

[Methods of Instruction]

1. Description of Current Conditions

(1) Are methods of instruction and study guidance appropriate?

◆ University-wide

1) Appropriate offering of classes

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 that are confirmed in the Faculty Council and University Senate Meeting (Ref. 4(3)-1).

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

A rule is stipulated for all subjects stating 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 utilize a variety of evaluation mechanisms in addition to final examinations, including active class participation, group work and other forms of collaborative learning, exchange between international and domestic students, presentations and homework assignments (Ref. 4(3)-2, pp. 1-46-48; Ref. 4(3)-3, p.6). Currently, about 67% of classes employ some form of mutual exchange or interaction.

3) 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 AY2013, 91% of English classes (Spring: 21 of 23 subjects / Fall: 21 of 23 subjects) and 100% of Japanese subjects (Spring: 12 of 12 subjects / Fall: 12 of 12 subjects) used Blackboard. This enables APU to provide suitable educational content by enhancing both classroom experience and study time outside of class.

◆ College Common

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

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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 are medium-sized classes 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. In this way, measures are taken to implement interactive classes regardless of class size. These TAs also assist with group work outside of class. The students who work as TAs are upperclassmen whose performance in First-Year Student Workshop was outstanding; they are supervised by the full-time faculty members in charge of the subject. With daily exposure to role models like these TAs, students become more motivated to learn, and we believe this can serve as a model for peer learning.

Regarding information subjects, 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 Education 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 and II, Peer Leader Training and the Career Design subjects.

◆ College of Asia Pacific Studies

1) Class formats

Major Subjects are divided into lectures and seminars, and the offerings of each for AY2013 are as listed below.

Lectures	Seminars	Remarks
220 classes	160 classes	Japanese-basis: 226 classes English-basis: 154 classes

2) Credit registration limits

We define strict limits to the number of credits students can register each semester to ensure quality in learning for their four years of study. The limits differ, however, for especially outstanding students on the Accelerated Graduation Program (a program that enables graduation in three or three-and-a-half years). These students may take up to 24 credits each in the third and fourth semesters and 30 credits each in the fifth semester and higher.

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Credit Registration Limits per Semester

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

◆ **College of International Management**

1) Class formats

Major Subjects are divided into lectures and seminars, and the offerings of each for AY2013 are as listed below.

Lectures	Seminars	Remarks
210 classes	183 classes	Japanese-basis: 232 classes English-basis: 161 classes

2) Credit registration limits

We define strict limits to the number of credits students can register each semester to ensure quality in learning for their four years of study. The limits differ, however, for especially outstanding students on the Accelerated Graduation Program (a program that enables graduation in three or three-and-a-half years). These students may take up to 24 credits each in the third and fourth semesters and 30 credits each in the fifth semester and higher.

Credit Registration Limits per Semester

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

◆ **Graduate School of Asia Pacific Studies**

1) Credit registration limits

Masters Programs in the Graduate School of Asia Pacific Studies

The number of credits required for completion is 32, and the maximum number of registerable credits for a given semester is 22. The following registration models, in which credit numbers are based on the different enrollment periods, are explicitly stated in the 2014 Graduate Academic Handbook (Ref. 4(3)-4, p.21).

Standard 2-year Completion	1st ~ 3rd semester: 10 credits each; 4th semester: 2 credits
1.5-year Completion	1st, 2nd semester: 14 credits each; 3rd semester: 4 credits
1-year Completion	1st semester: 20 credits; 2nd semester: 12 credits

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Doctoral Program in the Graduate School of Asia Pacific Studies

The number of credits required for completion is 30, and the maximum number of registerable credits for each is as follows.

Standard 3-year Completion	1st semester: 6 credits; 2nd semester: 10 credits; 3rd semester: 6 credits; 4th semester: 10 credits; 5th semester: 6 credits; 6th semester: 4 credits
2-year Completion	1st, 2nd semester: 14 credits each; 3rd semester: 6 credits; 4th semester: 4 credits

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

Masters 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 of the Graduate School.

Systems are in place whereby the Master's Thesis Committee, with two internal screeners for each thesis, conducts fair and swift screenings of theses (Ref. 4(3)-5).

