ended in AY2012, these programs continue to be improved upon and implemented with an equivalent amount of funding allocated from the university budget in recognition of their significance in promoting organized FD; they are overseen by a newly established FD/SD Steering Committee. The number of programs offered to date are listed below. For instance, the APM and the GSM conducted a survey of assurance of learning (AOL) methods as part of their efforts to secure accreditation from AACSB Accreditation, and faculty members in the Center for Language Education (CLE), which is responsible for teaching Language Education Subjects, teamed up with faculty members in the Colleges to implement an FD project entitled "Exploring Team Teaching between Faculty Members who Teach Subjects Held in English and English Instructors". (Document 4(3)-10)

FIP	AY2010	AY2011	AY2012
No. of Applications	15	8	19
No. of Awards	7	6	10
No. Implemented	6 (40%)	5 (62.5%)	10 (100%)

* Figures inside parentheses indicate the ratio of implemented initiatives (i.e., complete projects) to the number of applications

DIP	AY2010	AY2011	AY2012
No. of Awards	1	7	4

(Class Evaluation Survey)

At APU, one method used to measure academic outcomes is the Student Class Evaluation Survey conducted in every lecture subject. A standard list of questions is used, and results are issued to each faculty member as feedback so that the voices of the students can be directly reflected in lecture improvements.

Every year, subjects with class sizes of 20 to 25 students, including undergraduate Language Education Subjects and undergraduate and graduate Seminars, elicit favorable scores from the students. Common Education Subjects and Major Education Subjects with class capacities of 250 score lower than language and seminar classes on average. Student understanding directly correlates with satisfaction, and more interactive classes with relatively lower numbers of students have higher levels of satisfaction and understanding.

Student comments are collected and sent to individual faculty as feedback. College officials confirm survey results every semester and, based on the overall averages, provide advice and supervision to individual faculty where necessary. In this manner, APU promotes the improvement of teaching methods. Individual faculty evaluation results are not disclosed to students, but an overview, including average scores and notable trends per subject category (Language, Common, Major), is made public on the homepage. (Document 4(3)-11)

2) Common Across the Colleges

(Language Education Subjects)

Before every semester, the CLE, which administers Language Education Subjects, conducts the CLE Review, a regular inspection of educational outcomes, and puts the results to use in improving the educational content and instruction of Language Education Subjects. This is open to all relevant faculty and staff members, not just members of the CLE. As a rule, Japanese and English language subjects are team taught by groups of instructors, so before each semester, these instructors hold FD group sessions, including intensive workshops, and they engage in organized educational improvements during the semester by holding regular meetings to share information. (Document 4(3)-12)

(First-Year Subjects)

Since First-Year Student Workshop I and First-Year Student Workshop (FYSW) II each use the same syllabus, content, and grading methods for all classes, coordinators are appointed for each subject and language to make adjustments to content between the classes held in Japanese and those held in English. The instructors of these subjects (AY2012: FYSW I: 12 English class instructors, 13 Japanese class instructors; FYSW II: 10 instructors for each language) participate in group training sessions before and during the semester, but in addition to this, instructors who have taught the subject for several years and the subject coordinators provide first-time instructors with individual training to improve and enhance content.

2-2) College of International Management (APM)

In their freshman year, all students are required to register two subjects that provide the foundations for learning about international management: Business Mathematics and Introduction to Management. Based on their placement test results, students are either exempted from Business Mathematics or advised to take Fundamental Mathematics in order to bolster their fundamental math skills before taking Business Mathematics. While not required, students are also strongly urged to enroll in five Core Subjects—Accounting I, Accounting II, Finance, Principles of Marketing and Organizational Behavior—to promote systematic enrollment. (Document. 4(1)-8 and 4(1)-9)

2. Self Assessment

In this section, we provided an explanation on the current situation regarding educational instruction. We will now conduct an assessment of this situation for each College and Graduate School based on the indicators listed below.

- (1) Is appropriate instruction employed by way of enhanced study guidance and self-directed student participation?
- (2) For the sake of quality assurance, do syllabi contain objectives, grading standards, overviews of each class and instructions on study time outside of class? Are the criteria for grade evaluation and credit transfer clearly stated?
- (3) Are educational outcomes regularly reviewed? Are organized educational improvements undertaken based on an analysis of said reviews?

[1] Items That Are Showing Results

2) Common Across the Colleges

<1> Advising Tailored to the Student Situation

To enhance student guidance, APU began offering academic advising to students with insufficient credits in AY2011 in the form of individual interviews and group sessions. This, along with faculty office hours and careful guidance tailored to the student situation, is commendable.

<2> Syllabus Creation Process and Grading Methods

In addition to preliminary conformation of the content of syllabi, faculty members teaching multiple classes of the same subject work from the syllabus creation phase to ensure uniform lecture management and grading, and this is notable for the positive effect that it has.

Due to the rule that limits the proportion of the grade that the final examination can account for to 50% or less, faculty members are encouraged to exercise creativity in their lecture design, including systems to measure student performance outside of class. If students cannot improve their performance with elements other than the final examination, they cannot earn credits, so this encourages proactive participation in class. These measures are highly effective in terms of improving the quality of learning.

[2] Items Requiring Improvement

2) Common Across the Colleges

<1> Utilization of the Class Evaluation Survey

The Class Evaluation Survey which has been conducted since APU's inception allow the university to confirm the involvement of faculty members in lecture improvements. However, only general overviews of the results of these surveys have been released to date, with no detailed data on individual classes. This, coupled with the significant difference in the response rate between the Colleges and Graduate Schools, clearly points to the need to conduct and analyze Class Evaluation Surveys in a more organized manner.

<2> Lecture Management and Grading for Subjects with Multiple Classes

Appropriate standards are in place for grading, but there is no policy regarding what constitutes an adequate grade distribution among the disciplines, nor have any uniform discussions been held on lecture management for subjects with multiple classes. As such, it is necessary to make improvements based on precedents set in Language Education Subjects, First-Year Student Workshop and the Core Subjects in the APM.

<3> Increasing the Percentage of Faculty with Office Hours

APU focuses on both in-class learning and study outside of class. To ensure students have ample opportunities to ask questions and receive study support and individual advice, all faculty members except for part-time lecturers set weekly office hours. The office hours set by full-time faculty members in AY2012 is as follows, but efforts to increase the percentage of faculty offering office hours and enhance support are needed.

Affiliation	Percentage		
	2012 Spring Semester	2012 Fall Semester	AY2012 Average
APS	73.1%	67.3%	70.1%
APM	65.1%	73.8%	69.4%
CLE	100.0%	74.6%	83.9%
EDLSC	66.7%	87.5%	78.6%
Average	77.0%	72.6%	74.6%

<4> Review of the Grade Evaluation Comment System

As part of efforts to explicitly state grading methods and evaluation standards, faculty members in the Colleges and Graduate Schools are asked to use a standard form to submit grade evaluation comments at the end of each semester. (Language subjects with small number of students and Seminar subjects are excluded.) In AY2012, comments were released for 49% of undergraduate subjects (377/777 classes) and 46% of graduate subjects (60/131 classes). This is not a very high percentage, so we must examine how students utilize these comments and consider ways to approach faculty members who do not submit them. (Document 4(3)-13)

3-1) Graduate School of Asia Pacific Studies

<1> Research Report Screening Framework

As a rule, Research Reports that take the place of Master's Theses are only screened by the supervising faculty member, but this system must be improved in order to guarantee transparency, objectivity and stringency in screenings.

3-2) Graduate School of Management (GSM)

<1> Master's Thesis Screening Framework

A mid-term review for Master's Thesis screening is in place to encourage objective evaluations, but improvements to screenings are necessary in terms of transparency, objectivity and stringency.

<2> Review of the Curve Evaluation

In the GSM, all lecture subjects (excluding Seminars) are graded on a curve to enhance student motivation and competition. The standards for the curve evaluation are listed below.

Letter grade	Percentage
A+	15%
A	25%
B	40%
C	20%

However, looking at actual grade distributions below and having a difficulty to grade strictly on a curve in subjects in which only 5 to 10 students participate, this system will need to be

improved. In light of this, it has already been decided in the discussions on 2014 graduate school academic reforms that the grading system will be switched from a curve evaluation to an absolute evaluation. The graduate school has confirmed that although grading will be performed on an absolute scale, items that constitute the overall grade will be clearly defined in order to avoid imbalances toward specific grades such as A+ and A.

<Reference: AY2012 Fall Semester Grade Distributions in the Graduate School of Management>

Letter grade	Percentage
A+	27.8%
A	45.3%
B	22.1%
C	4.8%

3. Development Policies towards the Future

[1] Items That Are Showing Results

2) Common Across the Colleges

<1> Advising Tailored to the Student Situation

To address issues with the fundamental academic ability of students whose admission is decided early, the EDLSC, the CLE and the Academic Office have been cooperating closely to undertake a variety of initiatives using the Self-Access Learning Center (SALC) and the Learning Commons in the library. Since we need to enact concrete measures for providing appropriate study guidance to scheduled enrollees and measuring their scholastic ability at the time of enrollment, we will work on elaborating policies to strengthen academic advising for a wider range of students from AY2013 onwards.

<2> Syllabus Creation Process and Grading Methods

Steady progress is being made on a syllabus manual and the preliminary confirmation of syllabus content, but it appears there are some cases of individual faculty members who may not fully understand the objectives of each item in the syllabus. For this reason, we will analyze the syllabus access log for AY2012, take measures to encourage the active participation of students in class and share examples of syllabi that contribute to good practices in the 2013 academic year, and we will consider switching to a syllabus system that can better assure quality in education from AY2014 onwards (i.e., reviewing syllabus items and usage methods).

We will continue the grading policy of limiting the proportion of the grade that the final examination can account for to 50% or less because we have confirmed it to be effective. We will also continue engaging in ongoing FD activities to further enhance active student participation in class and improve the teaching methods of individual faculty members.

[2] Items Requiring Improvement

2) Common Across the Colleges

<1> Utilization of the Class Evaluation Survey

As part of revisions to the AY2012 Faculty Assessment System, we have asked faculty members to conduct Class Evaluation Surveys for at least one of their subjects and submit a Class Evaluation Survey Review Sheet containing their reflections on the results and future initiatives (Note: This refers to the assessment duties conducted in AY2013). By doing this, we will encourage faculty members to improve their lecture content, keeping in mind the PDCA Cycle, based on the results of the Class Evaluation Survey.

<2> Lecture Management and Grading for Subjects with Multiple Classes

Making grading more stringent is an important issue related to quality assurance at the time of graduation. We must continue discussing FD activities and conduct research on grading systems. As part of discussions on appropriate grade distributions, we will consider methods for sharing the grade distributions for each subject within AY2013 in order to guarantee the standardization and transparency of grades.

<3> Increasing the Percentage of Faculty with Office Hours

Excluding special reasons, such as Academic Development Leave (sabbatical) and leaves of absence for illness, we will aim to have 100% of full-time faculty members set office hours. We will also conduct surveys or hearings with faculty members to ascertain the status of student learning and promote initiatives to collect records of student consultations performed during office hours.

<4> Review of the Grade Evaluation Comment System

Efforts will be made to increase the percentage of faculty members who write grade evaluation comments. Target: 60% by AY2015, 70% by AY2016. A survey of how students use grade evaluation comments will be conducted.

3-1) Graduate School of Asia Pacific Studies

<1> Research Report Screening Framework

Under the AY2014 graduate school reforms, we will establish a multiple screening framework.

3-2) Graduate School of Management (GSM)

<1> Master's Thesis Screening Framework

Under the AY2014 graduate school reforms, we will establish a multiple screening framework.

<2> Review of the Curve Evaluation

A policy on grading methods will be devised within the discussion on the AY2014 graduate school reforms.

4. Supporting Documents

4(3)-1 "Grading", Faculty and Staff Handbook

IV. Educational Program, Instruction and Outcomes iii [Educational Instruction]

- 4(3)-2 AY2012 Undergraduate Academic Handbook p. 6
- 4(3)-3 Basic Data: Undergraduate Seminars—Number of Classes and Offering Rate for Each Language
- 4(3)-4 Full-time and part-time faculty data (Basic University Data, Chart 2)
- 4(3)-5 Procedures for Master's Theses and Research Reports in the Graduate School of Asia Pacific Studies (GSAM)
- 4(3)-6 Procedures for the Conferral of Doctoral Degree in the Graduate School of Asia Pacific Studies (GSAD)
- 4(3)-7 Procedures for Master's Thesis and Independent Final Reports in the Graduate School of Management (GSM)
- 4(3)-8 AY2012 Reserve Corner Textbook Usage
- 4(3)-9 AY2012 Spring Class Evaluation Survey sample and summary
- 4(3)-10 List of Faculty Members and Themes for AY2012 FIP and DIP Projects
- 4(3)-11 Student Class Evaluation Survey Results
- 4(3)-12 Sample faculty orientation schedule
- 4(3)-13 Sample grade evaluation comment form

iv [Outcomes]

1. Description of Current Conditions**(1) Have outcomes been generated in line with the educational objectives?**

<Development and application of evaluation indicators for measuring student learning outcomes>

<Student self-evaluations, post-graduation evaluations (employer evaluations, alumni evaluations)>

2) Common Across the Colleges**Measurement of Learning Outcomes and Development of Methods****[1] Common Education Subjects / Language Education Subjects**

- Rubrics measure using Can-Do Lists for reading, writing, listening and speaking skills

→ Implemented in both English and Japanese

- TOEFL-iTP tests for all students (four times in the first two years)

[2] First-Year Experience

- Implementation of self-development surveys before and after First-Year Student Workshop I & II
- Development of First-Year Experience objectives and rubrics (under development, not yet implemented)

[3] Portfolio Evaluations of Overseas Educational Programs

- Introduction of e-portfolios and visualization of learning outcomes for sending students overseas programs under the Re-Inventing Japan Project

[4] Measuring Learning Outcomes for College of International Management (APM) and Graduate School of Management (GSM)

- Implementation of comprehensive measurement of learning outcomes for educational objectives through means such as rubrics and testing as part of the Association of Advance Collegiate Schools of Business (AACSB) accreditation process.

(Evaluation Indicators for Educational Objectives)**[1] Student Study Time Outside of Class**

Overall, APU students spend more time studying outside of class than students at other Japanese universities. However, as shown below, international students study even more than domestic students.

	APU-Domestic	APU-International	Japanese University Average
~1 hour:	32%	9%	66.8%
1~2 hours:	35%	33%	
2~3 hours:	20%	26%	↑
3~4 hours:	6%	13%	33.2%
4~5 hours:	3%	12%	↓
5 hours~:	2%	5%	

[2] Status of Participants in Overseas Educational Programs

For international students, coming to Japan is considered study abroad, so domestic students are the focus of this evaluation indicator. In AY2012, 336 domestic students participated in overseas educational programs.

[3] Surveys

For student self-evaluations and post-graduation evaluations (employer evaluations, alumni evaluations), the Freshman Survey and the Student Life Survey are conducted online to better ascertain the student situation. Notably, the Freshman Survey provides data on students' preference for APU in relation to other universities when they applied as well as their worries and expectations following enrollment. Analysis of these surveys in combination with the Student Life Survey is ongoing. The response rate for the Student Life Survey dropped in AY2012, from 19.6% in AY2011 to 7.3%, mainly due to the survey being conducted online instead of in class.

In regards to post-graduation evaluations, networks of alumni are being strengthened in each country and region, and information is being collected from these alumni as needed through projects in each region. As part of APU's Institutional Research (IR) to visualize progress on issues and accomplishments, we aim to hold a large-scale survey of alumni in the future, and in AY2012, almost 70 graduates were invited to APU for alumni evaluations (surveys and interviews). The results are now being compiled. (Document 4(4)-2)

(Measurement of Learning Outcomes and Development of Methods)

[1] Common Education Subjects / Language Education Subjects

In line with the 2011 Academic Reforms, Japanese and English subjects now use Can-Do Lists, which are a type of rubric, at the individual subject level for the four skills of reading, writing, listening and speaking to measure learning outcomes. Furthermore, for English subjects, students must take the TOEFL-iTP in class (a total of four times over the first and second years). The English test scores achieved are also applied to student grades in their English subjects (for required subjects only).

[2] First-Year Experience

Among Common Education Subjects (Common Liberal Arts Subjects), First-Year Student Workshop I and II (small-group seminars for all freshmen) employ questionnaires before and after the classes with the same questions given each time. The students' self-development over the course of the semester is measured and applied towards efforts to promote improvements in education. (Document 4(4)-1)

Currently, the development of rubrics to organize and measure First-Year Experience educational objectives are being developed by the faculty of the Education Development and Learning Support Center (EDLSC), who primarily teach the First-Year Student Workshop I and II.

[3] Portfolio Evaluations of International Education Programs

One result of work to measure to the learning outcomes for the MEXT-sponsored FY2011 Re-Inventing Japan Project (Japan-U.S.) is the ACCESS Program, a pre-enrollment study abroad program conducted as part of a building-block style collaborative liberal arts program. For approximately two weeks in the March preceding enrollment, students slated to enroll at APU are sent to a U.S. partner university to experience other cultures and prepare them for their studies at APU. On this program and the GCP and SEAS Programs (in which second-year APU students are sent to a U.S. partner university and subsequently dispatched to conduct field work and collaborative learning in Thailand and Malaysia with that partner university's students), an e-portfolio (manaba folio) was introduced to assess student learning outcomes in reference to each program's predetermined learning goals. A mutually-supportive learning community is being formed by sharing visualizations of student learning and growth between students and faculty.

[4] Measuring Learning Outcomes for the APM and the GSM

2-2) College of International Management (APM)

As part of the AACSB accreditation process, the APM utilizes a Curriculum Alignment Matrix (CAM) to measure learning objectives and ascertain learning goal achievement rates.

Based on the measurements taken in AY2012, the Assurance of Learning (AOL) Development Team formulated the following Improvement Action Plan.

