

Final Chapter

1. Mission and Purpose

Assessment/Evaluation Parameter (1): Are the mission and purpose of the university appropriately specified? Additionally, based on the foregoing, are the goals of the colleges and graduate schools appropriately specified?

Evaluation Points

- Specification of human resources development goals and other education and research goals for each college, department, and course at the undergraduate level, and for each graduate school and major at the graduate level; content of such goals
- Correlation between mission and purpose of the university, and goals of the colleges and graduate schools

APU's mission and goals are clearly stated in the "Declaration on the Occasion of the Opening of APU" upon its inauguration in April 2000. Additionally, the educational and research objectives (human resource development goals) derived from the Opening Declaration are prescribed for the respective undergraduate colleges and graduate schools (majors) and specified in the university regulations.

In 2015 we established the APU2030 Vision as a vision of what APU will be like in 2030 and a vision of what we want APU to be like in 2030. This Vision was used as the basic policy for formulation of the APU2020 Second Half Plan, a concrete action plan for the period from AY2015 to AY2020, and has been proactively disseminated both within and beyond the university through initiatives such as production of a clear document file printed with the words of the Vision.

From the above it can be judged that APU's mission and goals were appropriately established and the goals of the undergraduate colleges and graduate schools are also appropriately formulated in accordance therewith. In comparison to the Opening Declaration, however, challenges remain in regards to fostering a deep understanding of the educational and research objectives (human resource development goals) of the undergraduate colleges and graduate schools (majors).

APU will celebrate its 20th anniversary in 2020, and we plan to use the 20th anniversary events that will begin in April 2019 as means to proactively disseminate the university's mission, goals, and social significance.

→ Achieved.

Assessment/Evaluation Parameter (2): Are the mission and purpose of the university and the goals of the colleges and graduate schools appropriately indicated in the University Regulations or equivalent regulations, known to faculty, staff, and students, and publicly announced?

Evaluation Points

- Appropriate indicating of human resources development goals and other education and research goals for each college, department, and course at the undergraduate level, and for each graduate school and major at the graduate level
- Dissemination and public announcement of the mission and purpose of the university and the goals of the colleges and graduate schools to faculty, staff, and students through printed, online, and other materials

The university's mission in the form of the Declaration on the Occasion of the Opening of APU, together with the educational and research objectives (human resource development goals) are published on the APU website and in the Undergraduate Academic Handbook (for undergraduate students; issued in both Japanese and English) and Graduate Academic Handbook (for graduate students; issued in English only), and made widely accessible to faculty/staff, students, and the general public. Moreover, a monument engraved with the words of the Declaration on the Occasion of the Opening of APU stands at the heart of the campus as a symbol of the university's mission, designed to capture the attention of students and visitors to the campus.

The Undergraduate Academic Handbook is distributed to incoming freshmen at all colleges and also published on the official university website. All graduate students are notified that the Graduate Academic Handbook is published on the official university website.

→ Near to achievement.

Assessment/Evaluation Parameter (3): Has the university specified future-oriented, medium-to-long-term plans and other measures to achieve the mission and purpose of the university and the goals of the colleges and graduate schools?

Evaluation Points

- Specification of future-oriented, medium-to-long-term plans and other measures

In 2015 we established the APU2030 Vision as a vision of what APU will be like in 2030 and a vision of what we want APU to be like in 2030. This Vision was used as the basic policy for formulation of the APU2020 Second Half Plan, a concrete action plan for the period from AY2015 to AY2020.

In order to achieve the objectives set out in the APU2020 Second Half Plan, each college and graduate school determines its initiatives each academic year, conducts mid-year monitoring and year end reviews, which guide the formulation of initiatives for the following academic year. These initiatives also reflect the activity targets set for APU's Top Global University project, which covers not only the individual divisions, colleges and graduate schools, but also the goals and objectives for

the university as a whole.

In addition, the responsible parties in each division, college, and graduate school draw up operating policies at the start of each academic year, and yearly initiatives are shared and discussed in detail at meetings of the University Senate.

→ Achieved.

2. Internal Quality Assurance

Assessment/Evaluation Parameter (1): Are institution-wide policies and procedures for internal quality assurance being indicated where appropriate?

Evaluation Points

- Indication of institution-wide policies and procedures for internal quality assurance outfitted with the below conditions and indication of said policies and procedures where appropriate
- University's basic approach to internal quality assurance
- Authority and roles of institution-wide bodies that assume responsibility for the promotion of internal quality assurance and the division of roles between said bodies and Colleges/Graduate Schools and other bodies involved in internal quality assurance.
- Guidelines for the planning/design, administration, verification and improvement/enhancement of education (administration processes for PDCA cycles, etc.)

We have established the Ritsumeikan Asia Pacific University Policy on Internal Quality Assurance, which sets out university-wide policies and processes for internal quality assurance. We are using this as the basis for building mechanisms the integrated conduct of internal quality assurance as part of the cycle of self-assessment (Self-Assessment Committee), external evaluation (University Evaluation Committee) and certified evaluation (accreditation by the Japan University Accreditation Association).

An overview of the internal quality assurance system is provided in the "Structural Diagram of the Internal Quality Assurance System at Ritsumeikan Asia Pacific University."

→ Achieved.

Assessment/Evaluation Parameter (2): Has an institution-wide framework that bears responsibility for the promotion of internal quality assurance been established?

Evaluation Points

- Establishment of institution-wide body that bears responsibility for promotion of internal quality assurance
- Member composition of institution-wide bodies that bear responsibility for promotion of internal quality assurance

The Ritsumeikan Asia Pacific University Policy on Internal Quality Assurance stipulates that the University Senate is responsible for the pursuit of internal quality assurance university-wide, and that the Self-Assessment Committee shall conduct assessments of matters relating to activities of the university as a whole and each of its organs, and monitor the progress of improvement activities. We consider this to constitute a university-wide system for responsibility in the promotion of internal quality assurance.

→ Achieved.

Assessment/Evaluation Parameter (3): Is the internal quality assurance system effectively functioning based on established policies and procedures?

Evaluation Points

- Establishment of basic approach by entire university for formulating degree conferral policy, formation and implementation policy for curriculum, and student intake policy
- Initiatives by institution-wide body that bears responsibility for promoting internal quality assurance to ensure function of PDCA cycle for education in Colleges, Graduate Schools and other bodies
- Appropriate handling of matters pointed out by government agencies, accreditation institutions, etc. (including surveys on the performance status of establishment plans, etc.)
- Securing of objectivity and appropriateness in assessments

We have established policies on the conferral of academic degrees and the design and implementation of educational programs across the university, but the basic university-wide approach to these policies has not yet been set.

Each academic year we set the activities to be undertaken by each division, college and other organ in accordance with the APU2020 Second Half Plan. The Self-Assessment Committee conducts university-wide reviews of implementation twice a year, and the results of these reviews are reflected in improvement plans drawn up at the end of the academic year for implementation in the following year. This promotes the substantial realization of a PDCA cycle.

Moreover, the College of International Management and Graduate School of Management are working, in connection with the AACSB accreditation they obtained in 2016, on the promotion of international quality assurance and continuous improvement cycles in education, research, and other fields.