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

- 1st semester: Research Project I (2 credits; 1 class-hour of research supervision per week)
- 2nd semester: Research Project II (2 credits; 1 class-hour of research supervision per week)
- 3rd semester: Research Project III (2 credits; 1 class-hour of research supervision per week; this time is used for conducting research and writing a master's thesis or research report.) Supervisors provide students with advice as needed, in light of their progress.
- 4th semester: Final Research Project (2 credits; 1 class-hour of research supervision per week; students receive supervision for their master's thesis or 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, respectively, in which they write dissertations submitted in partial fulfillment of the award of

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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 (Ref. 4(3)-6).

◆ **Graduate School of Management**

1) Credit registration limits

The number of credits required for completion is 44, and the maximum number of registerable credits for a given semester is 22. The following registration models, in which credit numbers are based on the different enrollment periods, are explicitly stated in the 2014 Graduate Academic Handbook (Ref. 4(3)-4, p.51).

Standard 3-year Completion	1st semester: 16 credits; 2nd semester: 12 credits; 3rd semester: 10 credits; 4th semester: 6 credits
1.5-year Completion	1st semester: 16 credits; 2nd semester: 18 credits; 3rd semester: 10 credits

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

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 submission of theses. This ensures the objectivity and transparency of screenings.

➤ Seminar Enrollment (Ref. 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: Management Seminar III (2 credits; 1 class-hour of research supervision per week; research supervision for a master's thesis, independent final report or case study)

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

◆ **University-wide**

Syllabi are created with a standardized form containing the following elements: Objectives, Standards for Completion, Teaching Methods, Overview of Each Class, Method of Grade

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Evaluation, Requirements for Students, Textbook(s), Further Reading(s) and Contact Information (Ref. 4(3)-8). Syllabi can be searched by faculty member name or keyword and are made available online 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 (30 for a graduate school subject) on a syllabus. These Required Readings and Further Readings are shelved in the Reserve Corner of the APU Library when classes are in session to facilitate effective student learning in line with the syllabus. In AY2013, 593 Required Readings and 6,145 Further Readings were shelved in the Reserve Corner for student use.

The Class Evaluation Surveys are designed to ascertaining the degree of syllabus utilization with the following three questions: 1) "Did lecture content and the lecture schedule match that of 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?" (Ref. 4(3)-9)

◆ **College of Asia Pacific Studies**

Since the bachelor's degree program is offered in both Japanese and English, the syllabi for subjects offered in Japanese are written in Japanese, while the syllabi for subjects offered in English are written in English (except for some language subjects).

◆ **College of International Management**

Since the bachelor's degree program is offered in both Japanese and English, the syllabi for subjects offered in Japanese are written in Japanese, while the syllabi for subjects offered in English are written in English (except for some language subjects).

◆ **Graduate School of Asia Pacific Studies**

Since the curriculum is English-only, all of the syllabi are written in English. Up to 30 Further Readings can be listed in a graduate subject syllabus (as opposed to 15 for an undergraduate subject).

◆ **Graduate School of Management**

Since the curriculum is English-only, all of the syllabi are written in English. Up to 30 Further Readings can be listed in a graduate subject syllabus (as opposed to 15 for an undergraduate subject).

(3) Are grading and credit authorization appropriately conducted?

◆ **University-wide**

APU has used the GPA system since its inception, and we employ two types of GPA

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calculations: 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. About 70% of international students are eligible for tuition reduction, and the semesterly screening to determine continuing eligibility is based on their academic performance (i.e., the number of credits completed and the semester GPA) for each semester. This encourages students to study on their own accord.

Starting with students admitted to the undergraduate Colleges in AY 2011, F grades are included in cumulative GPAs and listed on academic transcripts and student grade reports in order to increase the objectivity and international currency of our GPAs.

There is also an Academic Merit Scholarship that provides monetary incentives to outstanding students with the highest GPAs in each semester, and these students are presented with awards from the President and other university officials. In this way, GPAs are used for a variety of university initiatives.