[Improvement Action Plan]

-Activities that increase international experience of students will be actively promoted, including study abroad experiences through the Field Study program and Multicultural Week.

-Assessments in courses with international dimension such as International Management and Marketing will be continued.

-In the current curriculum, none of the core courses is directly linked to developing students' global perspective. It is recommended that International Management be considered as a core course in the next curriculum reform.

3-2) Graduate School of Management (GSM)

As part of the AACSB accreditation process, the GSM also utilizes a CAM to measure learning objectives and ascertain learning goal achievement rates.

Based on the measurements taken in AY2012, the AOL Development Team formulated the following Improvement Action Plan.

[Improvement Action Plan]

Learning Goal 1

- Under the new curriculum from AY 2014, we will make Business Ethics course compulsory to all MBA students.

- To improve the achievement in a wide range of students, we can produce a learning material for basic business ethics (e.g. business ethics handbook), which can be used by all students.
 - Very basic material that can be applied to different disciplines
 - In order to improve the *detection of business ethics*, the material includes some typical examples of ethical issues
 - The material can be distributed on university web sites, or in major core courses
 - Professors in each discipline can think of the application of business ethics to their field.
- To avoid measurement error, business ethics should be excluded from SEQ from AY 2013.

Learning Goal 2

- To avoid measurement errors, course-embedded assessment of the objective 2b should be carried out in more than one course. For small classes, it may improve the accuracy of the success rate by using more than one tool.
- To overview the writing skills of MBA students, we will measure the writing skills in core / elective courses. Since written assignments in conventional course do not involve intensive supervision by professors, using these assignments may be a better representative of general writing skills of average students.
- Our current rubrics are highly detailed and unsuitable to assess a large number of students. To make it easier to assess more students, we can introduce a simplified version of the writing rubrics. While we assess overall writing skills by simplified rubrics, we will continue using the exiting rubrics for assessing thesis.

Learning Goal 3

- Extra-curricular programs to encourage innovative projects (competition / workshop) can enhance the achievement, as well as make it easier to assess the achievement. At the undergraduate level (i.e. APM), Seminar Conference, in which students present their original research is held. GSM can make similar extra-curricular program.

Learning Goal 4

- International Management course will be compulsory for all MBA students.
 - It will be possible to measure the achievement of most students in the learning goal 4 in International Management course.
 - International Management can provide the underlying knowledge, which can help improving “grasping the theory” and “reconciliation”.
- Japanese Management courses and Japanese language courses (for overseas students) to improve the sense of global business.
- Utilizing indirect measurements to complement course-embedded assessment can improve AOL process.
 - Multicultural Weeks
 - Teaching Assistance tasks

- AP House
- Self-Access Learning Center (SALC)

(2) Is degree conferral (graduation / completion assessment) adequately implemented?

<Adequacy of Degree Conferral Standards and Procedures>

As previously described, degree conferral procedures are conducted in accordance with degree conferral standards based on the Standards for Establishment of Universities.

2) Common Across the Colleges

In accordance with the Ritsumeikan Asia Pacific University University Regulations and the Ritsumeikan Asia Pacific University Higher Degree Regulations, the conferral of bachelor's degrees is decided by the President upon deliberation by the Division of Academic Affairs Meeting and the Faculty Council. The Ritsumeikan Asia Pacific University Faculty Council Regulations stipulate the Graduation Assessment Committee as the expert committee for deliberating student graduation, and said committee deliberated graduation on behalf of the Faculty Council. That being said, the results of those deliberations are reported to the Faculty Council as needed. (Document. 4(4)-3)

2-1) College of Asia Pacific Studies (APS)

One place where students integrate their learning is in the seminar classes for upper level students, namely Major Seminar I / Major Seminar II (both 3rd-year subjects) and Research Seminar / Undergraduate Thesis (both 4th-year subjects). None of these subjects are required for graduation, but 84.7% of those APS students who take Research Seminar go on to take Undergraduate Thesis. Of those students, 70% submit a thesis.

Regarding the APS, the status of degree conferral and job placement (including graduate school enrollment) for the 2012 Spring semester (graduation in September) and the 2012 Fall semester (graduation in March 2013) are as follows.

IV. Educational Program, Instruction and Outcomes iv [Outcomes]

• 2012 Spring Semester (September Graduation)

	Total	6th semester (accelerated) graduation*	7th semester (accelerated) graduation*	8th semester graduation	9th semester + graduation	8th semester graduation rate
Number of students eligible for graduation	282	2	0	158	122	-
Successful graduates	189	2	0	140	47	88.61%
Unsuccessful graduates	93	0	0	18	75	-

*: Graduation from the Accelerated Graduation Program for especially outstanding students

• 2012 Fall Semester (March 2013 Graduation)

	Total	6th semester (accelerated) graduation*	7th semester (accelerated) graduation*	8th semester graduation	9th semester + graduation	8th semester graduation rate
Number of students eligible for graduation	529	1	1	437	90	
Successful graduates	372	0	1	324	47	74.14%
Unsuccessful graduates	157	1	0	113	43	

*: Graduation from the Accelerated Graduation Program for especially outstanding students

• Job Placement of September 2012 and March 2013 Graduates

Graduates	Job-seekers	Successful hires	Students advancing to other schools	Other	Unknown
561	366	343	46	105	67

Job placement rate (Successful hires / Graduates): 61.1%

Job placement rate (Successful hires / Job-seekers): 93.7%

Advancement rate (Students advancing to other schools / Graduates): 8.2%

IV. Educational Program, Instruction and Outcomes iv [Outcomes]

Note: Job-seekers refer to students scheduled for graduation who are seeking employment.

Successful hires: This figure includes students successfully hired (as a private company employee, public servant or faculty member), those who continue working while their study and after graduation, and those who work in a family business, sign a professional sports contract or start a business.

Students advancing to other schools: This figure includes students advancing to graduate schools in Japan, universities or graduate schools in other countries, other universities and various other post-secondary schools.

Other: This figure refers to individuals who are preparing for certification testing, applying to a graduate school or continuing their job search as well as those with no intention of searching for employment.

Unknown: Students with an unclear status, working part-time or studying abroad etc.

2-2) College of International Management (APM)

One place where students integrate their learning is in the seminar classes for upper level students, namely Major Seminar I / Major Seminar II (both 3rd-year subjects) and Research Seminar / Undergraduate Thesis (both 4th-year subjects). None of these subjects are required for graduation, but 79.1% of those APM students who take Research Seminar go on to take Undergraduate Thesis. Of those students, 65.5% submit a thesis.

Regarding the APM, the status of degree conferral and job placement (including graduate school enrollment) for the 2012 Spring semester (graduation in September) and the 2012 Fall semester (graduation in March 2013) are as follows.

● 2012 Spring Semester (September Graduation)

	Total	6th semester (accelerated) graduation*	7th semester (accelerated) graduation*	8th semester graduation	9th semester + graduation	8th semester graduation rate
Number of students eligible for graduation	354	2	1	224	122	-
Successful graduates	248	2	1	195	50	87.05%
Unsuccessful graduates	106	0	0	29	77	-

*: Graduation from the Accelerated Graduation Program for especially outstanding students

IV. Educational Program, Instruction and Outcomes iv [Outcomes]

● 2012 Fall Semester (March 2013 Graduation)

	Total	6th semester (accelerated) graduation*	7th semester (accelerated) graduation*	8th semester graduation	9th semester + graduation	8th semester graduation rate
Number of students eligible for graduation	447	3	3	335	106	
Successful graduates	322	3	3	256	60	76.42%
Unsuccessful graduates	125	0	0	79	46	

*: Graduation from the Accelerated Graduation Program for especially outstanding students

● Job Placement of September 2012 and March 2013 Graduates

Graduates	Job-seekers	Successful hires	Students advancing to other schools	Other	Unknown
570	376	342	48	91	89

Job placement rate (Successful hires / Graduates): 60.0%

Job placement rate (Successful hires / Job-seekers): 91.0%

Advancement rate (Students advancing to other schools / Graduates): 8.4%

Note: Job-seekers refer to students scheduled for graduation who are seeking employment.

Successful hires: This figure includes students successfully hired (as a private company employee, public servant or faculty member), those who continue working while their study and after graduation, and those who work in a family business, sign a professional sports contract or start a business.

Students advancing to other schools: This figure includes students advancing to graduate schools in Japan, universities or graduate schools in other countries, other universities and various other post-secondary schools.

Other: This figure refers to individuals who are preparing for certification testing, applying to a graduate school or continuing their job search as well as those with no intention of searching for employment.

Unknown: Students with an unclear status, working part-time or studying abroad etc.

3) Common Across the Graduate Schools

In accordance with the Ritsumeikan Asia Pacific University University Regulations and the

Ritsumeikan Asia Pacific University Degree Regulations, the conferral of master's degrees is decided by the President upon deliberation by the Division of Academic Affairs Meeting and the Faculty Council. The Ritsumeikan Asia Pacific University Faculty Council Regulations stipulate the Completion Assessment Committee as the expert committee for deliberating graduate student completion, and said committee deliberates completion on behalf of the Graduate School Faculty Council. That being said, the results of those deliberations are reported to the Graduate School Faculty Council as needed. (Document 4(4)-4)

3-1) Graduate School of Asia Pacific Studies

Evaluation standards for theses and dissertations required to complete Master's and Doctoral Programs are established, and are clearly outlined to students as part of degree conferral policies in the Graduate Handbook. The status of master's and doctoral degree conferrals over the past three years are shown below.

● Number of students obtaining degrees/Percentage of degrees awarded

		2010 SP	2010 FA	2011 SP	2011 FA	2012 SP	2012 FA
Master's	Number	77	17	61	17	49	9
	Percentage of degrees award	96.83%	93.33%	100%	93.75%	93.18%	88.89%
PhD	Number	5	3	3	4	14	10
	Percentage of degrees award	16.67%	40%	0%	0%	75%	

Note: SP stands for Spring and FA for Fall.

3-2) Graduate School of Management (GSM)

Evaluation standards for theses required to complete programs are established, and are clearly outlined to students as part of degree conferral policies in the Graduate Handbook. The status of master's conferrals over the past three years are shown below.

● Number of students obtaining degrees/Percentage of degrees awarded

		2010 SP	2010 FA	2011 SP	2011 FA	2012 SP	2012 FA
Master's	Number	24	12	19	9	6	6
	Percentage of degrees award	100%	90%	100%	100%	100%	66.67%

<Master's and Doctoral Programs: Degree Screening and Measures to Ensure Objectivity and Stringency in Completion Assessments>

- Screening by external reviewers and multiple screening (See above)

2. Self Assessment

This section details the current status regarding educational outcomes. We will now conduct an assessment of this situation based on the indicators listed for each College and Graduate School below.

- [1] Status of development and administration of learning outcome measurement indicators
- [2] Stringent administration of graduation assessments

[1] Items That Are Showing Results

1) University-wide

<1> Development of Methods to Measure Learning Outcomes

As described above, the development of learning outcome measurement methods is making progress in language education, First-Year Experience, overseas educational programs and the AACSB International Accreditation process. A range of approaches are being used, including rubrics (language education, First-Year Experience), portfolios (overseas educational programs) and comprehensive assessments of educational objectives (AACSB: rubrics, tests, etc.).

<2> Study Time Outside of Class

Due to aspects such as final exam score weight settings, Class Evaluation Surveys, faculty assessments and the use of GPAs for priority registration and scholarship selection, APU students study more outside of class than the average Japanese university students, as described above.

2-2) College of International Management (APM)

3-2) Graduate School of Management (GSM)

The APM and GSM have been working to obtain accreditation from the AACSB (headquartered in the United States) since AY2008.

For this accreditation evaluation, the AOL is a important standard, so it is necessary to clearly state learning goals and measure the learning objectives (quantifiable aspects, such as the knowledge and abilities that should be acquired by students) which make up the learning goals. In approaches for AOL, quantifiers such as rubrics are used to measure learning objectives, the degree to which learning goals are being reached is confirmed, and then improvements are implemented for unmet goals in a total system (This is called “closing the loop” in the AACSB process).

[2] Items Requiring Improvement

1) University-wide

<1> Surveys

Starting in AY2012, the Student Life Survey, which had been administered in class to date, was conducted online instead. As a result, the response rate for all students dropped to 7% (from 19.6% in AY2011).

2-1) College of Asia Pacific Studies

3-1) Graduate School of Asia Pacific Studies

<1> Defining the Knowledge and Skills that Students Should Acquire

For the APS, the Graduate School of Asia Pacific Studies Master's Program and its two majors and the Doctoral Program, the knowledge and skills that students should acquire in line with educational objectives have not been defined, so outcomes cannot be measured.

3. Strategic Direction for the Future

[1] Items That Are Showing Results

1) University-wide

<1> Development of Methods to Measure Learning Outcomes

In terms of education, it is thought to be extremely important to pursue educational quality that meets international levels. APU's basic strategy in regard to this is to (1) establish a process of "strengthening long-term, qualitative competitiveness" for education issues, and (2) realize the "assurance and improvement of quality in education"—the driving force behind international standards. In order to establish a framework for internal quality assurance, the overall process should be inspected to identify shortcomings and ineffective measures.

Efforts to measure learning outcomes are in place, but many issues remain because the measurements stop at the individual level, and the method employed is narrow in focus and lacks general applicability towards the whole student body. For example, when looking at student employment rates and company evaluations, it can be seen that, compared to students at other universities, APU student have been better equipped with intercultural skills and the ability to get things done, traits which can be applied in international work environments. However, there is no objective material evidence to prove this. Future efforts will include the establishment of an internal quality assurance system to visualize the accomplishments of these processes. By identifying these, APU's competitiveness can be demonstrated both within and outside of the university. Specific measures include plans for IR and the measurement of learning outcomes, and work to develop comprehensive educational objective measurement methods, including efforts towards AACSB accreditation. (Document. 4(4)-5)

<2> Study Time Outside of Class

While faculty and staff members know from experience that international students study longer than domestic students, there is little objective data to explain this phenomenon. Going forward, tools such as surveys will be used to collect data and interviews will be held with certain segments of the student population on their study situation in an effort to create policies to boost student study time outside of class and spur further improvements.

2-2) College of International Management

3-2) Graduate School of Management

Through the AOL framework, the assurance of learning quality will be further developed and efforts in pursuit of internationally-viable education will be made.

[2] Items Requiring Improvement

1) University-wide

<1> Surveys

Currently, projects applying IR are underway for visualizing APU's accomplishments and issues, and the questions on the Student Life Survey that has been conducted up through AY2012 are being overhauled for AY2013 in an effort to obtain a more thorough understanding of actual student life. Along with those discussions, discussions are also being held to determine methods for raising the student response rate.

2-1) College of Asia Pacific Studies

3-1) Graduate School of Asia Pacific Studies

<1> Defining the Knowledge and Skills that Students Should Acquire

Within AY2013, the knowledge and skills that students should acquire according to educational objectives (human resources development goals) through the three policies (Admissions Policy, Curriculum Policy, Diploma Policy) will be established and made available both within and outside of the university in an easily understood format.

4. Supporting Documents

- 4(4)-1 2012 Spring Semester Survey Data: Before and After (leftmost sheet in the Excel file)
- 4(4)-2 Event contents, surveys, interviews
- 4(4)-3 Ritsumeikan Asia Pacific University Faculty Council Regulations
- 4(4)-4 Ritsumeikan Asia Pacific University Graduate School Faculty Council Regulations
- 4(4)-5 Academic Issues AY2013

V. Student Admissions

1. Description of Current Conditions

(1) Are student admissions policies clearly presented?

1) University-wide

<Outline of Ideal Student>

In Application for Establishment-Approval submitted to MEXT in 1998, APU states its human resource development goals as follows:

[1] To cultivate Japanese with global perspectives and worldviews that can cooperate with peoples of various countries and regions in the spirit of international mutual understanding.

[2] To cultivate exchange students who, by learning at an institute of higher education in Japan, have developed a proper understanding of Japan and who are active in the global arena.

[3] To cultivate talented individuals that build amicable and trustworthy relationships between Japan and the countries of the world and that contribute to developing the future economies and societies in their respective countries and regions.

APU's basic student admissions policy is to attract students with a diverse set of personalities from around the globe, who possess the necessary qualities (fundamental knowledge, language proficiency, motivation to learn etc.) and who agree with the university's vision of "freedom, peace and humanity", "international mutual understanding", and "future development of the Asia Pacific region". Founded on the vision, APU embraces the mission of gathering a diverse group of students from around the world, fostering mutual exchange between these different languages and cultures, and nurturing young talent with global perspectives, who respect different values and possess the ability to communicate across cultures. In order to achieve this we aim to "attract both domestic and international students with the drive and ambition to participate actively in the international community in the 21st Century as leaders of the Asia Pacific region", and have a 50:50 ratio of domestic and international students.

In order to realize a student body with these qualities it is important that student admissions focus not only on academic achievements, but also evaluates candidates' all-round qualities and capabilities from a variety of different angles. Domestic and International student admissions at APU revolve around the AO Exam (Admissions Office Exam). There is a 30% ceiling for domestic admissions of students taking the General Examination. All international student applicants have an interview and are screened thoroughly to ensure they possess the necessary qualities and capabilities.