We are also working to address matters identified by administrative organs and accreditation bodies. For the matters identified in the course of accreditation by the Japan University Accreditation Association in AY2015, we have produced issue management sheets (reference material ***) and are monitoring progress in bi-annual meetings of the Self-Assessment Committee. Moreover, to ensure

the objectivity and validity of self-assessment activities, we have established a University Evaluation Committee, which is constituted by external members and meets twice annually. It can therefore be judged that APU's internal quality assurance system is functioning appropriately in accordance with policies and processes.

→ Some issues remaining.

Assessment/Evaluation Parameter (4): Is the status, etc. of education and research activities, self-assessment results, financial and other results and financial and other various activities being adequately disclosed? Is accountability to society for the foregoing being fulfilled?

Evaluation Points

- Disclosure of status, etc. of education and research activities, self-assessment results and financial and other various activities
- Accuracy and dependability of information disclosed
- Adequate updating of disclosed information

APU publishes information about education and research activities, self-assessment and evaluation outcomes, financial affairs, and various other activities on the Ritsumeikan Asia Pacific University Information Disclosure page. The information published is first produced by the applicable unit, collated together with evidentiary material by the Office of the President, double-checked, and then published in both Japanese and English, ensuring that it is both accurate and reliable.

Each item of information published is updated at appropriate intervals by the unit responsible for it. Financial information and other data pertaining to the Ritsumeikan Trust as a whole is updated appropriately in cooperation with the responsible units in Trust headquarters.

→ Achieved.

Assessment/Evaluation Parameter (5): Is the adequacy of the internal quality assurance system periodically assessed? Are initiatives geared towards the improvement of that system conducted based on the results of said assessment?

Evaluation Points

- Adequacy and effectiveness of institution-wide PDCA cycles
- Assessments of internal quality assurance system based on adequate evidence (materials/information)
- Improvement and enhancement of system based on assessment results

Each academic year APU sets the activities to be undertaken in accordance with the APU2020 Second Half Plan, conducts university-wide reviews of implementation twice during the year, and

reflects the results of these reviews in improvement plans drawn up at the end of the academic year for implementation in the following year. Moreover, a self-assessment report is produced every second year to provide a holistic assessment of the university's various activities. Objective feedback on this report is gained in the following academic year from the University Evaluation Committee, which is composed of external members.

The details of this series of activities are reported and policies and progress monitored in the Self-Assessment Committee and University Senate, enabling a university-wide PDCA cycle to be conducted appropriately and effectively. Moreover, in regard to important matters on which progress is deemed unsatisfactory in light of plans and objectives, a working group is established under the direct supervision of the President to conduct intensive analysis and formulate countermeasures. The self-assessment reports, which are a key part of the university's internal quality assurance, are based on evidentiary materials tabled at divisional meetings. Objectivity is guaranteed through a process of evaluation by a University Evaluation Committee composed of prominent individuals from outside the university.

APU has thus established a systematic regime of internal quality assurance, centered on the processes of self-assessment, external evaluation, and certified evaluation (accreditation). However, the regime itself is weighted heavily toward "assessment and evaluation", and there is a need for further enhancement in the form of a permanent cycle for connecting the results of assessment and evaluation with actual improvements, and verifying the results thereof.

→ Some issues remaining.

3. Education and Research Organization

Assessment/Evaluation Parameter (1): Are the colleges, graduate schools, affiliated research institutions, centers and other organizations appropriately established in light of the university's mission and purpose?

Evaluation Points

- Alignment between university mission and purpose, and college (departments and courses) and graduate school (graduate school and major) structure
- Alignment between university mission and purpose, and organizations such as affiliated research institutions and centers
- Education and research organization, academic trends, social demands, consideration of factors such as international environment that surrounds university

APU is an institution of education and research specializing in the social sciences. It currently comprises two undergraduate colleges/departments, two graduate schools, and one research institute (research center), as well as three educational organs separate from the colleges and graduate schools,

that provide support for the university’s educational activities as a whole. In the seventeen years that have elapsed since the university’s opening we have pursued organizational restructuring in accordance with the university’s ideals and the needs of education and research, and these can be judged responsive to academic developments and the demands of society. One leading example of this progress is our response to the need for further FD and SD activities for the university’s faculty and administrative staff, leading to the establishment of the Institute for Professional Excellence in Global Learning, which aims to become a hub for FD/SD activities in the Asia Pacific region.

We will continue working to enhance APU’s educational and research organizations with an emphasis on internationally-accepted measures, as exemplified by the College of International Management’s accreditation by the AACSB.

→ Near to achievement.

Assessment/Evaluation Parameter (2): Is the faculty organization regularly assessed and evaluated for suitability? Are efforts made to improve the faculty organization based on these reviews?

<p>Evaluation Points</p> <ul style="list-style-type: none"> ○ Assessment/Evaluation conducted based on adequate evidence (i.e., documents and data) ○ Improvements made based on assessment/evaluation outcomes

The appropriateness of the educational and research organization is the subject of a verification system and process that includes surveys and analysis at meetings of the Divisions of Academic Affairs and Research, discussion by the Faculty Council and other organs as required, and confirmation by the University Senate. Educational organization is addressed especially in the context of academic reforms, which are major milestones where the appropriateness of the university’s educational organization is assessed and improvements and enhancements instituted in the process of formulating faculty personnel organization development plans.

→ Achieved.

4. Educational Program and Outcomes

Assessment/Evaluation Parameter (1): Is a degree conferral policy set forth for each type of degree conferred? Have those policies been disclosed?

<p>Evaluation Points</p> <ul style="list-style-type: none"> ○ Adequate establishment and disclosure of degree conferral policy that indicates where appropriate the learning outcomes suitable for the degree in question, including the knowledge, skills and posture that students are asked to acquire upon completing the relevant curriculum

A Diploma Policy indicating learning outcomes was formulated to coincide with the revision of the

Educational Objectives for the university and each of its education and research organs. The policy was finalized by the University Senate following deliberation by the college and graduate faculty councils in the 2014 academic year, and is now published on the APU website. Improvements are necessary, however, as the current policy does not reflect the curriculum reforms implemented by each college in AY2017.

→ Issues remaining.

Assessment/Evaluation Parameter (2): Is a curriculum policy set forth for each type of degree conferred? Have those policies been disclosed?

Evaluation Points

- Adequate establishment and disclosure of curriculum policy outfitted with the below content
 - Curriculum system and educational content
 - Class subject divisions, class configurations, etc. that make up curriculum
- Adequate linkage between curriculum policy and degree conferral policy

A Curriculum Policy was formulated to coincide with the revision of the Educational Objectives for the university and each of its education and research organs as well as the Diploma Policy mentioned above. The Curriculum Policy was finalized by the University Senate following deliberation by the college and graduate school faculty councils in the 2014 academic year, and is now published on the APU website. Improvements are necessary, however, as the current policy does not reflect the curriculum reforms implemented by each college in AY2017.

→ Issues remaining.

Assessment/Evaluation Parameter (3): Are class subjects suitable for each type of degree conferred offered and has the curriculum been systemically organized in accordance with the curriculum policy?