To prevent a situation in which grades for lectures lose meaning because they are determined entirely by final examinations, a common set of guidelines is in place stating that final examinations cannot exceed 50% of the total grade. Grading is conducted stringently. The grading methods and standards for all subjects are listed in syllabi, and these, along with weight of examinations and other components, are confirmed in advance (Ref.4(3)-8).

Letter Grade	Evaluation	Pass	Letter Grade	Evaluation	Pass
A+	90% or higher	Pass	C	60-69%	Pass
A	80-89%	Pass	F	59% or lower	Fail
B	70-79%	Pass			

Faculty members are also asked to submit grade evaluation comments at the end of each semester (except for 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 (Ref. 4(3)-10).

In both Colleges, credits obtained at another university, junior college or technical college 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 subjects at APU and are then transferred as substitutes for subjects listed for one of the Colleges in the University Regulations in accordance with the Ritsumeikan Asia Pacific University Academic Regulations (Ref. 4(3)-11, Article 74). If no correlation can be made

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between the subject taken at the former institution and a subject offered at APU, then it cannot be transferred. In this manner, only academic content that suits one of APU's bachelor's degree programs can be transferred, thus ensuring the validity of APU's credit transfer methods.

Programs for which credits can be transferred from other institutions after enrollment include the regular curriculum (semester or session-based) exchange program with Ritsumeikan University and Akita International University, and programs with the Open University of Japan and Oita University.

In accordance with 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 (Ref. 4(3)-11, Article 74). APU can confirm in advance whether or not subjects scheduled to be taken at the study abroad program 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 (UMAP Credit Transfer Scheme) and the credit transfer list between APU and UCTS is publicly available.

In either case, APU allows students to transfer up to 60 credits to the undergraduate Colleges (48% of the 124 credits required for graduation) by the time of graduation based on the laws.

◆ **College of Asia Pacific Studies**

Faculty members are asked to submit grade evaluation comments at the end of the semester which are made public to students. In APS, comments were provided for 67% (71 of 106 classes) Major Subjects (2014 spring semester). Also, to share information about proper grading, the grade distributions for each subject (i.e., the percentages of each letter grade awarded) are disclosed every semester in the Faculty Council (excluding subjects with less than 10 students, seminars and other small-group subjects).

◆ **College of International Management**

Faculty members are asked to submit grade evaluation comments at the end of the semester which are made public to students. In APM, comments were provided for 63% (56 of 89 classes) Major Subjects (2014 spring semester). Also, to share information about proper grading, the grade distributions for each subject (i.e., the percentages of each letter grade awarded) are disclosed every semester in the Faculty Council (excluding subjects with less than 10 students, seminars and other small-group subjects).

◆ **Graduate School of Asia Pacific Studies**

At the end of the semester, GSA faculty members submitted grade evaluation comments, which are made public to students, for 51% (19 of 37 classes) subjects (2014 spring semester).

Meanwhile, GSA also offers a dual master's degree with Trier University of Applied Sciences, Germany. Under this program, students must complete the 32 credits required for completing the International Cooperation Policy Major in GSA and the 120 ECTS credits required for completing the master's program at Trier University of Applied Sciences (which is equivalent to approximately 61 APU credits after conversion). Students must also submit a research report to APU and a master's thesis to Trier University of Applied Sciences and pass the screenings for both. The annex to the cooperative agreement lists the subjects that students take during their first year (in Japan) and their second year (in Germany) as well as substitute subjects and grade conversion methods, and the two universities transfer credits based on these stipulations (Ref. 4(3)-12). Up to 10 credits earned at Trier University of Applied Sciences can be transferred back to APU to count toward our requirements for completion.

Under the supervision of the program supervisor, program coordinators are appointed at both universities to coordinate subject offerings, confirm student enrollment progress, and provide enrollment supervision.

◆ **Graduate School of Management**

At the end of the semester, GSM faculty members submitted grade evaluation comments, which are made public to students, for 69% (11 of 16 classes) subjects (2014 spring semester).

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

◆ **University-wide**

At APU, faculty development (FD) is divided into two types of training (i.e., Initiatives Programs): training for new faculty and faculty-led training programs.

