

Outline of AY2013 Ritsumeikan Asia Pacific University
University Evaluation Committee Meeting

1. Date: Friday, December 6, 2013

2. Venue: Ritsumeikan Asia Pacific University

3. Schedule:

- 10:15 – 12:00 Facility tour and class observation
 - Library/ learning commons, SALC, AP House and others
 - Language subjects (Both Japanese and English), common subjects, major subjects and others
- 13:15 – 14:00 Interview with students [Conference Room 1 East]
- 14:00 – 17:00 University Evaluation Committee Meeting [Convention Hall]

<General Meeting> 14:00 – 14:20, 16:00 – 17:00 [Convention Hall]

<1st subcommittee meeting> 14:25 – 15:50 [Convention Hall]

<2nd subcommittee meeting> 14:25 – 15:50 [Conference Room 6]

14:00 – 14:05	<ul style="list-style-type: none"> • Greeting from President KORENAGA
14:05 – 14:20	<ul style="list-style-type: none"> • Explanation by Chairperson SUZUKI how to proceed the University Evaluation Committee Meeting
14:25 – 15:50	<ul style="list-style-type: none"> • Evaluation of the Standard 1 “Mission and Goals” • Subcommittee meetings <ul style="list-style-type: none"> - Q& A regarding the AY2012 Self-Assessment Report(Trial Version) and others <p><1st subcommittee meeting> Standard 2-5 [Convention Hall]</p> <p>President KORENAGA Shun, Vice-President HIRATA Junichi, Vice-President YAMAGAMI Susumu, Dean of College of Asia Pacific Studies and Graduate School of Asia Pacific Studies PISHVA Davar, Dean of College of International Management and Graduate School of Management YOKOYAMA Kenji</p> <p><2nd subcommittee meeting> Standard 6-10 [Conference Room 6]</p> <p>Vice-President SHIMA Keiko, Vice-President FELLIZAR Francisco Jr., P, Dean of Student Affairs KIM Chan Hoe, Dean of International Cooperation & Research NAKAYAMA Haruo, Director-General MINAMI Takeshi</p>
15:50 – 16:00	<ul style="list-style-type: none"> • Break
16:00 – 17:00	<ul style="list-style-type: none"> • Q& A at general meeting, General overview by the Chairperson

Attendees List for AY2013 Ritsumeikan Asia Pacific University
University Evaluation Committee Meeting

※Affiliation and position title are as of December 2013.

<University Evaluation Committee>

	Name (Honorific titles omitted)	Affiliation and Position Title
Chairperson	SUZUKI Norihiko	President, Akita International University
Member	KAWAKAMI Ikuo	Professor, Graduate School of Japanese Applied Linguistics, Waseda University
Member	SHIOTSUGU Kiyooki	Professor, Department of International Liberal Arts, International College of Arts and Sciences, Fukuoka Women's University
Member	MAEDA Sanae	Professor, Center for General Education, Chiba University
Member	YAMADA Yoshio	Director, Office of the Faculty of Social Sciences, Hosei University

<APU Affiliates>

Position Title	Name
President	KORENAGA Shun
Vice-President	HIRATA Junichi
Vice-President	SHIMA Keiko
Vice-President	FELLIZAR Francisco Jr., P
Vice-President	YAMAGAMI Susumu
Dean, College of Asia Pacific Studies Dean, Graduate School of Asia Pacific Studies	PISHVA Davar
Dean, College of International Management Dean, Graduate School of Management	YOKOYAMA Kenji
Dean, Student Affairs	KIM Chan Hoe
Dean, International Cooperation & Research	NAKAYAMA Haruo
Director-General	MINAMI Takashi
Director, Division of General Planning and Development Director, Division of International Affairs, Ritsumeikan Trust	IMAMURA Masaharu
Deputy Director	OHTA Takeshi
Deputy Director	MURATA Yoichi
Deputy Director	MURAKAMI Ken
Manager, Academic Office	OSHIMA Nao
Manager, Academic Office	MIYOSHI Maki
Manager, Career Office	POSSELIUS Masako
Manager, Admissions Office (International)	KAMEDA Naohiko
Manager, Admissions Office (International)	SHINOZAKI Yuji
Manager, Administration Office	KITAMURA Shigeo
Manager, Office of the President	ITO Kenji
Assistant Manager, Office of the President	ISHIKAWA Shinji

January 15, 2014

Ritsumeikan Asia Pacific University University Evaluation Committee Meeting
Chairperson Summary

Ritsumeikan Asia Pacific University
University Evaluation Committee, Chairperson
SUZUKI Norihiko
(President, Akita International University)

I. Introduction

Ritsumeikan Asia Pacific University has implemented external evaluations by holding a University Evaluation Committee meeting every two years as a part of Internal Quality Assurance.