2) Common Across the Colleges

APU's basic student admissions policy for the colleges is to attract students with a diverse set of personalities from around the globe, who possess the necessary qualities

V. Student Admissions

(fundamental knowledge, language proficiency, motivation to learn etc.) and who agree with the university's fundamental mission. In particular, the admission's policy aims for the following: (1) to attract highly motivated students who want to contribute to creating the future shape of the Asia Pacific, (2) to attract students from around the world who speak many different languages, come from many different cultures, and bring with them many different experiences, (3) to admit domestic and international students at a ratio of 50:50 in order to create a multicultural campus, (4) to attract domestic students who possess basic academic abilities, intercultural understanding, global perspectives, language proficiency, and who have the will to succeed on the global stage, and (5) to attract international students who possess the basic academic ability and the language proficiency to study either in Japanese or English, who wish to contribute to the development of their home countries and world and who can become liaisons between their home countries and Japan. These policies are widely publicized on the university's website at <http://www.ritsumei.jp/public-info/pdf/072-094-2.pdf>

3) Common Across the Graduate Schools

APU's basic student admissions policy for the graduate school is to attract students with a diverse set of personalities from around the globe, who possess the necessary qualities (fundamental knowledge, research capabilities, language proficiency, motivation to learn and research etc.) and who agree with the university's fundamental mission. In particular the admission's policy aims for the following: (1) to attract students who possess the fundamental research skills and English language capabilities required to study and research at an international level, (2) to attract students passionate about the academic content and research fields of the graduate school, who have a clear research topic and plan, and who can approach their learning and research with enthusiasm, (3) to attract students who will grow into global talent capable of contributing to the sustainable development of, and coexistence in, the Asia Pacific Region, and who can accurately respond to the demands and changes of the global society.

These policies are widely publicized on the university's website at <http://www.ritsumei.jp/public-info/pdf/072-094-2.pdf>

<Academic Standards and Requirements for Student Admission>

2) Common Across the Colleges

In accordance with Article 90 of the School Education Law, and Article 150 of the Ordinance for Enforcement of the School Education Act, colleges require students for their education background. In addition, colleges require that students have the necessary language skills to understand lectures in their language of enrollment – English or Japanese.

<Diagram 1: Application Requirements (Language)>

Language of Enrollment	Application Requirement
Japanese	N1 (90+) or N2 (100+) of the JLPT Japanese Language Proficiency Test, or Japanese ability equivalent to at least 220 on the EJU exam.
English	iBT61 or above in TOEFL, IELTS 5.5 or higher, TOEIC 700 or higher, or actual English ability equivalent to at least pre-level 1 of the Eiken test.

3) Common Across Graduate School

In accordance with Article 102 of the School Education Law, and Article 155 of the Ordinance for Enforcement of the School Education Act, graduate schools require students for their education background. In addition, graduate schools require that students have the necessary language skills to understand lectures in English – the only language for Graduate School enrollment.

<Diagram 2: Application Requirements (Language)>

Language of Enrollment	Application Requirement
English	iBT80 or above, PBT 550 or higher in TOEFL, IELTS 6.0 or higher, or English ability equivalent to at least TOEIC 780.

<Policies Regarding Admissions for Students with Disabilities>

As set down in the “Admissions Guidelines”, any student who has a disability and requires assistance at either the time of enrollment, or during study after admission, must give prior notification. The university will handle each case separately based on individual circumstances.

(2) Based on student admission policies, are the recruitment and selection methods being carried out suitable and fair?

<Suitability of Recruitment and Selection Methods>

1) University-wide

APU's recruitment and selection process is carried out based on policies approved after deliberations in the Admissions Committee and University Senate Meeting. Selection of international students is carried out using the Admissions Office (AO) Examination. Selection of domestic students is carried out using either a general examination, AO examination or a special examination. Recruitment and screening is carried out based on the pertaining laws and in line with that year's University Admission Screening Deadlines. An Admissions Judgment Committee has been established to carry out deliberations on all final results.

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<Diagram 3: Admissions Exam System>

Student Type		Exam Type	Exam Method
International	Living in Japan	AO Exam	Exam for international students residing in Japan. Transfer Enrollment Examination
	Living abroad	AO Exam	Exam for international students residing outside Japan. Transfer Enrollment Examination
Domestic		General Exam	Type A Exam, English-heavy type, APU Exam + Center Exam type, Center Exam type, March Exam type, Center + Interview Type, Center Type (March)
		AO Exam	Overall Assessment Type, Activities and Achievements Appeal Exam, English Base AO Fall AO Entrance Exam, Agreement Based AO
		Special Exam	Recommended Entrance Examination (Designated School, Partner School, Affiliated School, Coordinated School), Returnee Entrance Exam, Fall Admissions Returnees Entrance Exam, Transfer Entrance Exam

a. International Students

- Recent Student Recruitment Areas: APU is making an earnest effort to break-away from China and Korea, the countries it has depended on for international student numbers, instead turning towards ASEAN countries and some BRICS nations. Recruitment objectives for these countries and regions will be set (which will be mentioned later) and a yearly plan put in place. In addition to securing first year enrollees, APU is, in an effort to secure transfer students coming in as second or third year students, strengthening recruitment activities in America, Malaysia and Myanmar etc. We are also intensifying activities in America, Europe and India to ensure diversity in colleges and secure non-regular students who are needed to cover the gap left by students on a leave of absence.
- Research Activities to Set Future Student Recruitment Areas: It is valid to say that student trend to come to Japan to study has drastically changed, and it is important that APU carries out market research so we can start trying to set the student recruitment areas we will need to be focusing on in 5 and 10-years time. Shifts in economic trends, population movement, and the needs of higher educational institutions has, and will,

result in APU needing to focus activities on the countries that will become our future recruitment priorities: Africa (Nigeria, Kenya and South Africa), Turkey, the Philippines, and Eastern Europe.

- Target International Student Enrollee Numbers:
 - Over 590 enrollees per year (205 in Spring and 385 in Fall), focusing on Korea, Thailand and Oceania etc. for Spring enrollment and China, Vietnam, Indonesia, India etc. for Fall enrollment.
 - Transfer student enrollments per year (30 for second year and 43 for third year). These figures have been given to local offices in China, Korea, Indonesia, Vietnam, Taiwan and Thailand, and recruitment activities are currently underway.

b. Domestic Students

- Student Recruitment Method

In order to attract students from all over the country APU must actively continue to provide opportunities to meet directly with high school students and their parents. Currently APU holds open campus admissions events, summer camps (training camps for high school students), and university explanation and consultation sessions at the Tokyo Campus, Osaka Umeda Campus and its Ritsumeikan Plazas located in 6 major cities throughout Japan. The university is working hard at visiting high schools, preparatory schools, and cram schools in and out of Japan including one for Japanese students living or attending school overseas to provide APU and admissions related information. We also send out the University Prospectus, introducing the education offered by each College, student life and job hunting and career figures, as well as running a homepage targeting high school students. In this way the university is getting information out at the relevant times of the year for not just admissions, but also information pertaining to education and student life at APU.
- Admissions Selection

In order to ensure that admissions selection is adequate and fair, the university issues “Admissions Outline” and “Admissions Guidelines”, outlining the entrance examination schedule, method, recruitment numbers and application requirements. All admissions related materials are published after first being screened by the Admissions Committee. Detailed information about the entrance examination and admissions process is also announced via the university homepage.

2-1) College of Asia Pacific Studies

[1] International Student Recruitment and Admissions Selection

Student recruitment focuses are set based on the policies for that year. The focus countries for 2012 were determined as China, Korea, Thailand, Indonesia and Vietnam, with the university strengthening local recruitment activities in these countries. Regarding recruitment method, APU participates in the JASSO hosted Exchange Fair, visits local high schools in

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target countries and holds its own university explanation seminar several times a year. With regards to admissions selection, APU carries out rolling selection throughout the year. All candidates are interviewed. Details about the application schedule, interview dates and locations, screening results notification and other related deadlines are all stated in the Admissions Outline.

[2] Domestic Student Recruitment and Admissions Selection

Through recruitment activities such as open campuses (5 per year), a summer training camp aimed at 3rd year high school students, and university explanation and consultation sessions at the Tokyo Campus, Osaka Umeda Campus and the university's Ritsumeikan Plazas located in 6 major cities throughout Japan, APU is actively broadening the opportunities to meet directly with high school students and their parents. In addition, APU also sends people to high schools, preparatory schools in Japan, and international school abroad and cram schools for Japanese students abroad. An annually-issued University Prospectus, introducing the university, education offered by each College, student life and job hunting and career figures, and the running and updating of a homepage targeting high school students, are also used to help get the relevant information out broadly to the necessary audience. In order to ensure that admissions selection is adequate and fair, the university issues a handbook on "Admissions Outline" and "Admissions Guidelines", outlining the entrance examination schedule, method, recruitment numbers and application requirements. All admissions related materials are published after first being screened by the Admissions Committee. Detailed information about the entrance examination and admissions process is also announced via the university homepage.

2-2) College of International Management

[1] International Student Recruitment and Admissions Selection

The College of International Management employs the same international student recruitment and selection policies as the College of Asia Pacific Studies.

[2] Domestic Student Recruitment and Admissions Selection.

The College of International Management employs the same domestic student recruitment and selection policies as the College of Asia Pacific Studies.

3-1) Graduate School of Asia Pacific Studies

Like the undergraduate colleges, focuses are set based on the admissions policies for each year. As a basic policy, recruitment and selection activities are carried out in the same countries focused on by the undergraduate colleges. Student recruitment is carried out via fairs and explanation sessions targeting both undergraduate and graduate students. There are Spring and Fall application periods, targeting international students who live overseas and international students residing in Japan. With regards to Doctoral Program applications, the university implements a "pre-screening system" to verify the suitability of research content, the field he/she wishes to research in and availability of a suitable supervisor.

3-2) Graduate School of Management

The Graduate School of Management employs the same basic recruitment and screening policies as the Graduate School of Asia Pacific Studies. However, it also requires applicants to have at least 2 years of work experience or a fixed GMAT score.

<Suitability of the Procedures to Ensure Transparent Admissions Selection>

1) University-wide

To ensure the transparency of admissions selection, “Admissions Outline” and “Admissions Guidelines” are posted on the university homepage, outlining enrollment method (selection policies, examination subjects and point allocation), recruitment numbers, and application requirements. In addition, screening results of the previous year (number of applications, number of people who took the examination, number of people who passed and failed, lowest mark etc.) are also announced on the homepage.

In order to ensure objectivity and prevent any mistakes or dishonesty during the interview, document screening, assessment and other parts of the selection process, APU employs a system that involves numerous faculty and staff. The first step for selection involves a Screening Group, made up of the Dean of Admissions and a number of other faculty and staff, discussing applications in accordance with the screening and selection standards set by the Admissions Screening Committee. The Admissions Assessment Committee, an expert committee of the Faculty Council, then deliberates and finalizes screening results. Having more than one committee/group involved in this process ensures transparency and fairness.

(3) In addition to setting adequate student capacities and admitting students, is APU sufficiently managing the number of existing enrollees based on intake capacities?

<Suitability of Ratio Between Intake Capacity and Current Students >

1) University-wide

In our 2008 university evaluation we received counsel regarding APU's ratio of enrollment capacity to enrollees and ratio of intake capacity to current students. APU continues to strive for suitable management of student capacities based on the results of such university evaluations. With regards to the sufficient management of intake capacity, the Admission Assessment Committee, set up as an expert committee of the Faculty Council, deliberates and decides thoroughly upon admission assessments that best minimize discrepancies with intake and enrollee capacities. In addition, current student and enrollee ratios are confirmed by the University Admissions Committee, Faculty Council, Graduate School Faculty Council and University Senate.

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AY2012 Undergraduate and Graduate School Capacities, Number of Current Students and Enrollee Ratios (November 1, 2012)

	College/School	Dept/Major	Capacity (A)	Current Students (B)	Ratio (B/A)
Undergrad	Asia Pacific Studies	Asia Pacific Studies	2557	2606	1.02
	International Management	International Management	2481	2656	1.07
Masters	Asia Pacific	Asia Pacific Studies	30	11	0.37
		International Cooperation Policy	90	74	0.82
	International Management	Management	80	57	0.71
Doctoral	Asia Pacific Studies	Asia Pacific Studies	30	53	1.77

2-1) College of Asia Pacific Studies

With 2,606 current students enrolled, compared to its 2,557 intake capacity, the College of Asia Pacific Studies has a current enrollees to intake capacity ratio of 1.02 (November 1, 2012). The intake capacity for Spring and Fall 2012 was 600, and with 671 new enrollees the enrollment overcapacity rate is 1.12 (Document 5-1).

2-2) College of International Management

With 2,656 current students enrolled, compared to its 2,481 intake capacity, the College of International Management has a current enrollees to intake capacity ratio of 1.07 (November 1, 2012). The intake capacity for Spring and Fall 2012 was 600, but with only 581 new enrollees the enrollment overcapacity rate was 0.97 (Document 5-1).

The percentage of domestic vs international students enrolled in the undergraduate colleges is also important for APU admissions. As of November 1,2012, the ratio at College of Asia Pacific Studies was 26.7% international students and 73.3% domestic students. In comparison, the College of International Management was made up of 43% domestic and 57% international students, making a total for the undergraduate school of 58% domestic students and 42% international students.

4) Graduate School of Asia Pacific Studies

With 11 students currently enrolled in the 30-capacity Asia Pacific Studies Master's Program

(APS major) there is a current enrollees to intake capacity ratio of 0.37 (November 1, 2012). The intake capacity for Spring and Fall 2012 was 15, but with only 4 new enrollees the enrollment overcapacity rate was 0.27. (Document 5-1)

74 students are enrolled in the 90-capacity Asia Pacific Studies Master's Program (international corporation policy major), resulting in a current enrollees to intake capacity ratio of 0.82 (November 1, 2012). The intake capacity for Spring and Fall 2012 was 45, but with only 31 new enrollees the new enrollment overcapacity rate was 0.69 (Document 5-1). Despite the Asia Pacific Studies Doctoral Program having an intake capacity of 30, 53 students are currently enrolled, resulting in a current enrollees to intake capacity of 1.77, a lot higher than a ratio of 1. Compared to the previous year this is indeed an improvement, but it shows the continual need for rigorous management of student intake numbers. The intake capacity for Spring and Fall 2012 was 10, but with only 5 new enrollees the new enrollment overcapacity rate sits at 0.50 (Document 5-1).

5) Graduate School of Management

With 57 students currently enrolled in the 80-capacity Graduate School of Management's Master's Program (management major) there is a current enrollees to intake capacity ratio of 0.71 (November 1, 2012). The intake capacity for Spring and Fall 2012 was 40, but with only 28 new enrollees the new enrollment overcapacity rate was 0.70. (document 5-1) .The capacity fulfillment rate for the Graduate School of Management is picking up.

<Responding to Over-capacity and Under-capacity of Current Enrollees>

There are discrepancies in ratios for currently enrolled student numbers and intake and new enrollee capacities between the different Schools in the Graduate School. Academic reforms are currently in place, including remediation of capacity issues. The new Graduate School Curriculum is set to be up and running from the Spring semester 2014.

(4) Are regular reviews held to ensure the implementation of fair and adequate student recruitment and screening based on student intake policies?

1) University-wide

Student recruitment and admissions screening processes and implementation are reviewed every year by the Admissions Screening Committee, with discussions held to figure out how systems could be improved for the following year. Any changes and improvements are finalized by the University Senate. APU also reviews the suitability of intake and enrollee capacity numbers every time academic reforms are carried out. APU carries out two student intakes per year, one in Spring and one in Fall, with approximately half of all admissions being international students. These characteristics make it very easy for external factors to effect student admissions. For this reason APU manages student numbers and predicted number of international student enrollees every semester, making regular reports to the University Senate, the university's highest decision making body. In this way we believe that suitable management of intake and admissions capacities is being carried out.

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2) College of Asia Pacific Studies

Admissions Examination results for the College of Asia Pacific Studies are shared throughout the university, with reports being given each semester to the Admissions Committee, Faculty Council, University Senate, Executive Board of Trustees, and the Board of Trustees.

3) College of International Management

Like the College of Asia Pacific Studies, examination results are shared throughout the university, with reports being given at each committee meeting.

4) Graduate School of Asia Pacific Studies.

Admissions Examination results for the Graduate School of Asia Pacific Studies are shared throughout the university, with reports being given each semester to the Admissions Committee, Graduate School Faculty Council, University Senate, Executive Board of Trustees, and the Board of Trustees.

5) Graduate School of Management

Like the Graduate School of Asia Pacific Studies, examination results are shared throughout the university, with reports being given at each committee meeting.

2. Self Assessment

So far we have looked at student intake for the undergraduate colleges and graduate schools, clarified student admissions policies and discussed the regular review of student recruitment and selection and the management of intake capacity and currently enrolled student numbers. We will now assess the two fields dealing with student admissions policies and admissions screening implementation.

1) Common Across the Undergraduate Colleges

Student intake, recruitment and screening policies are assessed every year by the University Admissions Committee. This assessment focuses on the following items:

[1] Specify student admissions policies (by college – Asia Pacific Studies and International Management)

✖ Admissions policies for the College of Asia Pacific Studies, College of International Management and Graduate School of Asia Pacific Studies (by Major and Master's or Doctoral program), and the Graduate School of Management are not set, and therefore not specified.

[2] Current status of student recruitment activities and admissions screening in line with admissions policies.

Verification of admissions system based on IR initiative

[3] Assess applicant and enrollee numbers (manage intake and enrollee capacity)

- [4] Domestic student and international student composition ratios
- [5] Ensuring diversity within the student composition (more than 80 countries and regions at any one time)
- [6] Evaluate admissions examination implementation based on MEXT's University Admission Screen Guidelines.

2) Common Across the Graduate Schools

- [1] Specify student admissions policies (by Graduate School – Asia Pacific Studies and Management)
- [2] Current status of student recruitment activities and admissions screening in line with admissions policies.
- [3] Assess applicant and enrollee numbers (manage intake and enrollee capacity)
- [4] Evaluate admissions examination implementation based on MEXT's University Admission Screen Guidelines.

[1] Items that are showing results

1) University-wide

<Adequate capacity management and aggressive recruitment in overseas high schools>

APU carries out recruitment activities that introduce the university's curriculum and unique features to high schools around the globe. As a result, the APU campus has welcomed students from 80 countries and regions around the world. Despite its regional location, APU has continued to make efforts in welcoming high school students, principals and teachers from not only other schools in Japan, but from around the world, to APU, to experience the diverse multicultural campus first hand. With our original student recruitment initiatives, APU has become a role model for other universities in Japan. APU currently has, in accordance with student recruitment policies, not just students from China and Korea, but also more than 100 students each from Vietnam, Indonesia and Thailand.