When APU first opened, we had yet to establish the educational methods required to teach students with a diverse array of educational backgrounds from all over the world, so our basic approach to FD was a bottom-up one in which faculty planned their own training sessions to respond to practical needs in the classroom. We refer to this as initiative-based training. The same process also applied to staff. In AY2009, APU was selected for the MEXT University Education and Student Support Promotion Project for our Faculty and Staff Enrichment Program, a collaborative faculty-staff effort to promote initiative-based training.

Our Initiatives Programs consist of Faculty Initiatives Programs (FIP), which are planned

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by faculty or groups of faculty, and Division Initiatives Programs (DIP), which are planned by the organizations to which faculty belong. Initiatives Programs are implemented voluntarily by faculty to address the issues they face when they actually teach and deal with students, and the results are incorporated back into their classes. In this way, many achievements have been recorded under the Initiatives Programs.

For example, the College of International Management and the Graduate School of Management conducted a survey of assurance of learning (AOL) methods as part of their efforts to obtain accreditation from AACSB, and faculty members in the Center for Language Education, 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" (Ref. 4(3)-13).

FIP	AY2011	AY2012	AY2013
No. of Applications	8	19	8
No. of Awards	6	10	6
No. Implemented	5 (62.5%)	10 (100%)	6 (100%)

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

DIP	AY2011	AY2012	AY2013
No. of Awards	7	4	2

We have maintained this tradition since inception, but now that more than 10 years have passed since then, we are working to strengthen our training for new faculty members in an effort to systematically establish internationally-compatible education.

This training aims to deepen new faculty members' understanding of APU unique features as well as its curricula, students and classes. Since AY2013, we have worked with the University of Minnesota in the United States, one of our partner schools, to provide a year round training program in which new faculty learn about internationally- compatible teaching methods (e.g., setting learning goals, writing syllabi, conducting evaluations using rubrics, running interactive classes etc.). Program content is planned by having instructors from the University of Minnesota visit APU beforehand to assess the situation and needs of our faculty. Workshops are held at APU in June and the University of Minnesota in September, and the instructors from the University of Minnesota provide online consulting at other times during the year. Five faculty members participated in AY2013 and five more participated in

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AY2014, and they reported on what they learned at final presentation sessions held upon the conclusion of the program each year. This allows new faculty to share new teaching methods they have learned and improvements they have made with the rest of the university.

Regarding lecture improvements, in addition to the aforementioned FD activities, the results of the Class Evaluation Survey and other questionnaires are reported and institutional feedback from the organizations in charge of language education and freshman education and both the Colleges is issued as needed, as outlined below. These institutional reviews, reviews of initiatives and improvements are shared with everyone in the university from the executives to the faculty and staff, and these are discussed in light of university-wide issues at the APU Review, which is held twice a year. For example, in the 2014 Summer Review, faculty and staff, including the President, gathered to engage in a free discussion of the Top Global University Project and academic reforms in the College of Asia Pacific Studies, which will form a major pillar of the next round of academic reforms (Ref. 4(3)-14).

Another tool for reviews is the Class Evaluation Survey, which is conducted in every lecture subject. The 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, while subjects with class capacities of 250 score lower on average. Student understanding directly correlates with satisfaction, and more interactive classes with lower numbers of students have higher levels of satisfaction and understanding (Ref. 4(3)-15).

Student comments are collected and a graphical representation thereof is 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.

Before every semester, the Center for Language Education (CLE), which administers Language Education Subjects, conducts a regular review of educational outcomes, and puts the results to use in improving the educational content and instruction of Language Education Subjects. This review session is open to all 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 level coordinators are assigned for each subject to coordinate class content, students and grading methods as well as to create standardized examination questions, quizzes, homework assignments and supplements. 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.

Since the freshman education subjects First-Year Student Workshop I and II each use the same syllabus, content, and grading methods for all classes, coordinators are appointed for each subject and language of offering to make adjustments to content between the class held in Japanese and those held in English. The instructors of these subjects (AY2013:

FYSW I: 12 English class instructors, 13 Japanese class instructors; FYSW II: 14 instructors for each language) participate in group training sessions before and during the semester. 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.