The committee meeting for AY 2013 was held on December 6th, 2013. Before the committee meeting, each committee member read the AY 2012 Self-Assessment Report (Trial Version) which the University had developed and prepared comments on. The committee meeting, held at APU, focused mainly on discussing the report. The report was written by the University in accordance with the standards and evaluation points of the university accreditation conducted by the Japan University Accreditation Association (JUAA).

However, because of time constraints on the part of both the University and committee members, the University Evaluation Committee carried out the meeting according to a process differing slightly from the official university accreditation process. Regarding this summary, although equivalent to evaluation results made by the whole committee, it was written under the responsibility of myself as Chairperson, drawing on the AY 2012 Self-Assessment Report (Trial Version), members' comments on this report and responses to comments from the University, and discussions held during the committee meeting.

As part of the University's initiatives on Internal Quality Assurance, I hope, as Chairperson of the committee, that the University will utilize this summary in improving its educational and research activities and university management in the future.

II. Summary of Comments

1. Mission and Goals

The University opened in April 2000 with the "Declaration on the Occasion of the Opening of APU", in which the University's vision is stipulated as "Freedom, Peace and Humanity", "International Mutual Understanding" and "Shaping the Future of the Asia Pacific Region". In addition, APU has worked towards achieving "The three 50s" ([1] Admit international students from 50 countries and regions, [2] Admit a 50% ratio of international to domestic students, and [3] Maintain a 50% ratio of foreign to Japanese faculty). In 2011, the University presented the "APU2020 Vision", which projects a vision for the future of APU

in 10 years' time, and formulated the "APU Phase Three Plan" for the four years between 2011 and 2014; university management is conducted in line with these mid- and long-term plans.

For the undergraduate colleges, the University has been making efforts to maintain the bilingual education system and enhance class contents. Through initiatives such as having all classes and research conducted in English, the graduate schools provide a global education.

Academic reform and the creation of mid-term plans are used as occasions for the University to review the suitability of its mission and goals. Specifically, "Review" meetings are convened twice a year (summer and winter) in which internal discussions are held in order to formulate major policies and strategies. The Review is attended by members of the University's decision-making body, the University Senate; however, all faculty and staff members may observe meetings, and these Reviews play an important role in allowing faculty and staff members to become familiar with issues that affect the whole university. Reviews, as a premise to any academic reform, allow for a return to the missions and goals of the University, undergraduate colleges and graduate schools, and through the sharing and discussion of progress and achievements, contribute to the validation of mission and goals and their suitability.

Regarding the educational and research objectives for the Graduate School of Asia Pacific Studies, objectives for each program and major are not clearly stipulated; improvement on this point is recommended.

2. Educational and Research Structure

Building on the university's mission and goals as a foundation, APU has established two colleges (the College of Asia Pacific Studies and College of International Management), two graduate schools (the Graduate School of Asia Pacific Studies and Graduate School of Management) and one Research Institute (the Ritsumeikan Center for Asia Pacific Studies). In addition, the Center for Language Education (CLE), Education Development and Learning Support Center (EDLSC) and Media Resource Center (MRC) have been established to support education at the University overall.

CLE and EDLSC each formulate regulations and place their own faculty members in the centers. Both CLE and EDLSC maintain close cooperative relationships with college academic affairs: CLE through efforts for university-wide language education, and EDLSC through first-year student support, general student support such as advising, faculty development (FD) activities, and career development activities. MRC was established for the purpose of supporting the collection and storing of necessary academic references for university learning and research, and has its own relevant regulations. Representative members from MRC are delegated to faculty members from EDLSC, CLE and the colleges, and formulate annual policies regarding library management and academic information collection

Since its inauguration in 2000, the University examines its educational and research

structures at the time of academic reforms. To examine its educational structures, the University implements the following procedure: 1) Review and analyses of the structure of the Division of Academic Affairs, 2) Exchange of opinions and ideas regarding the structure of the Faculty Council Meeting, Graduate Faculty Council Meeting and Faculty Discussion Meeting, 3) Finalizing of structures at the University Senate Meeting. Similarly, to examine research structures, the following procedure is implemented: 1) Review and analyses of the structure of the International Cooperation and Research Division Meeting, 2) Exchange of opinions and ideas regarding the structures of the Faculty Council Meeting, Graduate Faculty Council Meeting and Faculty Discussion Meeting and 3) Finalizing of structures at the University Senate Meeting.

“Asia Pacific Studies” represents an attempt to open up a new field of study, and it is crucial that academic development be made. Further examination on what constitutes “Asia Pacific Studies” is a challenge which must be addressed in the future.