Evaluation Points

- Measures for adequately organizing the curriculum in each College/Graduate School
 - Conformity of curriculum with curriculum policy
 - Consideration towards successiveness and systematicity in organizing curriculum
 - Configuration of credits in line with intent of credit system
 - Content and methods of individual class subjects
 - Positioning of class subjects (required, elective, etc.)
 - Establishment of educational content suitable for each type of degree conferred
- (<Bachelor's degree program> Consideration towards first-year education and high school/university matriculation, adequate assignment of liberal arts education and specialized education, etc.

<Master's/Doctoral programs> Consideration towards education that adequately combines coursework and research work, etc.)

Educational programs are organized systematically through the formulation of a “course offering policy” each academic year as the implementation stage of the curriculum policy for each college and graduate school. The undergraduate program is based on dual language education in Japanese and English and composed of Common Education Subjects (Language Education Subjects and Common Liberal Arts Subjects) and Major Education Subjects. An extensive program of first-year education is offered to cater for the varied educational backgrounds of APU students. The content of Major Education Subjects is aligned with the objectives of each college, and subjects that cover core content in each college/course are set as mandatory subjects.

The graduate school curriculum is in English only. The respective graduate schools each offer their own arrangement of coursework subjects and seminars for the completion of final research outputs.

Incremental and systematic progress through the educational program is promoted through a course numbering system, whereby each subject is assigned a grade number that indicates at which stage of the curriculum it should be taken.

→ Achieved.

Assessment/Evaluation Parameter (4): Are various measures being taken to invigorate student learning and administer effective education?

Evaluation Points

- Measures to invigorate student learning inside and outside the classroom and administer effective education in each College/Graduate School
- Measures for facilitating substantiation of credits in accordance with attributes of each degree program (Establishment of upper limit on course registration credits for one-year period or for each semester, etc.)
- Syllabi content (Purpose of classes, standards of course completion, indicators for learning outcomes, classroom content and methods, classroom plans, instructions for classroom preparation, and indication of grading methods, standards, etc. where appropriate) and implementation (securing of conformity between classroom content and syllabi, etc.)
- Classroom configuration, content and methods for facilitating autonomous participation by students

<Bachelor's degree program>

- Student count per class with consideration accorded to classroom configuration
- Administration of adequate course guidance

<Master's/Doctoral programs>

- Indication of research guidance plan (content and methods of research guidance and full-year schedule) where appropriate and administration of research guidance in accordance with said plan

Limits are set on the number of credits which may be registered in each semester, in order to give greater substance to the credit system.

In a common format used across undergraduate and graduate school programs, the syllabus for each subject states the subject area, recommended prior study, subject outline, learning objectives, teaching methods, outline of each class, class preparation and revision requirements, grade evaluation methods, methods of implementation of multicultural co-learning, requests to students, textbooks, and reference literature. In addition to the above, the College of International Management and Graduate school of Management also indicate the expected learning using CAM learning goals.

Class sizes are determined taking into account grade numbers and class formats, with the maximum set at 250 students. Course guidance is offered on an ongoing basis in faculty members' office hours and at the Academic Office counter.

→ Achieved.

Assessment/Evaluation Parameter (5): Are grading, credit transfers and degree conferral being properly conducted?

Evaluation Points

- Measures for adequately conducting grading and credit transfers
 - Credit transfers based on intent of credit system
 - Adequate recognition of credits already obtained
 - Measures for guaranteeing the objectivity and strictness of grading
 - Indication of graduation/completion requirements where appropriate
- Measures for adequately conferring degrees
 - Indication of degree thesis screening standards where appropriate in cases where said screening is present
 - Measures for securing accountability and strictness of degree screening and completion recognition
 - Indication of accountability framework and procedures related to degree conferral where appropriate
 - Adequate degree conferral

In order to avoid the hollowing-out of class content that can occur if grades are determined on the basis of a final examination only, instructors are required to keep the weighting of the final

examination to a maximum of 50 percent. Grade evaluation standards and methods are stated in the syllabus for each subject, and rigorous checks are conducted prior to syllabus publication to ensure that methods and weightings are appropriate.

Transfer of credits earned prior to enrollment and on study abroad is conducted appropriately in accordance with the Ritsumeikan Asia Pacific University Academic Regulations, on the condition that the applicable subject outlines and syllabus details can be confirmed. For credits earned at other universities after enrolling in APU and under partnership agreements, credit transfers are approved in accordance with internal provisions which require judgment of whether or not the credits are compatible with the subjects prescribed in APU's basic regulations. For conversion of credit values APU uses the UTCS (UMAP's universal credit transfer system), that specifies how to transfer credits across universities in different countries.

As explained earlier, APU's diploma policy is prescribed appropriately in accordance with the university establishment standards, and the processes for conferring academic degrees are implemented in line with this policy.

The conferment of Bachelor degrees is determined by the President following deliberation by the Academic Affairs Division and the Faculty Council, in accordance with internal provisions.

The conferment of Master's and PhD degrees involves deliberation by the Higher Degrees Committee, then determination by the President following further deliberation by the Academic Affairs Division and the Faculty Council.

→ Achieved.

5. Enrollment

Assessment/Evaluation Parameter (1): Are student admission policies prescribed and published?

Evaluation points

- Appropriate establishment and publication of policies for student admission, informed by policies for conferral of academic degrees and organization and implementation of curricula
- Certification of student admission policies with reference to the following content:
 - Pre-admission educational history, academic proficiency, abilities, and other student attributes
 - Methods for assessing the standards demanded of applicants for admission

Admission policies for each college, graduate school, and program are appropriately prescribed in alignment with APU's international accreditations and the undergraduate and graduate curricula. These admission policies are published on the APU website.

Moreover, the educational background, academic proficiency standards, abilities and other expectations of candidates for admission are prescribed for each college and graduate school and clearly stated on the APU website.

Entrance examination guidelines appropriately indicate the conditions governing eligibility to apply for admission each college and graduate school, in the form of educational background in accordance with the provisions of the School Education Act, and the knowledge and skills to be acquired prior to enrolment.

→ Achieved.

Assessment/Evaluation Parameter (2): Are systems and operational structures for student recruitment and selection appropriately instituted in accordance with student admission policies, and is selection is conducted fairly?

Evaluation points

- Appropriate formulation of student recruitment methods and selection systems in accordance with admission policies
- Appropriate institution of admissions committees and other structures for admissions selection, with responsibilities clearly defined
- Implementation of fair selection processes
- Implementation of fair selection processes based on provision of reasonable accommodations for applicants

Policies on student recruitment and the selection of applicants for admission are formulated separately for international and domestic students each academic year, and determined by the University Senate following deliberation by the Admissions Committee.

APU is distinctive in that around one half of its undergraduate students are international students. Selection of these international students is conducted using an “AO” method: first applicants are screened based on their application documents (eligibility to apply, language proficiency, grades in high school/university, application statement), the each applicant is interviewed to assess factors such as motivation and aptitude to study in Japan, and broad interest in international society.

Teams of multiple faculty and staff are employed, in order to prevent mishandling or errors and ensure objectivity in the screening of documents and the holding of interviews in the selection stage. Admissions assessments are deliberated by the Admissions Assessment Committee, an expert committee of the Faculty Council, in accordance with screening criteria stipulated by the Admissions Committee, and the final determination is made by the President, ensuring the transparency and fairness of the process.