International student recruitment is easily effected by external factors, such as foreign currency rates, international affairs and the nuclear disaster that followed the 2011 Great East Japan Earthquake and subsequent tsunami. Despite this, APU has continued to carry out appropriate management of student capacities. In general, reports are made on candidates and enrollees at the weekly Senate Meeting, the university's highest-ranking decision making body. In the previous university evaluation, the counsel and advice were given about the drastic overcapacity rate of the new enrollees and current students in the college of International Management. This issue has since been almost resolved.

3) Common Across the Graduate Schools

<1> Implementation of a pre-screening system, and fair assessment

APU is making further changes to screening assessment in an effort to guarantee fairness. For AY2011 enrollee screening, the number of screening assessments was reduced down to 5 per semester for Master's Programs and 2 for Doctoral Program. In an effort to promote

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more rigorous admissions screening, we have specified the screening criteria and allocation of marks based on each program and major. We have also introduced a pre-screening system for candidates wanting to apply for the doctoral program. This screening verifies the suitability of research content, the field the applicant wishes to research in and availability of a suitable supervisor before the actual screening period begins.

[2] Items Requiring Improvement

2) Common Across the Undergraduate Colleges

<1> Stipulate Admissions Policies

Currently there are no set admissions policies for each of the two undergraduate colleges.

3) Common Across the Graduate Schools

<1> Stipulate Admissions Policies

Currently the Master's and Doctoral Program in the School of Asia Pacific Studies, and the Master's Program in the School of Management do not have their own set of admissions policies. In addition, student admissions policies have not been set for Master's Program Asia Pacific Studies Majors and International Cooperation Majors.

3-1) Graduate School of Asia Pacific Studies

<1> Maintaining Appropriate Capacity Fulfillment Rates

Compared to an intake capacity of only 30 for the Master's Program Asia Pacific Studies Major there are currently 53 students enrolled, making a ratio of current enrollees to intake capacity of 1.77, far exceeding the 1:1 ratio mark.

3. Development Policies towards the Future

[1] Items that are Showing Results

1) University-wide

<1> Adequate capacity management and aggressive recruitment in overseas high schools Management

Promote student admissions from even more countries in efforts to try and alleviate the negative effects that foreign exchange rates, international affairs and other external factors can have on international student recruitment.

[2] Items Requiring Improvement

2) Common Across the Colleges

<1> Stipulate Admissions Policies

Stipulate admissions policies for each undergraduate college by the end of AY2013.

3) Common Across the Graduate Schools

<1> Stipulate Admissions Policies

Stipulate the admissions policies for each Graduate School, program and major before the end of AY2013.

3-1) Graduate School of Asia Pacific Studies

<1> Maintaining Appropriate Capacity Fulfillment Rates

Regarding intake capacity management in the Doctoral Program, the relatively high fulfillment rate is improving slightly.

4. Supporting Documents

5-1 Ritsumeikan Asia Pacific University: Basic University Data (2012 edition) diagram 4

VI. Student Services

1. Description of Current Conditions

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

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

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

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

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

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

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

workplace and were finalized at another Senate Meeting.

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

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

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

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

[1] Multinational Student Exchange through Multicultural Weeks

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

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

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

[3] Peer Learning Through Dynamic Student Staff Activities

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

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

TA – students who act as Teaching Assistants during lectures.

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

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

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

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

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

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

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

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

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

<Study Consultations to Facilitate Smooth Learning for Students>

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

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

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

<Organization and Implementation of Supplementary Classes>

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

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

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

<Suitability of Study Support Measures for Students with Disabilities>

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

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

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

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

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

<Suitability of Financial Support such as Scholarships>

[1] Scholarships for Undergraduate Students

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

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

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

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

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

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

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

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

[2] Scholarships for Graduate School Students

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

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

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

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

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

Managing Students Health and Illnesses

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

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

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

Counseling Room

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

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

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

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

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

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

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

<Harassment Prevention Measures> (Document 6-27)

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

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

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

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

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

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

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

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

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

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

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

(1) Regular Classes that Support Career Development

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

(2) Extracurricular Career Development Support

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

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

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

(4) Support for Students Seeking Jobs Overseas

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

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

(5) Career and Job Hunting Support

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

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

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

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

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

<Development of Career Support Frameworks>

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

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

2. Self Assessment

[1] Items That Are Showing Results

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

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

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

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

<3> Support for Student Growth through Scholarships

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

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

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

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

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

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

<5> Multilingual Mental Health Support System

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

[2] Items Requiring Improvement

<1> Formulation of Comprehensive Student Support Policies

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

<2> Role of the Career and Job Placement Committee

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

<3> Support for Students Going on to Graduate School

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

3. Development Policies towards the Future

[1] Items That Are Showing Results

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

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

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

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

<3> Supporting student growth through scholarships

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

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

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

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

<5> Multilingual Mental Health Support System

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

[2] Items Requiring Improvement

<1> Formulation of Comprehensive Student Support Policies

Formulate comprehensive policies before the end of AY2013.

<2> Role of the Career and Job Placement Committee

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

<3> Support for Students going on to Graduate School

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

4. Supporting Documents

6-1 APU Student Guidance and Support Concept

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

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

6-4 Phase Three Plan Outline Draft

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

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6-31 AY2012 Spring Honors Scholarship Recruitment Guidelines

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

6-33 ANDO Momofuku Scholarship/Honor Prize Guidance Material

VII. Educational and Research Environment

1. Description of Current Conditions

(1) Are policies concerning development of the academic and research environment clearly stipulated?

<University Plans Related to School Grounds, Buildings and Facilities>

In November 1996, APU formulated the “Ritsumeikan Asia Pacific University Basic Establishment Plan” in preparation for its inauguration in April, 2000. This plan included the following in “4. Campus Plan Basic Ideas”.

The Ritsumeikan Asia Pacific University facilities will aim to create a campus with an international and innovative feel suited to the educational and research objectives of the university.

Basic Perspective for Establishing Campus Facilities

- [1] An international campus that Beppu City and Oita Prefecture can be proud of showing to the rest of the world.
- [2] A campus open to local residents that has a wealth of amenities in tune with nature and the environment.
- [3] International research hub
- [4] Multimedia campus
- [5] Creates rich and developed communication between students and faculty
- [6] Out of town, live-in campus
- [7] Community-based campus
- [8] Facilities that are flexible and can keep up with future demands
- [9] 24-hour campus life style

“Precondition in Campus Planning at time of Inauguration” (campus population)

The total campus population of undergraduate students at the time when there is a complete cycle of students, and taking into consideration the establishment of a graduate school, faculty and staff numbers and the fact the university will be open to the public, is set at 4,000.

In line with trying to develop new and enriching academia and increase student intake capacity, APU has carried out the following campus development since its inauguration:

- Construction of H Building to accommodate the establishment of the Graduate School in 2003.
- Construction of B II Building, E II Building and F II Building in 2006, in line with the 2006 New Challenge Plan that included increasing student intake capacities.
- Construction of AP House II (international student dormitory) in 2007, in line with the 2007 New Challenge Plan that included increasing student intake capacities.

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- Establishment of Learning Commons at the Library in March, 2011, in line with the AY2011 Academic Reforms. Learning Commons provide students with a space to carry out group study and receive academic advice.
- Relocation of the Self-Access Learning Center (SALC) in August, 2011, to a more central location on campus, in line with the AY2011 Academic Reforms.

In addition, a report by the Green Campus Promotion and Review Committee, a committee that organizes people to deal with environmental problems, such as energy saving on campus, proposed the establishment of a Global Environment Committee. This was established and has been working effectively in collaboration with the Campus Development and Review Committee since 2010.

<Clarification of policies pertaining to the development of student study and faculty educational and research environments>

With the objective of developing an educational environment that promotes increased quality in student learning, discussions about the educational and research environments at APU are held prior to the year academic reforms are set to be implemented. In particular, the “APU Phase Three Plan”, which was formulated in light of the APU 2020 Vision discussions, and to give an overall view of how APU should look by the year 2020, reflected what APU should be doing between the years 2011 and 2014 to remain on the path to achieve the APU 2020 Vision. Academic policies for the APU Phase Three Plan were deliberated on and passed as the “AY2011 Academic Reforms”. In addition, the development of research policies and research environment etc. are outlined in the “The R2020 New Mid-Term Plan Research Policy at APU”, showing that policies in this area are indeed clearly stipulated.

Learning Commons, which aim to enhance learning support functionality, were established in direct response to the AY2011 Academic Reforms’ outline to improve library and academic information services. A working group was set up, headed by the Director of the Media Resource Center, which manages the library and all academic information services. The basic policies and concept outline for the learning commons, which is worthy of the development of the educational and research environment, were compiled into the following five points. Then along with the points, the new learning commons started in AY2011 (Document 7-1),

- We will aim to give students a sense of satisfaction and achievement and encourage continuous self-directed study and student growth. To achieve this we will let students refeel the library as a venue for “learning, exchange and growth”, and will strengthen its roles and functions.
- We will introduce the Learning Commons concept to create a active library with

additional functions of students learning support and other support.

- We will respond comprehensively to student needs and create a friendly atmosphere that encourages students to study and use the library as second nature.
- From a pedagogical point of view, merely 1) reading and 2) listening (to lectures) will not produce sufficient results. By experiencing the process of 3) observing (i.e. recording lectures and re-watching them) and 4) acting (i.e., group work), students can achieve far better results, and it is the APU Library that will provide steps 3) and 4) (reinforced multimode learning).
- We will install active space in the library where students can conduct group work and hold discussions. We will also incorporate new learning and student support services, including student staff. Additionally, we will create silent areas where students can concentrate on their studies.

(2) Are enough land, buildings and facilities being developed?

<Status of university grounds, buildings and establishment of campus amenities>

[1] Development Status of University Land and Buildings

The total area of land owned by APU is 423,419.41 m², of which 65,008 m² makes up total building area, extensively more land area than required by Standards for Establishment of Universities (Document 7-2).

[2] Establishment of Campus Amenities

- In order to fit in with the surrounding environment, the buildings on campus are all earth tones, but with roads and sidewalks being a distinct separate color for safety reasons. The maintenance of all campus facilities is overseen by the Administration Office and specialist service providers in conjunction with the Trust's Office of Facilities Management.
- APU's campus is very remote, making it difficult for restaurants and other facilities that students can use to be built nearby. For this reason, APU has had cafeterias and other student-aimed recreational facilities on campus since the time it opened. The current cafeteria seats 905, and with the consecutive timetabling system (no set lunchtime for all students) in place, the cafeteria doesn't get a rush of students all at once and instead students take their lunch breaks spread out over several hours. In addition, a take-out style Pacific Café, that can seat 120 students, was built in March, 2007, to accommodate the growing number of students and resulting in a broader purchasing area.
- So that students can have a more comfortable life on campus, shrubbery, benches and

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a fountain were built and a rubbish separation system set up that sees rubbish taken away from the campus directly. APU also strives for a smoke-free campus, aiming to bring the smoking rate down to 6% from the 12% in 2012.

- When establishing the university talks were held with local residents to discuss students transport getting to and from APU. It was decided that for safety reasons and so that local residents wouldn't be disadvantaged by large numbers of students driving to school, students would not be permitted to drive to and from APU. There is a very busy highway service rest area located close to APU which APU patrols every day to make sure students aren't parking their cars there and getting in the way of people wanting to access the service area.
- E building (Student Union), housing a cafeteria and student activity space, and E II building (Student Union II), with a shop and student activity space, were built adjacent to each other as facilities to support student life on campus. In addition, APU's international education dormitory, AP House, has a capacity of 1310 students. Here international students learn about Japanese culture and rules of everyday life for one year after enrolling at APU. The AP House Office was established to support students growth while living at AP House. In addition to the faculty and staff placed at AP House to support students, Resident Assistants (RA – senior students), live at AP House with the first years to provide support for dormitory life and promote exchange between students.

<Management and Maintenance of School Land, Buildings and Facilities, Including Ensuring a Safe and Hygienic Environment>

[1] Management and Maintenance of School Land, Buildings and Facilities

APU is carrying out energy efficiency measures in accordance with the Act on the Rational Use of Energy (Energy Saving Act) and the Act on Promotion of Global Warming Countermeasures (Global Warming Prevention Act). In 2010 the Trust formed a Global Environment Committee to become the focus of environmental policies at APU and throughout the Trust, and this committee has been implementing various initiatives ever since. Regarding specific energy saving measures at APU, heating facility dealing with partial usage, movement and light sensors installed for lighting, and development of central monitoring facility have been done.

All facility repair and maintenance and general campus management falls under the control of the Administration Office, who works closely with the Trust's Office of Facilities Management.

With regards to IT devices and equipment, the visual projection equipment (projectors and flat screen displays etc.), microphones and audio visual devices installed and/or located in

each of the classrooms are, in general, replaced when 1) equipment gets old (and at least eight years has passed since installation or since they started being used) and 2) installation and usage conditions are being standardized.

[2] Ensuring a Safe and Hygienic Environment

To ensure the safe and hygiene of facilities at APU, we have installed and manage a central monitoring system that picks up any faults or trouble with facilities with extraordinary speed. This system makes it possible to operate lighting and ventilation, detect trouble with a facility, and monitor the entering and leaving of rooms. The Office of Campus Management and Security, located beside the Central Monitoring System, is manned 24 hours a day, meaning a very rapid response time if any trouble occurs. The Office also manages in-house telephone tree and has a reporting system.

Any problems that arise with campus facilities are dealt with and, if necessary, handled with assistance from the Trust's Office of Facilities Management. All APU rules and regulations aim to ensure a safe and hygienic campus, prevent fire and disaster, protect the lives of and prevent bodily damage to all of the people on campus, as well as protect the assets of the Trust.

(3) Are the library and academic information services functioning adequately?

<Status and Suitability of Library Books, Academic Journals and Digital Information>

[1] Development of Academic Information and Development of Usage Environment

As of the end of AY2012, the APU library stocked 175,997 books (Document 7-3), 2,410 journal titles (Document 7-4), 77 types of electronic journals (Document 7-5), and 3,553 audiovisual resources (Document 7-6). Combined with the books and materials available at Ritsumeikan Library there are a total of 3,180,384 books (Document 7-7) and 77 types of electronic journals available (eight of which are e-journals only available to APU and not Ritsumeikan University). Students have access to a very unique and well balanced collection of books and resources suited to the academic and research fields found at APU.

Of the approximately 10,000 new books purchased every year (Document 7-9), the majority are syllabus related books (faculty recommended reference books and texts), and books that students request the library to purchase. However, we also get in an array of academic titles pertaining to undergraduate courses and lectures, as well as a wide range of educational books covering interdisciplinary fields and liberal arts.

In addition to the 77 types of electronic journals available (reference 7-12), the APU library also has subscriptions to 1,663 Japanese (Document 7-10), and 747 western magazines and journals (Document 7-11) and is rapidly expanding the number of western magazines made available, in line with our educational and research activities. APU's educational and research activities encompass not just Asia, but the entire globe, and with a unique system

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that welcomes large numbers of international students and foreign faculty it is no surprise that the opportunities for students, faculty and staff to travel overseas are plentiful. In addition to making it possible for students, faculty and staff to access journals without having to carry heavy materials around, the recent increase of tablet computers shows that our initiative to increase electronic journals is fitting to the current needs of students, faculty and staff.

With regards to databases, APU has its own unique database that, when coupled with the Ritsumeikan database available to APU students, offers a total of 77 types of digital journals (Document 7-13), as at the end of AY2012. These databases are available via the on-campus LAN network in either the research rooms or open computer room.

In addition, after reviewing past library outlines, several new initiatives were introduced. As a part of realization of the “Learning Commons” idea which transforms the library roles to be spaces where students can study individually or in groups, the university has offered learning areas for group study and debate, booths where faculty give academic advice to students, and booths that offer Japanese and English writing support since AY2011. With an area also dedicated to ongoing English and Math support by resident faculty and staff, it truly is a learning space for everybody. In addition, the development of a wireless LAN environment allows students to access the on-campus network, search the academic information system and use digital information wirelessly from their own laptops. Moreover, these same systems can be accessed from outside the university by registering with the university’s VPN (Virtual Private Network).

Users can also request copies and Inter-Library Loans (ILL), as well as reserve books and make other requests online, making for a very convenient service offered to APU Library users.

[2] Library Literacy Education and Development of an Environment for Using Academic Information

Academic information is becoming computerized at an extremely fast pace and in order for research, academia and learning to be able to utilize this diverse array of information it is paramount that we develop an environment that promotes digital usability as well as provides education on correct usage.

Regarding usage environment, the portal functionality of academic information has been increased and, using the Ritsumeikan academic information system RUNNERS, it is now possible for APU students to access a seamless searching of books, magazines and electronic journals from the APU Library as well as the six Ritsumeikan University libraries. Students can search, reserve and request books from any of these facilities and vice versa.

As for cultivating literacy by using a library, first year students are taught about library literacy in the “Freshman Workshop” class that all first years are required to take. It is also tied into course content, with students being required to physically search for information, borrow books and carry out the required study outside of class hours. These initiatives resulted in an increase in the average number of books borrowed by students from 13.6 in 2011 to 15.1 in 2012, validation that the services offered to students are functioning well. With the Library also carrying out the field and objective specific Library Guidance sessions according to a yearly schedule, and working with faculty to tailor on-demand guidance sessions including class and graduate guidance sessions, the APU library has adequate user education systems in place.

<Library Dimensions, Placement of Librarian Qualified Specialist Staff, User Environment such as Opening Hours, Reading Room and Information Search Facilities>

With 851 seats and an overall area of 3578.73 m² (Document 7-14), the library reading area also includes a “reserve corner”, where texts and reading materials related to current courses are all shelved together in the one location, a magazine and periodical corner, an audiovisual corner, an information search corner, an academic advising corner, a Japanese and English writing support center, group study rooms, and a multimedia room etc.