◆ **College of Asia Pacific Studies**

APS currently holds retreats to review its academics and discuss future policy directions. In AY2014, the following discussions were held:

- October: The actual situation surrounding Field Study and ways to link it to the curriculum
- November: Linking internships and career development to the curriculum
- December: Integrating Field Study, internships and other Active Learning programs into the curriculum

◆ **College of International Management**

APM is working to standardize the content of its Automatically Registered Subjects and Core Subjects. With regard to the two Automatically Registered Subjects, Fundamental Mathematics and Business Mathematics, instructors meet to ensure that no differences in content arise among instructors and languages of offering and to adjust content and grading methods as needed. In the field of Accounting, efforts are taken to ensure systematic enrollment by examining the content of related subjects and selecting textbooks etc. As a result of these initiatives, major improvements were recorded in subjects whose classes had drastically different grade weighting in AY2011.

2. Assessment

(1) **Items that are Showing Results**

◆ **University-wide**

1) **Advising tailored to the student situation**

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, can be commended (Ref. 4(3)-16).

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.

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With a policy of limiting the proportion of the grade that the final examination can account for to 50% or less, we encourage faculty to exercise ingenuity in class design and operation. 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.

◆ Graduate School of Asia Pacific Studies

1) Master's thesis and research report screening framework

We reformed the curriculum in AY2014 and revised the screening framework for final written assignments (i.e., master's thesis or research report) (Ref. 4(3)-5; Ref. 4(3)-6). Now, two-person screening teams (the supervisor and another APU faculty member) screen both master's theses and research reports, and based on the results, the final screening results are confirmed by a Screening Committee established within the Graduate School. With regard to seminar supervision, regular presentations are held in each Division within the major where all of the faculty in the respective Divisions can verify the progress of students' research plans and provide guidance. With this system, students can receive objective evaluations from the point of enrollment onwards, thereby improving the objectivity, transparency and stringency of research supervision and screening.

◆ Graduate School of Management

1) Master's thesis and research report screening framework

We reformed the curriculum in AY2014 and revised the screening framework for final written assignments (i.e., master's thesis or research report) (Ref. 4(3)-7). Now, two-person screening teams (the supervisor and another APU faculty member) screen the final written assignments, and based on the results, the final screening results are confirmed by a Screening Committee established within the Graduate School. With regard to seminar supervision, all students are required to participate in a seminar in which they report on the progress of their research plans in their third semester (i.e., the semester before their final semester). In this way, we have improved the objectivity, transparency and stringency of research supervision and screening.

(2) Areas for Improvement

◆ University-wide

1) Utilization of the Class Evaluation Survey

It has become clear that the analysis of the Class Evaluation Survey results is only a general overview and that there are major differences in response rates between the Colleges and Graduate Schools.

2) Increasing the percentage of faculty with Office Hours

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A system is in place whereby faculty set weekly Office Hours to provide students with individual advice, but we must strengthen efforts to improve the Office Hours system and boost the percentage of full-time faculty setting Office Hours in light of the percentages for the 2013 spring and fall semesters outlined below.

Affiliation	Rate		
	2013 Spring Semester	2013 Fall Semester	2013 Average
APS	51.9%	90.2%	71.1%
APM	58.5%	87.5%	73.0%
CLE	55.8%	88.1%	72.0%
EDLSC	55.6%	100%	77.8%
Average	55.2%	89.3%	72.3%

3) FD initiatives

At APU, FD activities focus on actual teaching methods and issues, and faculty voluntarily undertake improvements based thereupon; however, strategic improvements aimed at analyzing and resolving university-wide educational issues have been insufficient. Also, we cannot admit that sufficient efforts have been made to convey the importance of this in the training sessions for new faculty, despite the fact that we must teach a multinational group of students.

4) Review of the grade evaluation comment system

Even though faculty members are asked to submit grade evaluation comments at the end of each semester (except for small-group Language Education Subjects and Seminars), the submission rates for AY2013 were 64% (412 of 644 classes) for undergraduate subjects and 59% (67 of 114 classes) for graduate subjects. Since these rates are not necessarily high, we must analyze how students use these comments and review how we approach faculty who do not submit them (Ref. 4(3)-10).