In order to make admissions selection more transparent, we also publish admission guidelines, entrance exam guides, and, on the university website, the outcomes of the previous year’s admissions (number of applications received, number applicants screened, number of applicants accepted, minimum score for admission, etc.).

In regard to admission of students with disabilities, the admissions guidelines and website contain information on how APU may provide accommodations for applicants with disabilities and other special circumstances, and advising that those requiring such accommodations to submit a written request. Such requests are addressed after ascertaining individual circumstances, and reasonable accommodations made to enable fair selection of applicants.

→ Achieved.

Assessment/Evaluation Parameter (3): Are appropriate quotas set for student admission, and is student enrollment managed appropriately in accordance with overall enrollment capacity?

Evaluation points:

- Appropriate setting of quotas for admission and overall enrollment capacity, and management of enrolled student numbers
 - 〈Undergraduate programs〉
 - Ratio of new enrollees to admission quota
 - Ratio of transfer enrollees to transfer admission quota
 - Ratio of student population to overall enrollment capacity
 - Responses to student population in excess of or lower than overall enrollment capacity
 - 〈Master's and doctoral programs〉
 - Ratio of student population to overall enrollment capacity

With regard to the proper management of overall enrollment capacity, the Admissions Assessment Committee conducts careful admissions assessments, ensuring that enrollments do not diverge significantly from admissions quotas or overall enrollment capacity. In addition, overall student population and new enrollee numbers are confirmed in the Admissions Committee, Faculty Council, Graduate School Faculty Council and University Senate.

Admissions quotas were filled in both Colleges, but the quotas for 2nd and 3rd year transfer student admissions were not filled, and this remains an issue requiring attention. Based on an overall enrollment capacity of 5,120 for the two colleges combined, the student population as of November 1, 2017 was 5,534, making a population-to-capacity ratio of 1.08.

The ratios of student population to enrollment capacity in the graduate schools were 0.76 in the Graduate School of Asia Pacific Studies Master's programs, 0.77 in the same school's Doctoral program, and 0.94 in the Graduate School of Management MBA program. This is an issue requiring attention across the entire graduate schools.

→ Issues remaining.

Assessment/Evaluation Parameter (4): Are regular reviews held to ensure that student recruitment and selection are conducted fairly and appropriately in accordance with admission policies? Are there frameworks in place to make reforms and improvements based on these results?

Evaluation points

- Assessment/evaluation based on appropriate evidence (documentation, information)
- Improvements and enhancements in accordance with assessment/evaluation results

APU's approaches to student recruitment and selection are reviewed and examined every academic year, and policies for the upcoming academic year are finalized by the University Senate following deliberation in the Admissions Committee.

The appropriateness of intake and enrollment capacities is reviewed every time academic reforms are enacted. Entrance examination results for the undergraduate colleges and the graduate schools are shared throughout the university by way of semesterly reports at the Admissions Committee, Faculty Council (or Graduate School Faculty Council), University Senate Meeting, Executive Board of Trustees and Board of Trustees.

Based on the above self-assessment, the fulfilment of quotas is judged to be improving in the graduate school, and also showing some improvement for undergraduate transfer students in terms of the ratio of enrollees to transfer entry quota.

→ Largely achieved.

6. Faculty and Faculty Organization

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

Evaluation Points

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

The application guidelines used when conducting open recruitment of faculty at APU describe the desirable attributes of APU faculty members. They clearly state eligibility conditions in terms of academic degrees, qualifications, and professional experience, as well as requiring applicants to demonstrate support for university's ideals and a commitment to education.

In regard to faculty appointments and promotions, the desirable attributes of APU faculty members, including the conditions relating to academic background, educational experience, and research track record, are indicated in accordance with the Ritsumeikan Asia Pacific University Appointment and Promotion Regulations for Faculty Members.

Policies for the development of the university's faculty structure are formulated at the time of major academic reforms, in light of considerations such as improving student-teacher ratios, enhancing educational quality, and managing financial challenges. Currently the faculty structure is being developed for each college and center within the framework provided by the faculty structure organization policy (AY2011-2014) drawn up in AY2011.

→ Largely achieved.

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

Evaluation Points

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

The structure of faculty personnel for each college and graduate school is developed in accordance with plans for the development of faculty structure, and is currently in excess of the number of full-time faculty required by the government's standards for establishment of universities and graduate schools.

Since its opening APU has maintained the policy of having non-Japanese faculty members account for one half of all faculty, as a way of achieving the university's aims and ideals. Currently, 85 of the 169 full-time faculty members (50.3%) are non-Japanese. There is no specific policy with regard to the age profile of full-time faculty, but this is taken into account when making new appointments.

Assignment of teaching duties is conducted with a view to having full-time faculty members in

charge of mandatory Major Education Subjects and other key subjects in the curriculum, but the proportion of full-time faculty members teaching Common Education Subjects is low in comparison with Major Education Subjects.

The number of class teaching hours for faculty members is prescribed on a position-by-position basis in the Ritsumeikan Asia Pacific University Regulations for Teaching Hours Required of Full-time Faculty, which also stipulate that the University Senate may where necessary institute measures to reduce these hours. Moreover, with the aim of advancing and enhancing education and promoting academic research, the university has an Academic Development Leave system for faculty members with indefinite employment periods, which exempts them from ordinary duties and allows them to reside away from the university to engage in survey and research activity for set periods.

Screening of qualifications for graduate school teaching is conducted in accordance with predetermined standards for the teaching of doctoral program subjects and standards for the teaching of master's program subjects, each of which specifies the positions, academic backgrounds, educational experience, and research track records required for such teaching.

Operating structures for Common Education Subjects in the undergraduate programs involve many faculty members from both colleges, the Center for Language Education, and the Educational Development and Learning Support Center, with the Academic Affairs Division providing overall coordination.

Common Liberal Arts Subjects utilize APU's distinctive multicultural environment with the aim of raising students' responsiveness to social needs and forming the foundations for them as "global citizens" in line with the university's aims. These subjects involve many faculty members from both colleges, the Center for Language Education, and the Educational Development and Learning Support Center, with the Academic Affairs Division providing overall coordination.

→ Achieved.

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

Evaluation Points

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

Appointment and promotion of faculty members is governed by the Ritsumeikan Asia Pacific University Appointment and Promotion Regulations for Faculty Members. More detailed standards and procedures for appointment and promotion are also prescribed as appropriate for the faculty

structure. In accordance with these stipulations, a Faculty Recommendation Committee and Promotions Screening Committee established under the university-wide Personnel Affairs Committee conducts screenings, on the basis of which the Personnel Affairs Committee deliberates and votes to determine candidates for appointment and promotion.

→ Achieved.

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

Evaluation Points

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

The pursuit of FD activities is centered on the Institute for Professional Excellence in Global Learning established in AY2016, and consists of a variety of FD programs designed to further enhance faculty members' capabilities in for class management, comprehensive student education, and advising. APU also collaborates with the University of Minnesota in the United States to offer the Minnesota FD Program as an initiative in faculty training in multicultural environments.

Moreover, APU operates a faculty assessment system designed to raise the standards of education and research through evaluation of organizational activities and the activities of individual faculty members.