With regards to whether or not students have access to an adequate learning environment, in 2009, library hours were extended from 8:30 to 21:15 to 8:30 to 24:00 during school period. In AY2012 the library was open 341 days of the year (Document 7-15), was visited approximately 480,000 times (Document 7-16) and lent out approximately 90,000 books (Document 7-19).

APU uses an external company for the main staffing of the library, with librarian qualified outsourced-staff assisting users at the main counter and the reference desk. The staff in charge of the reference desk also carry out library guidance sessions and parts of the literacy education for library users. Student staff are also employed to help with the everyday running of the library through assistance with guidance sessions, quick reference and communications and public affairs.

Information regarding library usage is outlined in the “AY2012 APU Library & Learning Commons Annual Report” (Document 7-18). The most notable thing about AY2012 was the 13% rise in library users compared to 2010, before the learning commons were established (Document 7-19), showing that the library is fast becoming an area for students’ independent study. The APU Library will use this result to further strengthen the learning commons as an area for student learning.

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<Development of System for Sharing Academic Information with Other Domestic Educational and Research Institutions>

By using the NACSIS-Webcat (comprehensive catalogue database) and the ILL to mutually cooperate with the National Diet Library, the National Institute of Informatics, and other domestic and international universities, APU is able to share and effectively utilize a wide range of academic information and catalogued data.

<Current Budget Management>

The library budget management policies were reviewed in AY2012 and based on these new policies, we have been able to implement budget usage more effectively as follows: the introduction of E-books for syllabus, textbooks and reference books related to the university courses and the book purchasing budget for faculty recommended books went from a maximum of 200,000 yen per faculty member in AY2012, up to 250,000 yen in AY2013.

(4) Are the environment and conditions suited for academic and research support?

<Development of Facilities and Equipment Suited to Academic Program Features, Student numbers, and Teaching Methods>

The environment and conditions suited to APU's student numbers, teaching methods and course content were reviewed in both the AY2006 and AY2011 Academic Reforms. In response to the AY2011 Academic Reforms, "Learning Commons" were established to promote group learning and give students a place to receive academic advice. Spaces were set up for students to carry out group work, one of the features of APU classes, outside of class hours, and a Self-Access Learning Center (SALC) built to give students a place to study and receive language learning support outside of regular classes. In addition, we introduced the online tool "Blackboard" that is used to complement interactive lectures and started using manaba folio, an e-portfolio that visualizes and commoditizes student growth as part of MEXT's 2011 student exchange program, the "Re-Inventing Japan Project". APU is adequately maintaining an environment and conditions that support education and research.

Information regarding school grounds and buildings, lecture theaters and study rooms can be found in diagram 5 of the Basic University Data.

<Bilingual Services as the Foundation of an International University>

In order to realize the university's mission and goals, we accept large numbers of international students on an English base, and with no Japanese language skills.

For this reason all signage around campus is in both Japanese and English, all offices are equipped to deal with students in Japanese and English, and the homepage, as has been the case since inauguration, is updated in both Japanese and English. Japanese and English enrollment support system, and the issuance of academic transcripts and other

official APU certificates in both Japanese and English were already developed and ready for use at the time the university opened.

<Development of the Educational and Research Support Systems such as Teaching Assistants (TA), Research Assistants (RA) and IT Staff>

APU implements two systems for academic support in lectures, graduate student Teaching Assistants (TA(G)) and undergraduate Peer Advisors (TA(UG)). In AY2012 this system employed 673 students.

The undergraduate Peer Advisor (TA (UG)) system sees senior students who took the same classes, assisting with making the materials for the Freshman Workshop I and II, and answering questions. They also help with the running of classes, offering support to both faculty and students, resulting in the smooth running of classes and a more effective learning outcome.

In addition we also have student staff assisting in the library and IT staff supporting the computerization of academic information.

<Securing Faculty Research Allowances, Rooms and Official Research Leave>

The Research Activation Policy APU implemented in 2008, aims to improve internal Academic Research Subsidies to help promote a research environment that cultivates more faculty research achievements.

Regarding research allowances, tenured faculty, fixed term faculty, and specially-appointed faculty all receive Individual Research Materials Fund of 200,000 yen and Research Travel Expenses of 100,000 yen per year (Document 7-20).

APU is striving to enhance research support for faculty, including the improvement of internal research subsidies. APU currently offers faculty the APU Academic Research Subsidy with a budget of 21,626,000 yen (Document 7-21 and 7-22), APU Academic Publication Subsidy with a budget of 3,500,000 yen (Document 7-23), and the APU International Conference Subsidy with a budget of 2,000,000 (Document 7-24). This translates to 162,431 yen per full-time faculty member, not including Lecturers as they are not eligible to apply.

In addition, tenured faculty are able to utilize the “APU Academic Development Leave” system (Document 7-25), allowing faculty to be exempt from class obligations in order to go on a research based sabbatical.

Faculty who receive special awards in the field of research, under the already outlined faculty assessment system, are awarded with the following:

[1] Faculty Assessment Special Award Research Subsidy

Faculty are entitled up to 1,000,000 yen to subsidize either research or publication costs within 2 years of receiving the award.

[2] ADL Priority Application

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Faculty who have their application granted are given 500,000 yen to help cover part of transport, accommodation and training costs. This is separate to the individual research fund.

As previously stated, RCAPS (The Ritsumeikan Center for Asia Pacific Studies) is in charge of research promotion and the dissemination of research outcomes for all research related to the Asia Pacific region. RCAPS was established in 1996, 4 years before the university was even opened. To realize APU's goal to "create a new academic discipline", as outlined in the opening declaration, the university established the International Association for Asia Pacific Studies (IAAPS) in 2010.

This Association aims to shape and promote Asia Pacific Studies, and become the knowledge hub accumulating and publishing research achievements internationally in individual disciplines and in relation to each region of the Asia Pacific.

(5) Are the necessary steps in place to ensure research is ethically sound?

<Development Status of Internal Regulations Pertaining to Research Ethics>

Regulations concerning research ethics are stipulated in the "APU Research Ethics Policy" (Document 7-26). In addition to guaranteeing academically conscious individual research activities, this policy states that the whole university shares the ethical outlook for APU, and APU researchers to autonomously fulfill social responsibilities. It also aims to protect the individuals and/or organizations being researched, and the researchers themselves, against any rights violations during the research process. Through the appropriate and efficient execution of academic research at APU, we hope to gain the ongoing confidence and trust of the public. The university has separate guidelines stipulated in the "APU Guidelines for People-Focused Research" (Document 7-27), which each faculty member planning on conducting research that falls under this category is informed of individually by the Secretariat.

<Suitability of Establishment and Management of a Research Ethics Internal Review Body>

In order to strictly enforce the "APU Research Ethics Policy", the university established an "APU Research Ethics Committee" (Document 7-28). This committee gives the appropriate advice and counsel to researchers as deemed necessary, dealing with consultations and complaints pertaining to the actions of researchers with regards to the research ethics set down in the Research Ethics Policy. The Committee also deals with consultations and complaints from people who have been treated unfairly or unequally by researchers, as well as handles any warnings to do with falsification, forgery or plagiarism of research papers etc.

2. Self Assessment

This report talks about the development of APU's education and research environment, whether there are clear policies in place regarding this development, the adequate development and maintenance of school grounds, facilities and equipment, the functionality of the school library and academic information services, adequate development of an environment that supports education and research and lastly, the steps necessary to ensure adherence to research ethics.

[1] Items That Are Showing Results

<Library Environment that Supports Learning>

From the perspective of creating a “learning focused library”, and to build up a collection of books relevant to the academic content of courses at APU, the library, in general, purchases 2 of every book listed in the syllabus (books listed as further reading: up to 15 for the undergraduate colleges and 30 for the graduate school, plus 3 texts each for undergraduate and graduate). In addition, as a course content related learning support policy, the library shelves all texts and suggested further reading material for all current courses in the “Reserve Corner”. The number of students using the library has increased significantly since the establishment of the Learning Commons. With regards to “creating a friendly atmosphere that encourages students to study and use the library as second nature” and “incorporating new learning and student support services, including student staff”, the APU library has been successful in creating an environment that promotes learning, offers students advice on information searches, encourages the use of new arrival books and which employed 27 Library Assistants (LA) in AY2012.

[2] Items Requiring Improvement

<Revision of the Library Collection Policy>

The APU library still collects books in accordance to the “APU Library Collection Policy” formulated at the time of inauguration. However, the increase in new mediums such as electronic journals and e-books has resulted in an outdated collection policy, which was originally formulated with only printed materials in mind. This, coupled with the fact that almost one third of APU regular classes (English Base) in AY2012 have become digital, means it is time to review our Library Collection Policies.

3. Development Policies towards the Future

[1] Items That Are Showing Results

<Library Environment that Supports Learning>

It has been confirmed that there is a high correlation between GPA scores and the number of times the library is used. We need to keep working towards making it a habit for students to frequent the library regularly.

[2] Items Requiring Improvement

<Revision of the Library Collection Policy>

Based on the concept of the Learning Commons, we will research the trends in implementation and usage of the digital medium in other universities both within Japan and abroad. Within AY2013, discussions should be held regarding more appropriate library collection policies. In addition, policies regarding the continual purchasing or cancellation of periodicals that can be viewed both digitally and in paper format should be formulated, along with standards for deciding whether to continue or cancel online databases. We are working towards sharing this information with all related parties.

4. Supporting Documents

- 7-1 Revitalization of the APU Library in an Effort to Bolster its Study Functions (Report)
Library Commons as a venue for Student Learning, Exchange and Growth
17 Nov, 2009 University Senate meeting
- 7-2 Basic University Data, diagram 5 / University Data, diagrams 22-33
- 7-3 Documents on Number of books in the APU Library
- 7-4 List of Academic Information Databases in the APU Library
- 7-5 List of audio visual materials in the APU Library
- 7-6 Documents on Number of books in the APU Library
- 7-7 List of Academic Information Databases in the APU Library
- 7-8 Shifts in APU Library book numbers
- 7-9 Shifts in APU Library book numbers
- 7-10 Number of books in the APU Library
- 7-11 Number of books in the APU Library
- 7-12 List of Academic Information Databases in the APU Library
- 7-13 List of Academic Information Databases in the APU Library
- 7-14 APU Library facilities dimension
- 7-15 2012 Library open-hours calendar
- 7-16 Changes in Entrant Numbers 2012
- 7-17 Number of Borrowers and Books Lent 2012
- 7-18 2012 APU Library & Learning Commons Annual Report
- 7-19 Changes in Entrant Numbers 2012
- 7-20 APU Individual Research Funds Handling Regulations
- 7-21 2012 APU Academic Research Subsidy Application Guidelines (March 27, 2012
University Senate)
- 7-22 2012 APU Academic Research Subsidy Results (June 12, 2012 University Senate)
- 7-23 2012 APU Academic Book Publication Subsidy System Screening Policies (February
14, 2012)

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- 7-24 2012 International Conference Subsidy Screening Policies (April 3, 2012 International Cooperation and Research Division Meeting)
- 7-25 Ritsumeikan Asia Pacific University Academic Development Leave Regulations
- 7-26 Ritsumeikan Asia Pacific University Research Code of Ethics

- 7-27 Ritsumeikan Asia Pacific University Guideline of Ethical Conduct in Research Involving Human Subjects
- 7-28 APU Research Ethics Committee Regulations

VIII. Social Cooperation and Social Contribution

1. Description of Current Conditions

(1) Are policies regarding social cooperation and social contribution stipulated?

<Clarify Cooperation Policies with Industry-Academic-Government etc.>

<Clarify Local and International Social Cooperation Policies>

“Local Cooperation” has been one of the university’s fundamental objectives since its inauguration. In June 1999 APU published “Proposals from APU”, a basic guideline for local contribution, and widely distributed it among local residents of Beppu City and related personnel within Oita Prefecture. These guidelines had the following three pillars:

As an institution that nurtures human resources for the Asia-Pacific age, “develop human resources” that will lead the international community into the next era.

“Develop a town” that shines globally, in academia, culture, tourism and industry.

“Develop a network” that let the university and its students join Beppu, Oita to the world.

In order to realize these three pillars, APU has, since its inauguration, used education, research and extracurricular activities in local cooperation projects. At APU’s 10 year milestone all members of the university, including students, faculty and staff, alumni, and parents, discussed what roles and responsibilities the university should have in order to further contribute to the local and international communities over the next 10 years. The main policy is reflected in “APU2020”, compiled in March, 2011.

<APU 2020 Vision (excerpt)>

APU was opened through a public-private partnership between Oita Prefecture, Beppu City and the Ritsumeikan Trust. For this reason, contributing to regional development and internationalization through education and research is central to the APU mission. To achieve this mission, students, faculty and staff continue to strive towards developing APU as a university endeared by the people of the local community and region.

(middle section omitted)

APU faculty and staff will continue to develop students capable of linking nations with nations and regions with regions, while also moving ahead with university development to collaborate with, and assist in the growth of, societies and regions in a range of fields. Through their diverse learning experiences, APU students will contribute to regional and international society through thinking globally and leading active careers throughout the world.

With the vision of “Freedom, Peace and Humanity”, “International Mutual Understanding”, and “Creating the Future Shape of the Asia Pacific Region”, APU has, since its

inauguration in 2000, developed educational and research activities geared towards cultivating human resources capable of contributing to the international community in a wide array of fields. However, the 21st Century brought with it a rapid increase in the societal demand, particularly from corporations and organizations, for “global human resources” capable of promoting and succeeding in business on the global stage. APU thinks that using our networks is therefore more important to collaborate with and contribute to both the local and international communities.

The Office of the President at APU carries the main responsibility for proposing and overall implementation of initiatives related to social cooperation and contribution, while the Division of International Cooperation & Research, the Division of Academic Affairs and the Division of Student Affairs deal with each individual item related to their respective departments. All policies and projects related to social cooperation and contribution are brought up for discussion at the University Senate meeting, and carried forward with the agreement of the whole university.

1) APU Cooperation with the Local Community

APU was only able to open its doors after much support from local residents, Beppu City, and Oita Prefecture and so now we are actively developing cooperation and exchange activities with the local community. Thus far the university has concluded Friendship Exchange Agreements with 18 Oita-run municipalities: Oita Prefecture itself, Bungoono City, Saiki City, Usuki City, Beppu City, Nakatsu City, Hiji Town, Kunisaki City, Hita City, Yufu City, Kitsuki City, Usa City, Oita City, Taketa City, Bungotakada City, Himashima Village, Tsukumi City and Kusu Town. With the inclusion of Iida City in Nagano Prefecture this makes a total of 19 Agreements. APU works with these municipalities to develop cooperation and exchange projects based on contents of Friendship Exchange Agreement.

2) Cooperation with Industries and Domestic and International Researchers

One of APU's founding missions is to nurture global leaders capable of contributing to the future shape of the Asia Pacific region. With this in mind, APU has, since before inception, had a policy that involves operating university administration with the ongoing support of an array of experts, leading global researchers, ambassadors, Nobel Peace Prize recipients, top-management from overseas governments and leaders in both domestic and international industries.

Firstly, at the core of all industry-cooperation activities at the university is “Advisory Committee” system (hereinafter referred to as the AC). The AC's opening meeting was held in Tokyo on May 23, 1996, four years before the university even opened. HIRAIWA Gaishi, Honorary Chairman of the Japanese Business Federation, was named honorary committee, with HIGUCHI Hiroto, Chairman of Asahi Beer, HIRAMATSU Morihiko, Governor of Oita

VIII. Social Cooperation and Social Contribution

Prefecture, and ONAMI Misateru, Chancellor of the Ritsumeikan Trust all being named executive directors. In addition, 75 leaders in politics, business, government and academia, who agree with the mission and ideals behind the global education initiatives at APU, accepted being AC members. As of May 1st, 2013, the Advisory Committee had 304 members, including Presidents and Ambassadors of countries from around the globe, as well as leaders from the Japanese economic and industrial sectors (most of whom are in top position of Japanese important companies and corporations). All of these members are contributing, in one way or another, to enriching and developing the education at APU.

Some of the main collaborations that APU has had with AC companies are: [1] scholarship funding of approximately 3.8 billion yen to assist exchange students from developing nations, [2] “Top Executive Lectures” aimed at students and presented by Chairmen and Presidents of important companies (total of 17 held thus far), [3] “Reception held in honor of APU Advisory Committee” – these were held in Tokyo, Osaka, Kyoto and Fukuoka in 2007 and were events for students and Ritsumeikan executives to report on overall activities to presidents of AC companies and receive advice and counsel from a broad perspective in return, [4] “Cooperative Lectures (regular curriculum class)” held by guest lecturers from AC companies.

In addition, APU also has an Academic Adviser system for getting support and advice on education and research. This system has 50 notable Japanese and international researchers and educators as Academic Advisors to APU, holding special lectures and cooperating with activating and raising the level of education and research at APU.

3) International Cooperation and Contribution

In line with the university's 3 visions of “Peace, Freedom and Humanity”, “International Mutual Understanding”, and “Creating the Future Shape of the Asia Pacific Region”, APU has, since its inauguration, continued to put emphasis on international cooperation. One such way has been the concluding of a general cooperative agreement with JICA (Japan International Cooperation Agency) in 2010. JICA entrusts APU's Division of International Cooperation & Research with various international cooperation projects, which the university then carries out utilizing all of its research capabilities. Of the JICA projects that APU has taken on, we have put particular emphasis on an area we are proving dominant in - putting results of the theoretical research of the “One Village One Product” and “Hatto Onpaku” to practical use (documents 8-1 and 8-2).

(2) Are education and research achievements helping give something back to the community?

APU, with its unique multicultural campus environment, consists of humanities and social science colleges and focuses on education. At APU we try and use these unique features

to give back some of our education and research achievements to the community.