3. Strategic Direction for the Future

(1) Items that are Showing Results

◆ University-wide

1) Advising tailored to the student situation

We have used academic advising to provide support mainly to students who have been unable to keep up with their studies, but going forward, we will also promote specialized academic advising to help students select areas of study or offer advice on advancement

to graduate schools overseas.

2) Syllabus creation process and grading methods

We will analyze syllabus usage (i.e., access logs) and share examples of the best practices, such as measures to encourage students to actively participate in class, contained in the syllabi, thereby strengthening APU's distinctive multicultural cooperative learning.

◆ **Graduate School of Asia Pacific Studies**

1) Master's thesis and research report screening framework

With the 2014 graduate school reforms, we are working to improve the objectivity, transparency and stringency of research supervision and screening. We will review the outcomes of these efforts and enact the necessary improvements.

◆ **Graduate School of Management**

1) Master's thesis and research report screening framework

With the 2014 graduate school reforms, we are working to improve the objectivity, transparency and stringency of research supervision and screening. We will review the outcomes of these efforts and enact the necessary improvements.

(2) **Areas for Improvement**

◆ **University-wide**

1) Utilization of the Class Evaluation Survey

As part of revisions to the AY2012 Faculty Assessment System (i.e., assessment duties conducted in AY2013), we asked faculty members to conduct Class Evaluation Surveys for at least one of their subjects and submit a "Reflection on AY2013 Lectures and Areas for Improvement" survey (Ref. 4(3)-17). By doing this, we have encouraged faculty members to improve their lecture content in both semesters, keeping in mind the PDCA Cycle, based on the results of the Class Evaluation Survey. Going forward, we will review Class Evaluation Survey questions as well as how we analyze and use the results.

2) Increasing the percentage of faculty with Office Hours

Excluding special reasons, such as Academic Development Leave and leave of absence, we aim to have 100% of full-time faculty members set Office Hours. We will also conduct surveys or hold hearings with faculty members to ascertain the status of student learning and promote initiatives to collect records of student consultations performed during Office Hours.

3) FD initiatives

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By opening the Multicultural FD/SD Center, we will strengthen FD activities in our multicultural environment. In light of the achievements of the FD/SD training currently held in partnership with the University of Minnesota, this Center will promote both the theory and practice of Global Learning. This Center will focus on faculty and staff training, including new faculty training, and by utilizing APU's multicultural environment, it aims to become a multicultural FD/SD hub in Japan and the wider Asia Pacific region and to give the results of its efforts back to society.

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: 65% by AY2015; 70% by AY2016). A survey of how students use grade evaluation comments will be conducted.

4. Supporting Resources

- 4(3)-1: AY2014 Subject Offering Policy (First Draft) (same as Ref. 4(2)-3)
- 4(3)-2: Faculty and Staff Handbook
- 4(3)-3: 2014 Undergraduate Academic Handbook (same as Ref. 1-4)
- 4(3)-4: 2014 Graduate Academic Handbook (same as Ref. 1-9)
- 4(3)-5: Procedures for the Master's Thesis and Research Report in the Graduate School of Asia Pacific Studies (GSAM)
- 4(3)-6: Procedures for the Conferral of a Doctoral Degree in the Graduate School of Asia Pacific Studies (GSAD)
- 4(3)-7: Procedures for Research Projects in the Graduate School of Management (GSM)
- 4(3)-8: Syllabus (same as Ref. 4(2)-4)
- 4(3)-9: Sample questions from the Class Evaluation Survey
- 4(3)-10: Samples of grade evaluation comments for undergraduate lecture subjects
- 4(3)-11: Ritsumeikan Asia Pacific University Academic Regulations
- 4(3)-12: Joint Agreement between Ritsumeikan Asia Pacific University and Trier University of Applied Sciences, Institute for Applied Material Flow Management on the Master's Program in International Material Flow Management
- 4(3)-13: AY2012 Faculty Initiatives Program (FIP) and Division Initiatives Program (DIP) Screening Results
- 4(3)-14: AY2014 APU Summer Review
- 4(3)-15: AY2014 Spring Semester Class Evaluation Survey Report
- 4(3)-16: Report on Academic Advising in AY2013 (same as Ref. 4(2)-7)
- 4(3)-17: Sample of "Reflection on AY2013 Lectures and Areas for Improvement"