→ Achieved.

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

Evaluation Points

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

The appropriateness of the university's overall faculty personnel organization is assessed at the time of milestone academic reforms, and plans for the development of the faculty structure are formulated in accordance with the results of these assessments.

The university-wide Personnel Affairs Committee formulates faculty appointment plans for the colleges and centers each academic year, as well as checking the appropriateness of their faculty structure, evaluating the approach to faculty structure development from the viewpoint of university-

wide optimization, and reflecting the outcomes in future appointment plans.

The appropriateness of the faculty structure is also underpinned by the implementation of a faculty assessment program, designed for individual faculty members to reflect on their own activities, assess themselves, and work on improvements and enhancements.

Informed by the outcomes of these assessments and evaluations of faculty structure and amendments to the legal regime, APU has been working to maintain and enhance the appropriateness of its faculty structure through initiatives such as the tenure track and fixed-term faculty member systems.

→ Achieved.

7. Student Support

Assessment/Evaluation Parameter (1): Are university policies regarding the support required for students to focus on their studies and lead safe and comfortable lives on campus clearly indicated?

Evaluation Points

- Appropriate indication of policies regarding support in light of APU's ideals and objectives, enrollee trends, and other factors

Ever since its opening, the university has been working to develop its environment and student support systems with a view to creating and maintaining a campus of multicultural coexistence, and enabling students with diverse values and cultural backgrounds to feel secure in pursuing their studies to the full. APU's characteristic approach to student support facilitates deeper experience of interaction and collaboration with others through the course of student life and activities. Guided by this approach, the university has established six basic policies on student support.

→ Achieved.

Assessment/Evaluation Parameter (2): Is there a system in place for providing student support based on university policies regarding student support? Is student support being conducted adequately?

Evaluation Points

- Providing adequate support for student learning
 - Providing adequate support for student learning
 - Monitoring and advising students with poor grades
 - Remedial and supplementary education matched to students' skills
 - Monitoring and assistance for students who have to repeat grades and students who have taken a leave of absence
 - Monitoring and handling students wishing to withdraw from APU
 - Learning support for students with disabilities

- Providing scholarships and other types of financial support
- Extracurricular education
- Learning support for a wide variety of students such as exchange students
- Providing adequate support for student life
 - Developing a system for handling student consultations
 - Developing a system for preventing harassment (e.g. academic, sexual, or psychological)
 - Considerations for students' mental and physical health, hygiene, and safety
- Providing adequate support for student career paths
 - Developing a system for providing career support to students (e.g. establishment of a career center)
 - Providing support or guidance for selection of a career path
- Providing support to improve students' extracurricular activities (e.g. clubs)
- Adequately providing other types of student support according to student requests

Support for student life is organized primarily through the Student Affairs Committee, headed by a Dean and Associate Dean of Student Affairs positioned under the Vice President (Student Affairs). In AY2016 the support systems for students with mental illness was strengthened with the appointment of permanent staff counsellors proficient in both Japanese and English. One recent initiative to support diversity was the AY2017 establishment of a basic policy on LGBT affairs.

In the area of study support, students with inferior credit or class attendance records are provided with individual guidance, for which the Divisions of Student Affairs and Academic Affairs work together and share information with faculty members. Moreover, a variety of pre-entry study support programs are offered to assist diverse students in adapting to university-level studies smoothly after entering APU. These include the Pre-entry Basic Skills Enhancement Program held as an intensive retreat at the international educational dormitory.

Extra-curricular study support is offered by the Self-Access Learning Center (SALC) in the area of language learning and the Analytics and Math Center (AMC) in the area of mathematics, promoting self-study and peer learning among students and providing access to guidance from faculty members and TAs.

Each application for leave of absence and withdrawal is discussed by the Student Affairs Committee following an individual interview with the student, and authorization granted by the President. APU does not have a system of repeating a year.

Support for students with disabilities is guided by the Ritsumeikan Asia Pacific University Guidelines on Support Services for Students with Disabilities, which are published on the official university website, in the university prospectus, handbook of enrollment procedures, and student life

handbook. Advisory Committee for Students with Disabilities headed by the Dean of Student Affairs meets each semester to share reports on support provided and issues arising therein. Moreover, each office has a disabled student support officer to handle student consultations.

In the area of campus development, recent activities have included refurbishment of automatic doors and renovation of dormitory rooms in order to provide an environment in which students with disabilities can lead a trouble-free student life.

Financial support is provided mainly through the Japan Student Services Organization scholarship programs (grants and loans) for domestic students, and through the university's own tuition reduction scheme for international students. These are supplemented by other forms of financial support including the university's own scholarship programs and grant-based scholarships offered by external organizations.

Extracurricular support is provided in the AP House international educational dormitory through a variety of initiatives in dormitory management and student-to-student exchange implemented collaboratively by the university and students themselves, which help promote intercultural understanding and cultivate students' autonomy and cooperative abilities. A variety of frameworks for the support of extracurricular activities has also been instituted, taking into account actual conditions and trends in extracurricular activities among APU students. At APU, students are engaged as support staff in both curricular and extracurricular realms, and these staff are cultivated through systematic training programs.

Support for student life is offered through a Health Clinic that offers consultations in both Japanese and English and works closely with one of the local general hospitals to deliver services in both languages. Furthermore, in light of the high levels of student mobility at APU, students participating in curricular programs involving overseas travel and those affiliated with extracurricular activity groups are provided with risk management training. Under the leadership of the university doctor, the university is developing systems for close collaboration with local doctors' associations, public health centers, and city hall, through periodical information-sharing and discussions on student health management.

A system for handling harassment has been established centered on the Harassment Prevention Committee, with faculty and staff members appointed as harassment advisors, and Harassment Prevention Regulations and Harassment Prevention Guidelines instituted.

The Ritsumeikan Trust Risk Management Regulations have been instituted with the aim of protecting the life, physical well-being and property of all those associated with the Trust. In pursuit of this goal APU has established the Ritsumeikan Asia Pacific University Risk Management Committee.

AED units (a total of seven) are installed on campus and routine first-aid drills are held for faculty and administrative staff members. In preparation for disaster a voluntary fire brigade has been

organized and emergency drills are held periodically, involving faculty, administrative staff and students alike.

With a view to the prevention of substance abuse, awareness-raising activities are held as part of the new student orientations in spring and fall each year. Full separation of smoking and non-smoking areas is promoted through designated smoking zones on campus, and the aim is to achieve a fully non-smoking campus in the medium term. New student orientations include awareness-raising on smokers' etiquette.

Support for student careers is coordinated by the Career and Job Placement Committee headed by the Vice President for Careers (a faculty member). Support services are provided at the Ritsumeikan Tokyo Campus and Ritsumeikan Osaka Campus for students undertaking job-hunting activities in the capital city and major metropolitan areas.

APU emphasizes peer support as a means of career guidance. Activities in this area center on student organizations that support career path development, and others in which fourth-year undergraduate students who have secured job offers provide support for students in third year and below based on their own experiences. Alumni also provide role models for current students, and are involved in student career support in both curricular and extracurricular forums.

A career path development perspective is also incorporated in the formal curriculum, with career design and internship subjects offered to support students in their career development from the early years of their undergraduate studies.