<Services to the community based on education and research achievements>

<Promotion of education and research through cooperation with outside organizations>

<Active participation in local and international exchange projects>

After realizing that there was a clear demand for the programs, particularly by global firms actively trying to expand their business endeavors overseas, APU introduced the GCEP (Global Competency Enhancement Program) in 2010. This program utilizes the unique multicultural and multilingual environment at APU, to meet the needs of companies wanting to cultivate human resources who can succeed in a global business environment. Through discussions with APU's multicultural student body, lectures by a diverse faculty and living in an international education dormitory, corporate participants cultivate language skills, develop their negotiation skills and ability to adapt and deepen intercultural understanding. The experience fosters the participants to reevaluate and rebuild their set of values. In AY2011 and AY2012, a total of 25 staff from 7 different companies participated in this program.

Regarding international cooperation projects, APU accepts master's students as part of the Japanese Grant Aid for Human Resource Development Scholarship (JDS) based on cooperation agreement with JICA. In addition APU accepts 7-10 programs for short-term trainees every year as part of the JICA Technical Cooperation Project. The programs are designed per countries or issues. Between its implementation in 2006 and the end of AY2012, APU held 41 training programs, welcoming 536 short-term trainees from 53 countries. Oita Prefecture (where APU is located) is the birthplace of the "One-Village-One-Product Movement" (a movement that strives to revitalize the region through each village, town and city having its own specialty product), and "Onpaku (fair which you can experience various events in many venues)".

Through collaboration with local companies and organizations, APU schedules, plans and implements programs based on the "One-Village-One-Product Movement" that require trainees to actively experience ways in which they could revitalize their home countries and promote regional development (community and capacity development). This program is very popular and receives favorable reviews. In addition, APU and Beppu City accepted a "Grass-roots Technical Cooperation Program" (Type: Proposals from regions) aimed at supporting regional development and increasing the income of local community in Surin Province in Thailand, including helping locals with holding their own Onpaku, an event that Sulin Province was able to carry out in January, 2013.

Regarding local and international exchange projects, the university has developed an array of projects and initiatives in light of the unique multicultural and multilingual campus with a student body from a diverse set of countries and regions around the world. It is also because the university received support from Oita Prefecture, Beppu City and local

VIII. Social Cooperation and Social Contribution

municipalities for its inauguration. In 2012 APU received 107 exchange project requests from local and regional municipalities, resulting in 604 students participating. This figure is only the number of students that the university recruited and sent out to participate. If we add in the number of students who participated of their own accord the figure is thought to be over 1000. Of these 107 requests, 41 came from schools and kindergartens, 16 from the prefectural Board of Education and 50 from various other places.

While APU participates in an array of different exchange programs, one example is the “Elementary School Students International Exchange Activity Promotion Program”, a program started by the Oita Board of Education in 2012 to start fostering international mindedness amongst local elementary school children. Through this program, which promotes exchange with international students studying in Oita Prefecture, APU received 12 requests for one day exchange visits to the campus. Another international exchange project has seen 75 of APU’s international students participate in local home-stays.

2. Self Assessment

[1] Items that are Showing Results

<1> Educational and Research Activities and University Administration that Strongly Consider Cooperation and Collaboration with Industries and Local and International Communities

University administration and management has considered industry and local and international cooperation since before inauguration. In addition to setting up the Advisory Committee and Academic Advisors, APU has made cooperative agreements with Oita Prefecture and several of its municipalities, as well as the Japan International Cooperation Agency (JICA), and continues to develop social cooperation and contribution projects.

<2> Company-gearred Programs that Utilize our Unique Features

The GCEP, a program that utilizes our dual Japanese-English education system and multicultural campus, responds to an issue faced by many Japanese companies – the cultivation of global human resources.

3. Development Policies towards the Future

[1] Items that are Showing Results

<1> Educational and Research Activities and University Administration that Strongly Consider Cooperation and Collaboration with Industries and Local and International Communities

We will review the results of current cooperation and collaboration projects and programs and endeavor to meet the rapidly changing domestic and international needs in light of the university’s basic mission and ideals.

<2> Company-gearred Programs that Utilize our Unique Features

Because of its regional location, APU's company-gearred programs, that let students interact with actual business persons who come directly to the campus, are a great educational and learning motivation for students. In the future we hope to use International Education Dormitory "AP House", extracurricular activities and regular classes to promote exchange between APU college and graduate students and corporate employee students.

4. Supporting Documents

- 8-1 "The R2020 New Mid-Term Plan Research Policy at APU" (discussions in the "APU2020 Vision" "Ritsumeikan Asia Pacific University Master Plan", and "Phase Three Plan Outline Draft")
- 8-2 "Cooperative Agreement between Ritsumeikan Asia Pacific University and the Japan International Cooperation Agency (JICA)"

IX. Administration and Financial Affairs

i [Administration]

1. Description of Current Conditions

(1) Are administration and financial affairs policies that strive to achieve the university's mission and goals clearly stipulated?

At APU, necessary items concerning university administration are deliberated upon by Committees for each Division, with the main academic related items being discussed by the Division of the Academic Affairs, Faculty Council and Graduate School Faculty Council, before being deliberated and finalized by the University Senate. Furthermore, items pertaining to Action Plans, budgets and regulations are discussed and finalized as deemed necessary by the Executive Board of Trustees, Board of Trustees and the Trust Council.

<Formulation of Administration and Management Policies and Making them Known to all Members of the University>

Under the leadership of the President, APU employs a very compact governance system that centralizes all important decision making with the University Senate. In addition, various faculty and other committees have been established under the umbrella of the Senate and through partial delegation of authority to these committees, we are able to smoothly execute the day to day running of the university. In addition, through the Faculty Council's partial delegation of authority to Expert Committees, the Faculty Council narrows down the matters it needs to discuss as much as possible, leaving faculty the time to concentrate on teaching and research. In line with these administration and management policies, the items up for deliberation by each Committee are reflected in University regulations etc.

In accordance with Article 6 of the University Regulations, the University Senate deliberates the following:

- (1) Basic policies
- (2) The structure, organization and systems of the University
- (3) Academic staff personnel
- (4) Educational and administrative matters
- (5) Other important matters regarding education, administration and operation

In accordance with the Ritsumeikan Asia Pacific University Student Affairs Committee Regulations, the Division of Student Affairs deliberates the following:

- (1) items concerning enrollment, student status and discipline

- (2) items concerning overall assistance for everyday student life
- (3) items concerning student incidents and accidents
- (4) items concerning student-led activities
- (5) items concerning the scholarship system
- (6) items concerning student health management
- (7) items concerning the revision and abolishment of regulations pertaining to student life
- (8) items delegated by the University Senate for deliberation
- (9) other items concerning student life

In accordance with the Career Planning and Job Placement Committee Regulations, the Career and Job Placement Committee deliberates the following:

- (1) items concerning the career and job placement of students
- (2) items concerning internships
- (3) items delegated by the University Senate for deliberation

In accordance with the Ritsumeikan Asia Pacific University Admissions Committee Regulations, the Admissions Committee deliberates the following:

- (1) items concerning entrance examinations and methods
- (2) items concerning examination subjects and distribution
- (3) Items concerning entrance examinations, announcement of results and enrollment procedures
- (4) items concerning question creation and printing for entrance examinations
- (5) items concerning implementation of entrance examinations
- (6) items concerning entrance examinations for transfer students
- (7) items delegated by the University Senate for deliberation
- (8) other important items concerning entrance examination planning

In accordance with the Ritsumeikan Asia Pacific University Faculty Council Regulations, the Faculty Council deliberates on the following:

- (1) items concerning educational programs
- (2) items concerning student enrollment, withdrawal, study abroad, leave of absence, change of status and graduation
- (3) items concerning faculty personnel affairs
- (4) other important items pertaining to academic affairs

In accordance with the Ritsumeikan Asia Pacific University Graduate School Faculty Council Regulations, the Graduate School Faculty Council deliberates on the following:

- (1) items concerning Master's and Doctoral degree conferral
- (2) items concerning educational programs

- (3) items concerning graduate school admissions, withdrawal, study abroad, leave of absence, change of status and graduation
- (4) items concerning faculty personnel affairs
- (5) other important items pertaining to graduate school academic affairs

<University-wide Member Participation in Vision Development>

As outlined above, the decision making process at APU is a comparatively simple and authority-centric one. However vision-development focuses on participation from a large number of faculty and staff.

For example, in addition to the large faculty and staff participation in making future development plans during the formulation of the APU2020 Vision in AY2010, current students and alumni were also called on for opinions and ideas. Furthermore, any faculty or staff member is able to participate as an observer in the once to twice yearly APU Reviews that are held when examining important mid-term issues.

(2) Is university administration and management being carried out in accordance with documented regulations?

<Development and Appropriate Implementation of Internal Regulations Concerning University Administration and Management in Accordance with Pertinent Laws>

The administration and management of the entire Trust is carried out in line with the act of endowment which is based on the Private School Law, “Rules of Enforcement for the Ritsumeikan Trust Act of Endowment” and the “Ritsumeikan Trust Code (hereinafter “Trust Code”). .

In addition, the administration and management of education is carried out in line with University Regulations, which are formulated in accordance with the School Education Law and pertinent laws and regulations. The Act of Endowment stipulates the organization of university executives, how they are selected, and the organization of the Board of Trustees and the University Senate and the proceedings in those meetings. Ritsumeikan APU University Regulations stipulate decision-making standards for academic items, and proceedings in official meetings such as the Faculty Council Meeting. The administration and management of the Trust is carried out based on these regulations.

<Clarification of the Powers and Responsibilities of the President, College and Graduate School Deans and Trustees (in charge of academic affairs)>

The President represents the university and, as stated in the University Regulations, presides over all matters pertaining to education and research at APU. The Ritsumeikan Asia Pacific University Faculty Council Regulations stipulate that College Deans are to represent the undergraduate school and make Faculty Council decisions. It is also outlined in the act of endowment that College Deans are also to be on the Ritsumeikan Trust Board

of Trustees. As trustees, College Deans also have the responsibility of being involved with making policy decisions for the undergraduate school, graduate school and whole Ritsumeikan Trust, as well as enforcing everyday administration and management of the university. As the supporting pillar of the Board of Trustees, the highest decision making body in the Ritsumeikan Trust, Deans must also ensure that a fair and rational academic priority perspective is maintained.

The Dean-Trustee System plays the role of reflecting the intent of the Colleges in Ritsumeikan Trust policies and regulations, and the Deans, as Trustees, are responsible for ensuring that management policies pertaining to affiliated faculty of the College and decided on by the Board of Trustees, are thoroughly enforced. Deans taking on these two positions and sets of responsibilities make it possible for management policies decided by the Trust to be more accurately put forward to and deliberated on by the Faculty Council. It also means that the intent of the Faculty Council is reflected in the entire Trust.

The Ritsumeikan Asia Pacific University Graduate Faculty Council Regulations stipulate that Graduate School Deans are to represent the Graduate School and enforce decision making at the Graduate School Faculty Council.

<Adequacy of Election Methods for Appointing APU President and College and Graduate School Deans>

The APU President is appointed by the Chancellor of the Ritsumeikan Trust, in line with the “Rules of Enforcement for the Ritsumeikan Trust Act of Endowment”, and can also assume the position of Vice Chancellor of the Ritsumeikan Trust. College and Graduate School Deans are appointed by the President, in line with the Ritsumeikan Asia Pacific University College and Graduate School Faculty Council Regulations.

(3) Are the organizations that have been established to support university administration functioning adequately?

Endeavoring to achieve the missions, goals and vision of “Freedom, Peace and Humanity”, “International Mutual Understanding”, and “Creating the Future Shape of the Asia Pacific”, and bringing in students and faculty from a diverse set of countries and regions in an effort to cultivate human resources capable of contributing to the future development of the Asia Pacific region, APU has strived towards a university administration that puts a lot of emphasis on international viability. As such, the placement of foreign staff and English speaking Japanese staff in each office has resulted in efficient bilingual administration of educational and research activities, student support, student recruitment and the management and implementation of regular meetings.

< Suitability of Administrative Organization Framework and Distribution of Personnel >

In general, APU’s administrative organization is organized as a normal university / school administrative organization. However it also works with the Ritsumeikan Trust

IX. Administration and Financial Affairs i [Administration]

administrative organization in managing systems shared with Ritsumeikan University and the Trust, as well as general administration, financial administration and facility management. This organization prioritizes education and research, and avoidance of the Trust and APU carrying out the same administrative duties at the same time contributes to overall organization efficiency. APU has 8 offices established under the University Administration and Student Services. These are the Student Office, Career Office, Academic Office, Research Office, Admissions Office (International), Admissions Office (Domestic), the Administration Office and the Office of the President.

APU administrative staff are categorized into permanent staff, specific staff, contract staff (specialist and administrative), and administrative assistant staff (part-time). As previously stated, APU must have bilingual Japanese and English university management, education and enrollment systems if it is to realize the mission and goals of the university. The everyday running of the university includes having to deal and correspond with international staff and foreign faculty and it is for this reason that 28 foreign staff are employed in the various offices. In addition, the AY2011 staff survey showed that the number of Japanese staff with a TOEIC score of more than 700 has risen to 25%.

The administrative organization of each office, as of May 1, 2012, is outlined in the table below. The ratio of student numbers per permanent staff (S/S ratio) is 62.32, but if we include specific and contract employees the number of students per staff member is 27.18.

Office Name	Director-General	Deputy Director	Permanent Staff	Specific Staff	Contract Staff	Total
University Administration and Student Services	1	3	1		11	16
Student Office			10		17	27
Career Office			6		8	14
Academic Office			27	4	27	58
Research Office			5		9	14
Admissions Office (International)			11	2	7	20
Admissions Office (Domestic)			7		6	13
Administration Office			5		10	15
Office of President			15	1	17	33
Total	1	3	87	7	112	211

<Improving Office Function and Measures to Handle Diversity in Work Duties>

As a university that recruits students from around the world, APU must, if it wants to realize its APU2020 Vision, address some challenging issues in order to strengthen our overall competitiveness so we are more internationally viable. In order to ensure consistency in fiscal management, the foundation of these issues, APU must make continual reforms and upgrades and strive towards a more streamlined and efficient organization. However, in order to be able to flexibly respond to the various issues that arise from an environment that is becoming more diverse and complex, we must have an administrative framework that also keeps evolving.

- Establishment and Reform of a Specific Staff System

While APU has employed contract (specialist) staff to respond to bilingual administrative duties, a Specific Staff System was established in AY2010 in order to improve administrative duties and in response to the difficulty in securing human resources in Oita Prefecture. This system was reformed in AY2012 in response to changes made to the Labor Contract Act, resulting in a system that could deal with improved, bilingual administrative duties.

- Outsourcing and the Standardization and Intensification of Back-up Support Duties

From AY2011, APU started to review the administrative duties of the entire Secretariat, and has since also started standardizing, specifying and intensifying the administrative duties that act as back-up support. In addition, APU externalizes administrative man hours and uses outsourcing to streamline administration.

Based on these policies, in addition to already outsourced tasks of campus cleaning, campus management, library administration, IT system administration etc., the university increased its scope of outsourcing of standardized administrative tasks, to include parts of academic, enrollment examination and accounting related administration. Not only does this outsourcing aim to let us control and reduce overall costs, as well as streamline and stabilize the execution of these duties over a long period of time, but it also strives to form a system in which university staff can concentrate more on producing a higher level of work.

(4) Are measures being taken to improve motivation and credentials of administrative staff?

APU has, in order to realize its mission and goals, developed a university administration that focuses heavily on international viability. Our administrative staff, as staff of an institute of higher education here in Japan, are equipped with the knowledge and know-how necessary to carry out the required administrative work. They are also required to be able to collect and analyze information pertaining to tertiary education from around the globe, as well as front-running academic content, teaching methods and university administrative methods.

Administrative staff are also expected to collaborate with executives and faculty in actively

proposing and formulating new regulations that will reform and improve various projects, initiatives, and the university as a whole.

APU implements a Staff Evaluation System to try and encourage staff to face new challenges, to not shy away from changes, and to endeavor to reform, strengthen and improve administrative efficiency. In addition, APU also has a unique staff development system that sends staff to overseas conferences and training at overseas universities in order to cultivate a more international mindset.

<Setting and Evaluating Administrative Objectives>

Since inauguration in 2000, APU has administered a faculty and staff evaluation system. A trial staff evaluation was carried out in AY2003, and in AY2004 started to be implemented to reflect on a benefit rewards scheme. While the staff system was integrated in the Ritsumeikan Trust staff system in AY2006, we have continued to use our own staff evaluation system.

With regards to evaluating staff performance based on an objective management system, the Assistant Manager and staff in each division formulate work goals and specific measures and policies for the year based on the office work plans and objectives. Interviews are then held with the Division Manager. A mid-term interview is held in September to assess progress and discuss direction for the second half of the year. A final interview is held at the end of the academic year, an evaluation given by the Division Manager, Deputy Director and Director-General and feedback given to staff.

Staff who receive exceptionally good results are given preference for participation in domestic and international training programs and seminars.

<Status and Effectiveness of Staff Development (SD)>

APU has 3 staff development initiatives:

- 1) sending staff for various external SD training
- 2) various SD training carried out by the whole Ritsumeikan Trust
- 3) APU only training

The following is an overview of the staff development training for AY2012.

[1] Regarding external SD training, 2 staff were sent to attend training by The Japan Association of Private Universities and Colleges, 5 staff attended a “University Globalization Training Session for University Faculty and Staff” held at the International Christian University as a collaborative event organized by 5 global universities including APU, and 1 person was sent to the British Council’s UK Inward Mission program that sees staff from Japanese universities go on inspections of British universities.

[2] Regarding Ritsumeikan Trust-wide training, 1 staff member went on university

administrators training for one year, 1 person spent 2 years obtaining a Master's Degree from the University of Minnesota as part of Global Management Training, and 1 person spent a year in America on university administrators training for outstanding individuals.