3. Faculty Members and Faculty Structure

The faculty member appointment criteria for each college, graduate school, and the University as a whole are clearly laid out, and "Faculty Appointment Selection Criteria", “Center for Language Education Faculty Appointment” and “Faculty Promotion Screening Criteria” are well defined. The age composition of faculty members is well-balanced and the mix of nationalities ensures diversity.

We commend APU’s international recruitment system as well as its faculty assessment system, which is a special award system recognizing excellence among faculty members.

4. Educational Program, Instruction and Outcomes

(1) Educational Objectives, Diploma Policy, Curriculum Policy

University-wide

Domestic students enrolled in either college on a Japanese-language basis must complete 20 or more credits of Common Education Subjects or Major Education Subjects held in English in order to graduate. The curriculum is formulated and carried out in accordance with the considerations specified in the “Approval for Establishment” and elsewhere. In addition, a flexible education system allowing for twice-annual student intakes and use of the semester/quarter system is in place.

Formulating and systematizing of the “Educational Objectives”, “Diploma Policy” and “Curriculum Policy” for each college, graduate school and major while publicizing this information both internally and externally in an easy-to-understand format is an issue that should be dealt with in the future.

In particular, as the contents of the Diploma Policy are centered on graduation requirements and remain limited to criteria for qualification, improvement on this front is advisable. It is recommended that policies be formulated that reflect the abilities and knowledge that are expected of students as being commensurate with an academic degree.

College of Asia Pacific Studies (APS)

The acquisition of nine items of knowledge and skills is defined as the educational objective across both undergraduate colleges. No APS-specific educational objectives have been formulated; this should be remedied.

College of International Management (APM)

The educational program is now being revised as APM aims to obtain accreditation from the Association to Advance Collegiate Schools of Business International (AACSB International). Learning goals and learning objectives are being clarified in line with the accreditation standards of AACSB International and clearly specified for students. Through these initiatives, the educational objectives of APM are making large strides towards aligning with the global standard.

Graduate School of Asia Pacific Studies

No program-specific and major-specific educational outcomes have been formulated; this should be remedied.

Graduate School of Management

The educational program is now being revised as the Graduate School of Management aims to obtain accreditation from the Association to Advance Collegiate Schools of Business International (AACSB International). Learning goals and learning objectives are being clarified and made clear to students in line with the accreditation standards of AACSB International. Through these initiatives the educational objectives of the Graduate School of Management are making large strides towards aligning with the global standard.

(2) Educational Program and Instruction

University-wide

Across both of the undergraduate colleges, twenty-nine of the forty-two 100-series Common Education subjects (69%) are offered in both Japanese in English. The bilingual offering rates of APS and APM are 70.8% and 86.7% respectively. A course numbering system has been established, and through the establishment of prerequisite subjects, the structure and sequence of the curriculum is being maintained. All course syllabi clearly specify the goals and objectives of the course.

In both colleges, an Introduction to APU class as well as First-Year Student Workshops I and II have been established as part of the regular curriculum. Diversified and detailed support is offered through Learning Support programs such as the Self-Access Learning Center, the Learning Support Center, Academic Advising, Office Hours, and Peer Support.

The unique programs that APU offers in both colleges starting in students' first year, including Active Learning opportunities such as the "FIRST" program, as well as the

Learning Support Center and the Academic Advising system are highly commendable. In addition, the “Introduction to APU” course, offering training on inter-cultural understanding, is a unique characteristic of APU and deserves praise.

In both colleges it is apparent that there is a need to address student satisfaction with classes held in English. It is recommended that reviews based on “Class Evaluation Surveys” be conducted and efforts toward improvement be taken.

College of Asia Pacific Studies (APS)

Challenges which need to be addressed in the future are clearly demonstrating what efforts are being taken regarding the educational program and contents of Major Education Subjects, and building a system which continuously evaluates improvements.

College of International Management (APM)

At the level of undergraduate education, the well-laid out curriculum that has been established should be commended.

Graduate School of Asia Pacific Studies

It is commendable that APU operates two dual degree programs (master’s degree) for the International Cooperation Policy Master’s Course: the dual degree (master’s degree) International Material Flow Management Program (IMAT Program) with Germany’s Trier University of the Applied Sciences, and the dual degree (master’s degree) program with Bravijaya University, organized as part of the Indonesian government’s 3rd Professional Human Resources Development Project.

Regarding recommendations made in the previous evaluation by the Japan University Accreditation Association for the Research Report screening framework, improvement measures starting from 2014 have been set.

(3) Educational Instruction

University-wide

Implementation of the “Learning Management System” and the fact that syllabus creation and the Class Evaluation Survey are being operated in an appropriate manner are points that should be commended. Also, strengthening of the program through the newly established “FD/SD Steering Committee” is also commendable. A challenge that remains is increasing the percentage of faculty who keep office hours.