APU students pursue job-hunting off campus under conditions of disadvantage in terms of both time and finances. To overcome these disadvantages, APU invites employers to the campus to conduct information sessions and candidate screenings, and a total of around 250 employers participate in these activities each year.

→ Achieved.

Assessment/Evaluation Parameter (3): Is student support regularly assessed and evaluated for suitability? Moreover, are efforts taken to improve support based on those results?

Evaluation Points

- Assessment/evaluation based on appropriate grounds (materials, information)
- Improvement based on assessment/evaluation results

The appropriateness of student support services is reviewed periodically within the applicable divisions of the university. The results are reported to committees and a shared understanding of challenges cultivated. This forms the basis of a PDCA cycle in which the results feed in to formulation and implementation of support policies for the following academic year. In this way the university periodically assesses and implements initiatives to improve and enhance the appropriateness of student support services.

→ Achieved.

8. Education and Research Environment

Assessment/Evaluation Parameter (1): Are policies for developing the environment and conditions for student learning and education and research activities by faculty members clearly indicated?

Evaluation Points

- Appropriate indication of policies concerning education and research environment in light of APU's ideals and aims, the aims of each college and graduate school, and other factors

APU is developing a campus master plan on the basis of the APU2030 vision and the APU2020 Second Half Plan, taking into account long-term repair and renovation plans.

→ Achieved.

Assessment/Evaluation Parameter (2): Based on the policies concerning education and research environment, does the university have the required land and buildings and has it developed the necessary facilities and equipment required for education and research activities, such as an athletic field?

Evaluation Points

- Developing and managing facilities and equipment
 - Providing a network environment and information and communications technology (ICT) machines and equipment
 - Maintaining and managing facilities and equipment and ensuring safety and hygiene
 - Developing a campus environment that offers universal access and takes the comfort of its users into account
 - Developing an environment that promotes self-directed learning by students
- Initiatives concerning the establishment of staff, faculty, and students' information ethics

The area of the APU campus is in excess of that required by the university establishment standards. The university can be considered to have campus space and buildings sufficient for the conduct of education and research activities.

To ensure the safety and sanitation of facilities, a central monitoring system has been established and is operated to facilitate early detection of facility malfunctions and accidents. Regulations on risk management and related issues have also been instituted.

→ Issues remaining.

Assessment/Evaluation Parameter (3): Is there a system in place for providing library and academic information services? Also, is it functioning properly?

Evaluation Points

- Provision of library materials and an environment for library book usage
 - Developing a collection of academic information materials such as books, academic journals, and electronic information
 - Developing a network with academic content provided by the National Institute for Informatics and other libraries
 - Enabling access to academic information
 - Developing a library usage environment that takes student learning into account (e.g. number of seats, hours of operation)
- Assignment of staff with expertise to provide library and academic information services

As of May 2017, the library stocked 215,993 books, 2,776 periodicals, 89 online databases and electronic journals, and 3,756 audio-visual resources, making for a distinctive yet well-balanced collection suited to the education and research fields at APU.

Databases and electronic journals can be accessed from off campus through a virtual private network (VPN). A range of highly convenient academic information services are offered, with library users able to request photocopies, apply to borrow books from other institutions via inter-library loan (ILL), and reserve and order books via the library website.

Books, journals, and electronic sources are also shared with the libraries at Ritsumeikan University (a total of seven locations), through systems for information search on library holdings, parallel search of electronic resources, and reservation and ordering services. Academic information and cataloguing data is shared widely with the National Diet Library, National Institute of Informatics, and other universities within and beyond Japan through the use of the NACSIS-Webcat comprehensive catalog database and mutual ILL arrangements.

The library has a total of 1,034 seats, and the learning commons on the first floor includes collaborative learning spaces, presentation rooms, and group study rooms. Students can also make use of the writing center (Japanese and English) and facilities providing learning support for mathematics and statistics. Library opening hours are 8:30 am to midnight Mondays to Fridays in teaching periods, and 10:00 am to 6:00 pm on Saturdays, Sundays, national holidays and in the long vacation periods. The main counter and reference counter is staffed by qualified librarians from an outsourcing company, creating a library usage environment attuned to students' study needs.

→ Achieved.

Assessment/Evaluation Parameter (4): Are the environment and conditions for supporting education and research activities adequate and are education and research activities being promoted?

Evaluation Points

- Establishment of conditions for promoting research activities
 - Indicating the basic stance regarding research as a university
 - Using research funds appropriately
 - Providing support for acquiring external funding
 - Providing research laboratories, securing research time, and guaranteeing a dedicated period for research
 - Having a system to support research activities such as holding thesis writing seminars
- Establishment of conditions for promoting education activities
 - Improving education facilities and equipment and the education environment
 - Having a system to support education and research activities such as teaching assistants (TA)

Regarding research allowances, tenured faculty, fixed-term faculty, and specially appointed faculty all receive 200,000 yen in individual research materials expenses and 100,000 in research travel expenses every academic year. There are also a number of internal subsidy programs and other systems to support diverse faculty research.

Moreover, we operate a sabbatical system for tenured faculty, which exempts them from teaching duties for a period of one semester so they can focus exclusively on their research.

We review internal subsidy programs regularly, and endeavor to generate research service margins through administrative efficiency gains, while responding to the needs of researchers. Apart from financial support, efforts are made to enhance research-related skills through initiatives such as seminars on the production and submission of English-language research papers.

With a view to developing conditions that promote educational activity, we have established collaborative learning spaces and individual learning support functions (Analytics and Math Center) within the learning commons.

Furthermore we utilize a university-wide Learning Management System (LMS) for the management of learning in each curricular subject. This is used as a tool for distribution, storage and accumulation of learning materials, implementation of quizzes, and integrated management of learners' outputs and examination results.

Teaching Assistants (TAs) are also deployed widely as part of teaching and learning support in class, and serve to enhance class quality.

→ Achieved.

Assessment/Evaluation Parameter (5): Are necessary steps being taken and measures applied appropriately to ensure compliance with research ethics guidelines?

Evaluation Points

- Initiatives related to the prevention of unethical research practices and misconduct in research activities
 - Improving regulations
 - Periodically holding compliance classes and research ethics classes
 - Having an internal review organization concerning research ethics

Basic rules on research ethics are prescribed in the Ritsumeikan Asia Pacific University Research Code of Ethics and the Ritsumeikan Asia Pacific University Regulations for the Prevention of Misconduct in Research Activities, while the Ritsumeikan Asia Pacific University Guidelines for Ethical Conduct in Research Involving Human Subjects and the Ritsumeikan Asia Pacific University Guidelines for Proper Publication of Research Outcomes provide researchers with guidance on key points to take into account. These documents are posted on the university website and made widely known. We have a Research Ethics Committee whose work includes publicizing and cultivating greater familiarity with the Research Code of Ethics.

Moreover, we established a Research Compliance/Ethics Review Committee in AY2017 to enable prompt response to inquiries from researchers concerning research ethics.

→ Achieved.

Assessment/Evaluation Parameter (6): Is the education and research environment regularly assessed and evaluated for suitability? Moreover, are efforts taken to improve support based on those results?