[3] Regarding APU only training, we have confirmed that training plays an extremely important role in maintaining a bilingual university management system and our credibility as an international university. 27 staff attended English training during the year, 7 staff participated in Application Processor training for certification to process faculty, staff and student visas, and 2 staff were sent overseas on the INU Staff Shadowing Program.

In addition to the above training, APU also invited a lecturer from the Japan Council for the Safety of Overseas Students to give a risk management simulation workshop that included a case about a student who went overseas and got in an accident. The workshop showed participants exactly what to do in a time of crisis.

2. Self Assessment

[1] Items That Are Showing Results

<1> Dealing with a bilingual Japanese-English education system

By having foreign national staff as well as English speaking Japanese staff in each office we are able to implement smooth running of both the bilingual Japanese-English education system and of the university as a whole.

[2] Items Requiring Improvement

<Staff Development>

As an international university we have been credited with having a fairly high standard of staff development training, but there are still some areas concerning training objectives and the overall big picture of staff development that are unclear. We need to improve staff development content by examining training achievements to clarify objectives and organize a human resources development plan and overall picture of the staff development program itself.

3. Development Policies towards the Future

[1] Items That Are Showing Results

<1> Handling a Bilingual Education System

The university formulates a mid-term administrative systems development policy in response to heightened international competition, and to cope with an environment that is becoming more diverse and complicated. In addition, the university tries to clarify job roles

IX. Administration and Financial Affairs i [Administration]

and expectations and to promote standardization, specification and intensification of back-up support administrative work, and outsourcing. Thus, APU is successfully improving the overall functionality of its administrative systems.

[2] Items Requiring Improvement

<1>Staff Development

Organize the training systems and human resource development plan in its entirety and formulate policies. Clarify training objectives and improve content.

4. Supporting Documents

9(1) – 1 “Rulebook”, “University Regulations”, “University Senate Regulations”

9(1) – 2 Discussion on the “APU2020 Vision”, “Ritsumeikan Asia Pacific University Master Plan”, and “Phase Three Plan Outline Draft”

ii [Financial Affairs]

1. Description of Current Conditions**(1) Is there an adequate financial base to stably pursue education and research?**

<Preparation of Mid-Term and Long-Term Financial Plans>

The Ritsumeikan Trust has formulated the “Trust Vision R2020” showing what the Ritsumeikan will be in 2020, and a mid-term master plan titled “Creating the Future R2020 – Ritsumeikan Trust Master Plan – First Half Plan Outline (AY2011 – AY2015)”. In addition the Trust also has a mid-term financial plan and financial management policy titled “R2020 Plan (first half) Financial Plan and Basic Financial Management Policy”. While these pledge the financial stability and continuity required for the Trust, the Trust confirms its fiscal administration policy which invests its funds to “improve education and research”, as outlined in the R2020 Plan.

Fiscal management presupposes that 1) a shift from a “Ever-increasing Growth Model” to a “Sustainable Plateau Model”, 2) the importance of the placement and redistribution of logical and efficient resources and funds, and the 3) establishment of systems that promote autonomous and efficient fiscal management, will be taken into consideration before stepping into the second half of R2020. In light of this, the following 6 basic policies for fiscal administration were affirmed.

[Basic Policies for Fiscal Administration]

- 1) To ensure stable and permanent management of Trust finances by keeping spending within the range of income and reflecting the mid-term update plans of fixed assets based on the income and expenditure of each division (school), whilst paying attention to maintaining balance sheet indicators.
- 2) To manage a fiscal plan that anticipates the five-year action plans for the first half of R2020. Strive towards more planned fiscal and Trust management and strengthen ties between the two. For new initiatives and campus management, emphasis on formulating plans that anticipate the future.
- 3) In keeping with the R2020 plan outline, aim for fiscal management that, above all, supports improving the quality of education and research. In other words, be bolder with financial spending in an effort to enhance the quality of education and research.
- 4) Keeping the current level of tuition revenue as a base, respond to the weight of academic fees by financially (revenue policies etc.) striving to provide an education that focuses on students and the learning community. Develop a strict internal system (self-assessment etc.) to verify whether or not financial expenditure is contributing effectively to improving the quality of education and research.
- 5) In keeping with basic income and expenditure estimates formulate and implement a spending budget policy, aimed at ultimately improving the quality of education and

research, that stipulates specific campus development plans, faculty and staff organization plans and equipment and property expenditure plans.

- 6) With the aim of improving the quality of research and education after the second half of R2020, in light of keeping the current level of tuition revenue as a base, make policies to 1) increase non-tuition revenue income and 2) streamline and reduce expenditure in administration the two main fiscal points of the first half of R2020.

While fiscal management should be politically implemented using the collective strengths of the entire Trust, fiscal autonomy for each school is important from the perspective of a school and/or university management that maintains fiscal discipline. It was determined that fiscal management and the concept of fiscal autonomy for each school/university will continue to follow the above “Basic Policies for Fiscal Administration”. APU, in addition to putting aside a set amount of special assets for provision to provide for the upgrading and replacement of facilities and equipment every year, strives to maintain student numbers and create a university with a vision towards 2020.

In line with this thinking, and after estimating a basic budget, it was confirmed that two additional financial issues are 1) policies to increase non-tuition revenue income (policies for donations and managing funds), and 2) administration streamlining and cost-cutting policies. A financial review (income and expenditure) for the “APU Division” is carried out every year in line with the above Trust-wide Basic Policies for Fiscal Administration and any issues identified are reflected on in annual Action Plans and budget revisions.

<Receiving Status of Grant-in-Aid, Commissioned Research Funding and Other External Funding>

As stated above, strengthening non-tuition revenue income is one of our main financial concerns and APU is actively examining ways in which the university can bring in more money.

APU receives approximately 800 million yen in subsidy for current expenditures to private institution of higher education every year. However, because there hasn't been an increase in the national fiscal budget for private schools, this figure remains unchanged. However, we have been able to actively carry out university reforms using the financial assistance scheme the Ministry of Education implements for the support of university reform via means of national private universities. In addition to being selected for the “2011 Re-Inventing Japan Project”, APU was also selected for MEXT's “Project for the Promotion of Global Human Resources” in AY2012, bringing in a total of over 200 million yen each year.

Regarding the Grant-in-Aid for scientific research in AY2012, 35 applications were made (decreased by 4 from the previous year), with 8 cases being newly adopted and 16 remaining unchanged for total revenue of 32 million yen (Document 9(2)-1). As far as

external funding is concerned, in AY2010 we received, amongst others, a total of 25 million yen from O-RID Co., Ltd, as commissioned research funding over five years (Document 9(2)-2), and 2 million yen in 2011 from the Japan Management Association (Document 9(2)-3).

In addition, APU is actively developing and bringing in trainees (non-degree students) for its Global Competency Enhancement Program (GCEP), a program that utilizes our unique and diverse campus environment. In AY2012 we welcomed 14 trainees from 5 companies, bringing in a total of 11 million yen in external funding.

<Adequacy of Balance Sheet Ratio and Consumption Ratio between Income and Expenditure >

The state of the Trust's management is reflected in the Basic University Data, Chart 6 "Consumption Ratio between Income and Expenditure". The effect of the R2020 Plan-based campus re-developments and improvements to faculty and staff structures was a slight drop in ratio between income and expenditure, with it now hovering between 99% and 102%. Compared to the national average (figures from the "Heisei 24 Fiscal Analysis of Private Universities" by The Promotion and Mutual Aid Corporation for Private Schools of Japan) the Trust has a slightly lower personnel expenditure ratio, sitting at 51.3 % (all Trust figures from the AY2011 financial statement) compared to the national average of 54.0%. At 36.8% the Trust's academic research expenses ratio was higher than the national average of 30.9%. Looking just at figures for APU, and not the entire Trust, we see that APU's personnel expenditure ratio is even lower at 39.7%, but our academic research expenses ratio is comparatively higher at 45.2%, due to the large numbers of international students on tuition reduction scholarships.

In revenue, the Trust has a student income ratio of 74.5%, pretty much in line with the national average of 72.7%, while APU's sits slightly higher at 78.4% (chart 7 in the Basic University Data). Revenue from student income is the backbone of private schools' funding and maintaining a consistent income flow is paramount in forming a financial base that promotes Trust development and educational reform. We face the challenge of diversifying the ways in which we can gain income externally, from donations and other non-student tuition sources.

The Trust's financial situation is outlined in Basic University Data, Chart 8, "Balance Sheet Ratios". In terms of assets, the Trust's percentage of fixed assets is 92.1%, a lot higher than the national average of 87.0%. This is because in addition to implementing improvements and developments of facilities as part of academic and other Trust-wide developments, progress has been made in creating a stock of the funds (special assets for provision - fixed assets) necessary to preserve a stable and permanent education and research environment. While this has led to a low current assets ratio of 7.9%, our current

ratio and rate of previous holding show there is definitely enough liquidity of assets to meet debts. Composite ratios for collective assets show a total debt ratio lower than the national average of 13.1%, with ours decreasing further from 11.3% in AY2008 to 10.3% in AY2011. This has led to a rising trend in the Trust's ratio of private funds, from 88.7% in AY2008 to 89.7% in AY2011. Consumption Income and Expenditure has exceeded spending since AY2010, and because this was after taking out capital funds (endowment), the Trust can be commended for having the necessary private funds and maintaining a sound financial base.

(2) Are we making and enforcing the budget adequately?

<Adequate Budget-Making and Clarification of Enforcement Rules>

The financial structures of the Trust are inelastic and the large portion of revenue coming from student income and subsidies means that asset sources are highly public and it is difficult to increase revenues to counter increased expenditure. A mid-term financial plan that backs-up the Trust and Academic Creation Plan, as well as a budget that allows for adequate management and running of the university, both play vital roles in maintaining the healthy financial administration required to develop stable and permanent education and research endeavors.

At APU, as we strive towards firmly establishing the PDCA Cycle, the Project Planning Committee, which was established under the Executive Board of Trustees, presents the basic project ideas for each year based on the action plans. It also formulates a general overview, including progress reports on the plans for each organization (schools, graduate schools, affiliated schools and administrative organizations), as well as formulates related budget structure policies and draft budgets.

The budget for each year is formulated using the following steps:

- [1] Presentation of basic thoughts
- [2] Hearing of the following year's action plan for each division (Division of Financial Affairs and APU University Administration and Student Services for the APU Division)
- [3] Presentation of "Division Budget Proportion" based on hearing outcome.
- [4] Finalize budget structure policies that reflect the demands of each Division.
- [5] Formulate draft budget after refining revenue budget and assessing demands.
- [6] Budget confirmation by Board of Trustees and Ritsumeikan Trust Council

The APU Division formulates a division-wide income and expenditure estimate, and subsequent budget plan, based on estimates of student numbers (tuition revenue) and the following year's action plan. Then budget for APU Division ("Division Budget Proportion") is proposed. In line with the above steps, the budget is then refined and confirmed by the Board of Trustees and Ritsumeikan Trust Council.

An accounting and management system is used to manage and execute the budget on a daily basis. The system, which approves budget execution in line with the Ritsumeikan

Trust Regulations for Accounting Operations and Decision-Making, prevents data entry mistakes and execution of a budget that exceeds the distributed budget, also has a search function to look up budget balances and details of how it is being spent, leading to an overall more stringent and efficient budget management.

<Internal Audits of Account Settlement>

In an increasingly harsh environment for Private University management, financial auditing has become an even more important factor in ensuring a healthy management and financial situation. APU carries out internal audits in accordance with the internal auditing regulations, an accounting audit by an auditing firm, as stipulated in Article 14, Paragraph 3 of the Private Educational Institution Promotion Subsidy Act, and an audit by an auditor-secretary, as stipulated in Article 16 of the Ritsumeikan Trust Act of Endowment and Article 37, Paragraph 3 of the Private School Act. The Trust used to only have part-time auditors-secretary, but in order to strengthen auditing functionality in line with Private School Act revisions, one of the 3 auditors-secretary was made full-time in November, 2008. This full-time auditor-secretary attends the main meetings (Board of Trustees, Trust Council and the Executive Board of Trustees), works with the division which is in charge of audits, ascertaining necessary every-day information, and carries out a planned audit of Trust administration based on an audit plan. As far as APU is concerned, this auditor-secretary attends 3 or 4 University Senate Meetings a year and carries out audits in response to issues that arise.

At the end of the fiscal year, and at interim time, the auditor-secretary sits in to hear an accounting audit report by a certified public accountant with the Chairperson and Executive Trustees, as well as carries out audits of financial assets. Through the holding of Audit – secretary Board opinion exchange meetings, discussion sessions between certified public accountants and the full-time auditor-secretary, and internal audit progress reports at Audit –secretary Board, we are endeavoring to strengthen collaboration between the internal audit, certified public accountant audit and auditor-secretary's audit. The audit results for AY2012 were favorable.

The accounting audits by an auditing firm are carried out as interim audits based on the Auditing Plan formulated at the beginning of the academic year, and as audits of tangible fixed assets and cash-on-hand, and in the end of the accounting period. The audit result for AY2012 was favorable. More than 150 people participated in the audit.

The internal audit is overseen by the Office of Inspections and Auditing, an organization directly affiliated with the Chairperson of the Board. Operations and accounting audits are implemented based on an Internal Audit Plan. In AY2012 an audit was carried out into the status of procurement and goods management and grant-in-aid subsidy usage etc.

<Systems to Analyze and Verify the Effect of Budget Execution>

With the “Division Budget Proportion”, the Division of Finance (Division of Finance / APU University Administration and Student Services for the APU Division Budget) carries out a hearing based on the status of issues for each division, and efforts are made towards a cycle that ties the budget in with budget formulation for the following year. On the premise, APU Division takes a zero-based budgeting as its basic policy, which means no increase is allowed from previous year, thus the Administration Office reviews budget with each office repeatedly based on analysis of account settlement and the policy is positively contributed for APU Division budget making. However, we need to strengthen systems to analyze and verify the effect of budget execution, including the development of methods to verify budget execution outcomes.

2. Self Assessment

Financial operation is carried out in according with the plans and policies outlined in the “R2020 Plan (first half) Financial Plan and Basic Financial Management Policy”. Based on the AY2011 account settlement, the APU Division, after accumulating 400 million yen in special assets for provision for the renewal and replacement of equipment and facilities (incorporated into asset management expenditure), had an income of approximately 600 million yen more than expenditure. This capital is a vital source for APU’s scholarship scheme and we plan on continuing to accumulate more capital.

[1] Items That Are Showing Results

<1> Increasing Non-Tuition Revenue

The APU Division is moving ahead with academic reforms and we are succeeding in strengthening non-tuition revenue including receiving over 100 million yen in university reform subsidies in AY2012 alone. In addition, the active development of our Global Competency Enhancement Program and other initiatives is resulting in revenue coming in from a variety of different sources.

<2>Streamlining Administration and Cost Trimming

The APU Division has been actively looking for areas and ways of streamlining administration through either narrowing down or eliminating unnecessary areas all together, including the standardization and intensification of back-up support administration, and outsourcing some areas of administration. Progress in this area was reflected in the AY2012 account settlement with a 15.5% reduction compared to the AY2010 account settlement .

[2] Items Requiring Improvement

<1> Filling Intake Capacity for Graduate School and Transfer Student Numbers and

Recovery from Revenue Loss Due to Student Withdrawal

Tuition revenue in AY2012 was approximately 6.8 billion yen, down 270 million yen from AY2011. Currently intake capacities and accommodation capacity are being filled in the colleges, but the same cannot be said for the graduate schools and numbers of places available for transfer students, total of both 83 people. There are also quite a large number of students (approximately 450) who have taken a leave of absence for reasons such as travelling abroad, and this is having an effect on tuition revenue. To ensure adequate revenue from tuition, which is the backbone of university operation, we must improve graduate school and transfer enrollment fill rate.

3. Development Policies Towards the Future

[1] Items That Are Showing Results

<1> Increasing Non-Tuition Based Revenue

In addition to the subsidy and grant-in-aid revenue, which we have successfully seen increasing, APU is also striving to increase revenue from donations. While the amount of revenue from donations in AY2012 was up 20 million yen from AY2011, we need to work towards getting more individual smaller donations mainly from graduate students, and bolstering the foundation of stable donation revenue.

<2> Streamlining Administration and Cost Trimming

In addition to continuing to review administrative duties, standardizing and consolidating back-up support administration and promoting outsourcing, we will also work on initiatives to systematically review the administration framework. We will further strengthen systems to analyze and verify the effect of budget enforcement, including improvement of effect verification methods. This streamlining and improving of administrative systems will allow us to cut back expenses from a medium-term perspective.

[2] Items Requiring Improvement

<1> Loss in Income from Withdrawals and Insufficient Numbers in the Graduate School and Transfer Students

We need to ensure that we fill the number of spots for transfer and graduate school students. In addition we must strengthen exchange programs and as a result, reduce students on leave of absences, increase fee-based short-term exchange student numbers, increase GCEP trainees and, through a total grasp of the current student situation, work towards reducing withdrawals and securing tuition revenue.

4. Supporting Documents

9(2)-1 APU AY2012 Grant-in-Aid for Scientific Research Results (2012.6.13 Executive Board of Trustees)

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9(2)-2 Commissioned Research by O-RID Co. Ltd., and Construction of APU's "Digital Technologies Innovation Center" (2010.10.12 University Senate)

9(2)-3 APU's Commissioned Research Contract with the Japan Management Association in relation to "Industry-Academia Joint Research for the Cultivation of Tourism Management Human Resources" (2011.9.6 University Senate)

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1. Description of Current Conditions

(1) Are we fulfilling our social accountability in reviewing and assessing university activities and disclosing outcomes?

In accordance with the “Ritsumeikan Asia Pacific University Self-Assessment Framework for 2008AY and Beyond – Proposal of the PDCA Cycle along with the Trust Action Plan” (2008.4.8 University Administration Meeting), a university-wide Self-Assessment Committee carries out assessment of the whole university. To confirm the adequacy of these self-assessments, APU has an external evaluation (University Evaluation Committee) once every two years.

APU underwent an external evaluation by the Japan University Accreditation Association in AY2008. The results of this evaluation were made public online. In addition, APU also gathers all its own basic data, which is called University Data, every year and voluntarily shares it publically online along with the Japan University Accreditation Association’s specific Basic University Data.

Moreover, the Ritsumeikan Trust, founder of APU, collects action plans and assessment sheets (progress reports) from each division and department every year. At APU we incorporate university standards and evaluation items in these action plans and progress reports, and implement initiatives in day-to-day administration and work duties that take into account the PDCA cycle and internal quality assurance (reference material 10-1).

In the “Ritsumeikan Trust Information Disclosure Regulations” (2010.3.7) formulated by the Ritsumeikan Trust, it stipulates, that the disclosure and release of information held by the schools established under the Trust aims to fulfill social accountability in both Trust management and in the various academic and research activities carried out under the Trust, as well as enforce fair and transparent management, and promote a high quality of education and research and an autonomous management run by organization members.

<Conducting and Releasing Findings of Self-Assessments>

As previously stated, the action plan and assessment sheets that are gathered by the Ritsumeikan Trust, are formulated with university standards and evaluation items in mind. Since AY2012, APU has drawn up Self-Assessment Report (Trial Version) in accordance with the evaluation items and university standards set down by the Japan University Accreditation Association.

Article 4, Paragraph 1, Item 5 of the Ritsumeikan Trust Information Disclosure Regulations stipulates that “(4) information regarding evaluation A) university self-assessment reports, B) basic university data etc. of information items designated by the Japan University Accreditation Association” must be made public. APU follows these regulations, disclosing information on the regularly held self-assessments and the results on the official university homepage. We also plan to make this report, or a

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summary of this report, public online. This report “AY2012 Self-Assessment Report(Trial Version)” was formulated in accordance with university standards and evaluation items.

<Adequacy of Information Disclosure Content and Method, and Response to Information Disclosure Requests>

Article 4, Paragraph 1, of the “Ritsumeikan Trust Information Disclosure Regulations” stipulates what information is to be disclosed to the general public and information on the state of education and research activities which is stipulated in Article 172, Paragraph 2, Item 1, of the “Ordinance for Enforcement of the School Education Act”.

Article 3, Item 2 of the “Ritsumeikan Trust Information Disclosure Regulations” stipulates that “information will be given based on the information request procedures outlined in these regulations”. It stipulates regulations regarding the “person requesting disclosure of information”, “disclosure request procedures”, “registration”, “disclosure decision”, “disclosure inquest”, “non-disclosure information”, “partial disclosure”, “existence of information”, “granting a third party an opportunity to submit a written opinion”, “disclosure method”, “presence at time of disclosure”, “prohibited acts by the person who obtained disclosure based on the disclosure decision”, rescission of a disclosure decision”, “cost allocation”, “motion of objection”, and “investigation committee”. Information will only be disclosed to persons who satisfy the criteria based on the request and scope of the information to be disclosed. In effect, personal information and confidential information will not be disclosed.

<Release of Financial and University Information to Current Students and Parents>

In an effort to widely disclose university information, financial and university information has been released to students and parents, as stakeholders, as well as to the general public, since its inauguration in 2000. The homepage introduces “Subsidy Initiatives”, “Tuition Revision Methods”, and “Costs Per Student” to promote understanding of the university’s account settlement of each year (Document 10-2).

Information Disclosure

- [List of APU Academic Programs selected and financially supported by MEXT as the Good Practice and other awards](#)
- [APU Public Information Disclosure \(Japanese version only\)](#)
- [Ritsumeikan Academy General Information \(Japanese Only\)](#)
- [Ritsumeikan Academy Financial Information](#)
- [Ritsumeikan Academy Management Plans](#)
- [Release of APU Financial and University Information](#)

Release of APU Financial and University Information

The “Release of Financial and University Information to the Public” is a measure through which information related to the university is widely disseminated to groups such as the Domestic Students’ Parents Association and others that have cooperated and assisted in the management of the University since its inception.

Data is available for public viewing on the web.

Contents of the “Release of Financial and University Information to the Public” are as follows;

1. The Road to Ritsumeikan Asia Pacific University (APU) Establishment
2. APU and its Multicultural Environment
3. 2010 Operating Report
4. APU’s Fiscal Revenues and Expenditures for AY2010
5. Subsidies and Research Funds Received from Outside Sponsors
6. Cost per Student
7. APU in Future

[Release of Financial and University Information to the Public 1-5 \(PDF\)](#)

[Release of Financial and University Information to the Public 6-7 \(PDF\)](#)

(Source: http://www.apu.ac.jp/home/about/index.php?content_id=157&cat_id=5&lang=english)

(2) Are systems in place for internal quality assurance?

Main Internal Quality Assurance Initiatives at APU

Assessment Type	Implementing Body	Cycle	Content	Committee Members Involved
Self-Assessment	Self-Assessment Committee	Every year	Self-assessment of education and research, organizations, management, facilities and equipment.	Vice-President, Deans of Colleges, and Deans
External Assessment	University Evaluation Committee	Every 2 nd year	Evaluation of the objectivity and adequacy of self-assessments	Not Trust Executives, faculty or Staff. A few external stakeholders.
Third Party Evaluation	Japan University Accreditation Association	Every 7 years	Evaluation based on University Standards	
AACSB Business Accreditation	AACSB Accreditation (GSM and College of International Management)	Every 5 years (application pending)	Evaluation based on AACSB business standards.	

<Clarity of Internal Quality Assurance Policies and Procedures>

Self-assessment and external evaluation methods and related policies and regulations are stipulated in the “Ritsumeikan Asia Pacific University Self-Assessment Framework for 2008AY and Beyond – Proposal of the PDCA Cycle along with the Trust Action Plan” (2008.4.8 University Administration Meeting).

<Development of an Organization that Administers Internal Quality Assurance>

Internal quality assurance is administered by the University Senate, Self-Assessment Committee and the University Evaluation Committee. The University Senate, the decision-making body for the university as a whole, decided on the “APU2020 Vision”, a plan that outlines the direction for the university over a mid to long-term period, as well as the “Ritsumeikan Asia Pacific University Master Plan” (a part of the “Creating the Future R2020 – Ritsumeikan Trust Master Plan”), and the “Phase Three Plan”.

Regulations stipulate that the Self-Assessment Committee shall “conduct an annual self-assessment of education, research, organizations, operations, and facilities and equipment for each academic organization”.

APU has established a “Ritsumeikan Asia Pacific University Evaluation Committee” as an organization that deals with external evaluations. This organization, which is comprised of a few external stakeholders, evaluates the objectivity and adequacy of self-assessments carried out internally by the university. The President receives committee advice and reflects it in Trust and university Plans. The Administration Office plays the role of secretariat for the University Senate, while the Office of the President is secretariat for the Self-Assessment and University Evaluation Committees.

<Establishment of a System for Self-Assessment Improvements and Reforms>

As stipulated in Article 4, Paragraph 1 and 2 of the Ritsumeikan Asia Pacific University

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Self-Assessment Committee Regulations, the Self-Assessment Committee “shall report results to the President and the Ritsumeikan Asia Pacific University University Evaluation Committee. The President, upon receiving assessment results, will reflect them in Trust plans.

In the past, the University Evaluation Committee reported self-assessment results, received an evaluation and then worked towards improving the assessment. Now, in an effort to achieve higher functionality of the internal quality assurance system, we are working towards initiatives that make self-assessment results and University Evaluation Committee evaluations more in line with the Japanese University Accreditation Association’s University Standards and Assessment criteria.

<Full Compliancy Awareness (adherence to laws and morals) by all Trust Members>

Current regulations pertaining to the authority and duties of the permanent Compliance Committee are stipulated in Article 2 of the Trust Compliance Committee Regulations as follows:

(Compliance Committee Duties)

Article 2: The duties of the Compliance Committee are listed as follows:

- (1) To propose important policies and policy revisions pertaining to the promotion of compliance in the Ritsumeikan Trust and the schools established thereunder to the Chairperson of the Board
- (2) To plan and implement training and awareness-raising initiatives in the Ritsumeikan Trust and the schools established thereunder for the promotion of compliance
- (3) To process cases of violation of compliance promotion policies in the Ritsumeikan Trust and the schools established thereunder and propose policies to prevent reoccurrence to the Chairperson of the Board
- (4) Recommend measures stipulated in Article 15, Paragraph 2, Item 2 of the Ritsumeikan Trust Confidential Informant Claim Processing Regulations to the Chairperson of the Board
- (5) To disclose initiatives concerning the promotion of compliance
- (6) Any other items deemed necessary by the Committee for the promotion of Compliance

APU is currently not meeting the requirements stipulated in (2) of Article 2 sufficiently.

Article 6 stipulates that an Investigative Committee can be established in response to individual compliance violation cases and that this Committee will have the following duties and authority.

(Investigative Committee)

Article 6: When violations to Compliance Promotion Regulations are discovered and an investigation is deemed necessary, it is possible for the Compliance Committee to establish an Investigative Committee.

- 2 The Director of the Office of Legal Compliance shall establish an Investigative Committee upon the approval of the Compliance Committee Chairperson.
- 3 The Director of the Office of Legal Compliance must issue a report to the Compliance Committee if an Investigative Committee is established.
- 4 Necessary items concerning the Investigative Committee's investigation procedures shall be stipulated separately.
- 5 When deemed urgent by the Investigative Committee, the Chairperson of the Board must halt the individual or organization's actions that are suspected of violation of Compliance Promotion Regulations and enact any other required measures.

Separate to the role of the Compliance Committee, Article 8 of the Ritsumeikan Trust Compliance Promotion Regulations stipulates the following duties and authority of the Director of the Office of Legal Compliance.

(Duties and Authority of the Director of the Office of Legal Compliance)

Article 8: Duties and authority of the Directory of the Office of Legal Compliance are listed as follows:

- (1) To collect information and ascertain the compliance situation in each organization.
- (2) To conduct processing procedures for cases of compliance issues or investigations on claims stipulated in the Ritsumeikan Trust Confidential Informant Claim Processing Regulations.
- (3) To report findings of the investigations concerned in the preceding item to the Compliance Committee and request decisions as needed.
- (4) To request organizations to make improvements when the Compliance Committee determines there have been actions that constitute compliance issues.
- (5) To report the details of processing mentioned in the preceding item to the Chairperson of the Board.
- (6) To conduct legal reviews of documents and request necessary corrections.
- (7) To enact any other measures required to prevent actions of non-compliance from occurring.
- (8) To undertake consultation pertaining to compliance
- (9) Any other items ordered by the Chairperson of the Board

In terms of measures for assisting the Chairperson of the Board, both the Office of Inspections and Auditing and the Office of Legal Compliance carry out this role, with audits functioning to ascertain any problems found after conducting a review of enforcement outcome. The Office of Legal Compliance however deals in preventative measures to alleviate inappropriate decision making or implementation and ensuring that decision-

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making and enforcement processes are carried out appropriately.

Likewise, the Compliance Committee carries out the role of supervising the status of compliance initiatives, understanding the circumstances involved with handling any incidents that arise, and advising the Chairperson of the Board on any internal control issues and corrective measures.

(3) Is the internal quality assurance system functioning properly?

As previously stated, the Self-Assessment Committee plays a focal role in achieving internal quality assurance university-wide at APU. The Self-Assessment Committee is comprised of the Vice-President, Deans, Division Managers and other officials. If a self-assessment brings to light an issue that needs dealing with, the official in question will be notified at the meeting of the Self-Assessment Committee and appropriate measures taken. If the measures require to be decided by the University, they will be brought up for discussion at the University Senate Meeting.

<Enhancing Self-Assessment Activities at the Individual and Organizational Level>

In order to develop PDCA cycle implementation, we will analyze the findings of this report to formulate methodical and verifiable achievement targets, stipulate action plans to achieve these targets, and decide on which division will be responsible for carrying out each action plan. This report will form the starting point from which we will tie the processes leading up to the 2015 Accreditation Screening with the implementation and organization of self-assessment activities.

In addition, we will endeavor to implement continual improvements in education, research, and other fields, to reach a level of international quality assurance pertinent to the processes being carried out by the College of International Management and the Graduate School of Management in order to achieve AACSB International Accreditation.

With regards to individual faculty, the university uses a summary of the "Class Evaluation Survey" results as part of the previously outlined Faculty Assessment System. In addition, the Faculty Assessment System promotes reform and improvement in a variety of fields through encouraging faculty to carry out self-assessment in the areas of teaching, research and community service, as well as giving them the opportunity to discuss their progress and assessment with the Dean and Center Director. With regards to research activities, through being required to write up and submit an "Individual Research Funds Progress Report and Research Plan for Next Year", we hope to encourage faculty to reflect on whether they have used their individual research allowance in accordance to their research plan.

With regards to individual staff, self-assessment reports by division and administrative managers, reflect on office organization and administrative roles over the course of the year, aiming to improve management capabilities within the workplace. Office staff are also required to submit self-assessment forms. These assessments are then used as reference

documents for staff evaluations and consideration for personnel transfers.

<Promotion of the Education and Research Activity Data Base>

In 2012 we started the IR Project so that we could use objective data to get a better understanding of the student, faculty and class situation. Inputting a student's ID number brings up an array of information pertaining to enrollment, academic studies, extracurricular activities and career path. We are currently working towards developing a Data Warehouse that allows the above mentioned function called the "Enrollment Management" system.

With regards to faculty research activities, APU formulated and operates its own unique "Researcher Database". The university also transmits research achievements both within Japan and internationally. The data inputted into the Researcher Database is, with faculty agreement, sent to the Japan Science and Technology Agency (JST), as well as added to the ReaD&Reseachmap, an online collaborative network run by the National Institute of Informatics (NII), and thus APU is succeeding in broadening its scope for transmitting research achievement information (Document 10-3). For the purpose of accumulating information in a timely fashion, The Research Database runs on an incentive system that requires faculty to input their latest research data in order to satisfy criteria to receive their individual research funds and as part of their faculty assessment (Document 10-4 and 10-5).

< Reflecting External Opinions>

The University Evaluation Committee, established as an advisory board to the President, carries out an evaluation into the objectivity and adequacy of the APU's self-assessment outcome. The President then receives advice from the Committee, which is then reflected in Trust and university plans, as outlined in Article 1, Article 2, Paragraph 2, and Article 3, Paragraph 1 of the Ritsumeikan Asia Pacific University University Evaluation Committee Regulations. This "AY2012 Self-Assessment Report(Trial Version)" will be subject to next external evaluation in 2013.

<Response to Recommendations made by MEXT and Certified Evaluation Bodies>

Recommendations by the Japan University Accreditation Association

Following the university evaluation carried out by the Japan University Accreditation Association (JUAA) in AY2008, APU received 9 advice and 1 recommendation. Based on the advice and recommendation, the colleges and graduate schools assessed themselves and an improvement report was drawn up. After verification from the Self-Assessment Committee, the report was submitted to the JUAA on July 26, 2012. The university received a "Review Outcome" report with the date of March 15, 2013 from the JUAA. In response to our Improvement Report, the JUAA said that they were able to verify that APU "took on board the advice and recommendation sincerely, making strong efforts towards improvement". With regards to "Degree Conferral and Approval of Completion", the JUAA

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said that screening of master's research reports in place of master's theses was now being under consideration to assure transparency, objectivity and stringency and that they looked forward to future achievements.

2. Self Assessment

[1] Items That Are Showing Results

<1> Promoting international quality assurance initiatives

The AACSB International Accreditation process being carried out by the College of International Management and the Graduate School of Management takes into account international quality assurance as it strives towards internal quality assurance in the areas of education and research.

[2] Items Requiring Improvement

<1> Late Response to "Basic Evaluation" and "Achievement Level Assessment"

APU has been carrying out assessments in line with its "Ritsumeikan Asia Pacific University Self-Assessment Framework for 2008AY and Beyond – Proposal of the PDCA Cycle along with the Trust Action Plan", and based on the Plan Sheet (Action Plan) and Assessment Sheet (Progress Report) submitted to the Trust, as well as the advice and recommendation and advice received from the JUAA. However, initiatives to date have been missing some perspective on "Basic Evaluation" and "Achievement Level Assessment".

<2> Failure to Respond to the Recommendations made for the AY2008 Evaluation Results
Regarding the advice received on the AY2008 University Evaluation Report, we are still in the process of reviewing to assure transparency, objectivity and stringency involved in the screening of research reports in place of Master's theses. A conclusion has yet to be reached.

3. Development Policies towards the Future

[1] Items That Are Showing Results

<1> Promoting international quality assurance initiatives

The College of International Management and Graduate School of Management initiatives adopted as Good Practices are being spread university-wide.

[2] Items Requiring Improvement

<1> Late Response to "Basic Evaluation" and "Achievement Level Assessment"

Striving to improve self-assessment and evaluation, we are formulating the AY2012 Self-Assessment Report(Trial Version) in line with the university standards and evaluation items

required by the JUAA. In addition, we will initiate a scheduling system during AY2013 to ensure assessment and evaluation is carried out in accordance to JUAA required evaluation items.

<2> Failure to Respond to Recommendations made for the AY2008 Evaluation Results

The review into the transparency, objectivity and stringency involved in the screening of research reports in place of Master's theses is being carried out and necessary measures will be taken to coincide with the AY2014 graduate school curriculum reforms.

4. Supporting Documents

- 10-1 AY2013 Plans for APU Divisions and Offices (Administration Meeting on December 13, 2012)
- 10-2 http://www.apu.ac.jp/home/about/index.php?content_id=157
(Last accessed on December 21, 2012)
- 10-3 Data Provision to ReaD&Researchmap and Updating (Faculty Discussion Meeting on April 25, 2012)
- 10-4 AY2012 Faculty Assessment System (University Senate on October 16, 2012)
- 10-5 AY2013 Procedures for Individual Research Funds Payment (University Senate on December 18, 2012)