Evaluation Points

- Assessment/evaluation based on appropriate grounds (materials, information)
- Improvement based on assessment/evaluation results

Various forms of data and surveys on student use of the library are compiled each academic year into an Annual Report, which is shared at the Media Resource Center Steering Committee and employed in discussions of objectives and projects for the next academic year and beyond.

To assess the appropriateness of the research environment, the yearly activities of the International Cooperation and Research Division are reported to the University Senate, and feedback gained and utilized in improvements for the next academic year and beyond.

→ Achieved.

9. Social Cooperation and Contribution

Assessment/Evaluation Parameter (1): Has the university indicated a policy on social cooperation and contribution with the aim of appropriately sharing its education and research achievements with society?

Evaluation Points

- Appropriate indication of policy on social contribution and cooperation in accordance with the mission and purpose of the university and the goals of the colleges and graduate schools

APU's establishment was the result of a large-scale public-private collaboration with Oita Prefecture and Beppu City. In line with this fundamental character, community engagement has been one of the basic objectives of the university since before it opened. A basic approach to social contribution was set out in the "Proposal from APU" document released in June 1999. Moreover, to coincide with APU's 20th anniversary, the university's roles and responsibilities in contributing to the world and the local community are being included in the APU2030 plan.

→ *Achieved.*

Assessment/Evaluation Parameter (2): Is the university engaging in initiatives related to social cooperation and contribution in accordance with its policy on social cooperation and contribution? In addition, is the university appropriately sharing its education and research achievements with society?

Evaluation Points

- Appropriate systems to cooperate with off-campus organizations
- Promotion of education and research activities through initiatives related to social cooperation and contribution
- Participation in regional and international exchange projects

Since its establishment, APU has placed strong emphasis on international contribution and partnership through the means of international cooperation. One facet of this is the implementation of international cooperation projects commissioned by the Japan International Cooperation Agency (JICA), which have helped to give the university's research outcomes back to society. We have also received commissions from local government authorities to operate a variety of courses for local residents, as well as activities such as the production of commercials for countries in Asia to raise the international profile of Oita Prefecture.

At the time of the university's opening, a group of leaders from the realms of politics, business, government and academia were engaged to form the APU Advisory Committee (AC). These AC members cooperate with APU through such activities as assistance with graduate job placement and provision of lectures and seminars for the enhancement and development of the university's academic

profile. Foreign embassies that are part of the AC cooperate by providing various forms of study support that enable new enrollees and current students to lead a safe and secure life at APU. There is also a system of Academic Advisors: renowned Japanese and international researchers and educators who give special lectures and seminars at APU.

We hold an annual Asia Pacific Conference, attracting researchers both from within Japan and internationally. The conference has been successful in extending the networks of APU faculty members and leading to joint authorship of research papers.

Partnerships with the local community take the form of friendship agreements with a total of 22 municipalities, including not only all 19 municipalities within Oita Prefecture, but also Iida City in Nagano Prefecture, Kesenuma City in Miyagi Prefecture, and Fukuoka City in Fukuoka Prefecture. A variety of exchange projects are being developed proactively under these agreements.

In the area of partnerships with business, we have developed the Global Competency Enhancement Program (GCEP) to respond to the demand from companies for human resources capable of adaptation to globalizing business environments.

Moreover, the Research Center for Muslim Affairs (RMCA) holds RMCA Special Lectures in Oita City and other locations, as well as supporting a collaborative project for the development of Halal soy sauce with one of the top soy sauce and miso manufacturers in Oita Prefecture.

→ Achieved.

Assessment/Evaluation Parameter (3): Does the university periodically conduct assessments to determine the appropriateness of social cooperation and social contribution? In addition, has the university conducted initiatives to improve or enhance social cooperation and social contribution based on assessment findings?

Evaluation Points

- Assessment based on appropriate grounds (materials, information)
- Improvement and enhancement based on assessment findings

The appropriateness of APU's social cooperation and contribution activities is assessed, based on the Self-Assessment Report, by the University Evaluation Committee, which includes external members from local government authorities and companies. The Self-Assessment Report includes a section on social cooperation and contribution, and the appropriateness of these activities is ensured through improvements and enhancements pursued in response to the feedback provided by the University Evaluation Committee.

→ Achieved.

10. University Administration and Finance

Section 1 University Administration

Assessment/Evaluation Parameter (1): Has the university indicated university administration policies to realize mid to long-term and other plans with an eye toward the university's mission, purpose, and future?

Evaluation Points

- Indication of university administration policies to realize mid to long-term and other plans with an eye toward the university's mission, purpose, and future
- Notification of university administration policies to members of the university

APU's policies on university management are guided by the Ritsumeikan Asia Pacific University Regulations, which indicate the aims and roles of the university's various organs including the President, University Senate, Faculty Council, and specialist committees.

The aims and roles of each committee are prescribed in separate regulations, reflected in the provisions of the University Regulations, and made known to all members of the APU community.

→ Achieved.

Assessment/Evaluation Parameter (2): Has the university established required positions such as a President and required bodies such as a Faculty Council Meeting, and indicated their respective authorities based on the university administration policies? In addition, is the university conducting appropriate university administration?

Evaluation Points

- Establishment of organizations to conduct appropriate university administration
 - Indication of selection method and authority for the position of President
 - Indication of selection method and authority for executive positions
 - Establishment of decision-making and corresponding execution processes for the President
 - Clarification of the role of the Faculty Council Meeting
 - Clarification of the relationship between decision-making by the President and the role of the Faculty Council
 - Clarification of the authority and responsibilities of academic organizations (university) and corporate organizations (Board of Trustees, etc.)
 - Response to opinions received from students, faculty, and staff
- Implementation of appropriate crisis management measures

The method for selection of the President is set out in the Act of Endowment and other regulations based on the Private Schools Act, and the President's roles and responsibilities are prescribed in the

University Regulations. Vice Presidents, Deans of the undergraduate colleges and graduate schools, and other executive officers are appointed by the President, pursuant to the University Regulations. Vice Presidents and Deans who also serve as Trustees of the Ritsumeikan Trust also have the responsibilities and powers to administer the operational policies of the Trust as a whole.

The University Regulations stipulate that the President “shall control the University affairs and supervise the faculty and staff members of the University,” and that the Faculty Council shall “state opinions on matters to be determined by the President.” Decision-making in university affairs is to be finalized by the President following deliberation by the applicable specialist committee.

Administration and management of academic affairs is conducted in accordance with the University Regulations, based on the School Education Act and associated statutory provisions. The Act of Endowment stipulates the executive officers, methods of their selection, and the composition of and matters for deliberation by the Board of Trustees and Trust Council. The University Regulations stipulate the standards for decision-making on academic affairs and the matters for deliberation by the Faculty Council and other key meetings. These provisions form the basis for the administration and management of the Ritsumeikan Academy.

Management plans, budgets, regulations, and other essential matters require deliberation and determination, including business judgments, by the Trust’s key decision-making organs (Executive Board of Trustees, Board of Trustees, Trust Council).

We solicit feedback from students on the university’s educational activities through periodical discussion meetings with Vice Presidents and Deans (“Talk with Dean” forums). Faculty members exchange opinions on education and research activities in Faculty Discussion Meetings and Faculty Council Meetings. Discussion of university-wide challenges by administrative staff centers on the office meetings held within each office on a weekly basis.

In the area of risk management, we have established a voluntary fire brigade and hold university-wide disaster prevention drills annually. In the Kumamoto Earthquake of April 16, 2016, the risk management regime developed thus far was deployed effectively in some ways, but it did not function as envisaged, with manuals found to be deficient, and facilities and systems inadequate. Improvements are required in this area from now on.

→ Largely achieved.

Assessment/Evaluation Parameter (3): Are budget-making and execution appropriate?

Evaluation Points

- Clarification and transparency for budget execution processes
 - Internal controls, etc.
 - Analysis of budget execution effects, and establishment of verification mechanism

The Management Planning Committee established under the Executive Board of Trustees oversees the progress on various plans made in accordance with the management plan, and in parallel produces the budgeting policies and draft budgets connected therewith. Budgets are reviewed on the basis of analysis of actual spending, and new budgets formulated through discussion among the university's various offices.

Routine budget management and expenditure is conducted using an accounting system. This system is the center of rigorous and efficient budget management, including approval and determination of expenditure in accordance with regulations, prevention of expenditure in excess of budgets and input errors, and inquiry searches for budget balances and expenditure details.

→ Achieved.

Assessment/Evaluation Parameter (4): Has the university established administrative organizations necessary to support Trust or university administration or education and research activities, or necessary for other university administration? In addition, are these administrative organizations functioning appropriately?

Evaluation Points

- Appropriate organizational structure and staff deployment to support university administration
 - Establishment of various regulations governing faculty employment and promotion, and appropriate operation of such regulations
 - Diversification of work duties, and establishment of staff framework capable of handling advanced work duties
 - Cooperative relationship between faculty and staff in academic and other university administration (faculty-staff cooperation)
 - Appropriate staff performance evaluation and compensation improvement based on performance assessment

Appointment of administrative staff is handled centrally by the Ritsumeikan Trust. Promotion is conducted appropriately in accordance with career sheets and the APU administrative staff assessment system.

As part of our Japanese-English dual-language operations we established a tenured special administrative staff system in 2010, and we are now working on the standardization, specification, concentration, and outsourcing of administrative support work.

Collaboration between faculty and administrative staff is a Ritsumeikan tradition, and has been practiced since APU's opening across all areas, including appointment of members for diverse projects, and collaborative implementation of admissions interviews.

Evaluation of administrative staff members' work performance is conducted through the annual

setting of objectives and practical methods and approaches to work at the start of each academic year, interviews with the office manager at the start, middle, and end of the year, evaluation by the office manager, associate director, and director-general, and feedback of final results to each individual. The Personnel Affairs Division of the Ritsumeikan Trust also oversees a career sheet system, which allows administrative staff members to enter information on their career experiences thus far and their wishes regarding future training and workplace transfer.

→ Achieved.

Assessment/Evaluation Parameter (5): Are measures implemented to improve administrative staff and faculty motivation and qualifications, with the aim of implementing appropriate and efficient university administration?

Evaluation Points

- Systematic implementation of staff development (SD) necessary for university administration

There are three forms of SD activities at APU: dispatch of staff to external SD training programs, training programs operated by the Ritsumeikan Trust, and training programs offered independently by APU. The Institute for Professional Excellence in Global Learning established in AY2016 operates a wide variety of SD programs.

→ Achieved.

Assessment/Evaluation Parameter (6): Does the university periodically conduct assessments to determine the appropriateness of university administration? In addition, does the university conduct initiatives to improve or enhance university administration based on assessment findings?

Evaluation Points

- Assessment based on appropriate grounds (materials, information)
- Appropriateness of audit process
- Improvement and enhancement based on assessment findings

We produce self-assessment reports every two years, and these are used as the basis for evaluation by the University Evaluation Committee. Following each evaluation an evaluation report is issued in the name of the committee chair and presented to the President. The President reflects the content of the report in university management, especially the matters noted in need of improvement.

Routine audits by the Ritsumeikan Trust's Auditors and accounting audits by an accounting firm are conducted annually.

→ Achieved

Section 2 Finance

Assessment/Evaluation Parameter (1): Has the university appropriately formulated a mid to long-term financial plan to stably execute education and research activities?

Evaluation Points

- Formulation of mid to long-term financial plan in accordance with mid to long-term plan for the university's future
- <Private Universities>
- Formulation of indicators and objectives related to financial ratios for applicable universities

We have instituted a medium-term financial plan to cover the period up to AY2024, and set upper limits for spending in major categories such as faculty personnel costs, administrative staff personnel costs, and scholarships.

Items for which expenditure fluctuates from year to year, such as long-term facilities refurbishment and information systems, are subject to a multi-year budgeting system, with upper limits set across multiple budget years.

We employ the indicative financial ratios set in the business judgment indicators issued by the Promotion and Mutual Aid Corporation for Private Schools of Japan (PMAC) in order to monitor the financial results not only of the Ritsumeikan Trust as a whole but also APU specifically.

→ Achieved.

Assessment/Evaluation Parameter (2): Has the university established an adequate financial foundation to stably execute education and research activities?

Evaluation Points

- Financial foundation (or budget allocation) necessary to realize forward-looking and other plans based on the university's mission and purpose
- Mechanisms to concurrently execute education and research activities and secure funding
- Progress with securing external funding (Grant-in Aid for Scientific Research (MEXT), donations, contracted research expenses, joint research expenses, etc.), asset management, etc.

We have instituted a Basic Policy on the Financial Operations in order to furnish financial support for initiatives in line with the Trust's aim of qualitative enhancement of education and research, while also ensuring the levels of financial stability and sustainability demanded of a private school corporation. This Basic Policy underpins the stable and ongoing management of the Trust's financial affairs together with efforts to develop a future-oriented financial basis for new projects and campus developments.

The Trust's basic approach is to uphold financial discipline in the operation of its various

universities and schools while taking a unified view of education/research activities and financial affairs.

In regard to external funding, sources such as the government's ordinary expense subsidies for private universities are utilized for pro-active efforts in university reform, while other external funding, including under the Top Global University project, has been procured to a total of at least 200 million yen annually.

Moreover, we utilize APU's distinctive campus of multicultural coexistence for pro-active deployment of the Global Competency Enhancement Program (GCEP), which brings business professionals to APU as trainees (part-time students).

In regard to revenue and expenditure balance, the Basic Policy on Financial Operations guides the accumulation of capital with a view to medium- and long-term replacement and renewal of university facilities.

The Trust has a high ratio of fixed assets within its asset structure, and is growing a stock of capital for the stable and ongoing maintenance of the education and research environment at the same time as pursuing facilities and infrastructure development projects for academic advancement.

Within the overall asset structure, the ratio of total liabilities to total funds has increased from 9.6% in AY2013 to 12.2% in AY2017, producing a declining trend in the funds-on-hand ratio (from 90.4% in AY2013 to 87.7% in AY2017). As for cumulative net income/loss, spending outstripped revenues since AY2010, but since this figure represents the total after transfers to the capital funds, the Trust still has the necessary funds-on-hand, thereby ensuring financial stability.

→ Achieved.