Graduate School of Asia Pacific Studies

The clarity that the research supervision system has achieved is commendable. Regarding recommendations made in the previous evaluation by the Japan University Accreditation Association for the Research Report screening framework, improvement measures starting from 2014 have been set.

(4) Achievements/Accomplishments

University-wide

Diverse methods of measuring learning outcomes are being utilized, such as Rubric, Portfolio, and assessments of educational objectives (AOL efforts relating to standards of AACSB International accreditation, which APM and the Graduate School of Management are aiming to obtain). The “Self-evaluation through classes”, “Portfolio measurement” and “e-Portfolio” endeavors are commendable. Praise is deserved for efforts to assess achievements that cannot be measured by learning time or exam results.

College of Asia Pacific Studies (APS)

Regarding Major Education Subjects for APS, the University has not yet begun to undertake an organized attempt to measure education outcomes. It is advised that the knowledge and skills that students should acquire first be established, as these constitute the basis for any measurement of outcomes.

In APS, of students who take “Research Seminar” and “Undergraduate Thesis” classes, 70% go on to submit a thesis. Evaluation and review of this number is an issue that needs to be dealt with in the future.

5. Student Admissions

University-wide

In keeping with its vision, APU admits students with a diverse array of characteristics from both Japan and around the globe who possess suitable credentials. The ratio of domestic to international students is set at 50%. APU’s structure, international character, entrance examination system, overseas admissions systems and its efforts to enhance its unique scholarship system reflect APU’s distinctive character.

In both undergraduate colleges, student admissions are centered on the AO Exam (Admissions Office Exam), and all applicants are interviewed as part of the international admissions process.

APU has developed and made public a university-wide Admissions Policy. At the level of college and graduate school, improvement is needed in indicating specifically what knowledge, abilities and qualities are expected from applicants.

For the colleges (APS, APM), the ratio of enrollment capacity to currently enrolled students is on the whole being adequately managed.

Graduate School of Asia Pacific Studies

For the master’s program (Asia Pacific Studies major), the number of currently enrolled students falls far short of intake capacity. By contrast, in the doctoral program, the number of enrolled students far exceeds the intake capacity. Management of student intake capacity is an issue which needs to be addressed.

Graduate School of Management

The number of students currently enrolled in the Graduate School of Management falls far short of intake capacity. Management of student intake capacity is an issue which needs to be addressed.

6. Student Support

A future plan for student support and career support looking ahead to 2020 has been drawn up in the “Phase Three Plan” decided upon at the University Senate Meeting. It can be seen that the university as a whole is enthusiastically engaged in supporting students’ academic studies, daily lives, and future career paths.

By contrast, there are no clear, comprehensive policies instituted regarding the question of whether or not policies regarding academic, student life and career support are determined with the characteristics of the University’s missions and goals and student tendencies kept in mind. In addition, the question of whether or not these policies are shared among the entire staff also remains unaddressed. This has resulted in a situation that is rather confusing for non-APU affiliated individuals.

Academic support methods that can be identified include individual tutoring sessions in cooperation with faculty and staff given to students whose academics are suffering, and making sure to follow up accordingly with students who have been absent from Common Education Subject classes (Language Education Subjects, Japanese) for more than two weeks in order to prevent credit shortages. Special considerations during lectures, note-taking assistance, enlarged answer sheets and modified times for exams have been offered as support for students with disabilities since AY 2012. The support framework for supplementary education includes initiatives such as “Campus Visit Day”, “Schooling”, and the “APU Basic Skills Brush-up Course”, which are conducted in order to support the learning of students who have come to APU through a variety of channels. For international students, the university offers pre-enrollment Japanese learning support. Through collaboration with Kumon Educational, a learning corner in the library manned by a supervisor and student staff has been set up where students can go for guidance regarding classes. This initiative is to be commended.

Regarding support for student life, APU maintains a well-developed and varied scholarship system for the financial support of students, including APU’s own system of financial aid or a tuition reduction option. Of particular note is the fact that approximately 70% of APU’s international students make use of the “International Student Tuition Reduction” system. As harassment prevention measures, “APU Harassment Prevention Regulations” and “APU Harassment Prevention Guidelines” have been established and a Harassment Prevention Committee has been formed. In addition, a Counseling Room staffed by one full-time staff member and four part-time counselors offers counseling services to APU students, faculty and staff. In order to respond as effectively as possible to the diversity of needs represented among students, faculty and staff, counseling services

are offered in Korean, Chinese, and Mongolian in addition to the common languages of Japanese and English. The thorough care provided by this service deserves to be praised.

In light of the fact that around 100 students across both colleges withdraw from APU annually, the University is currently implementing a “Freshman Seminar”, where freshmen students along with faculty, staff, and senior students reflect on what student life will entail in order to prevent students from withdrawing. Using IR (Institutional Research) methods which are now being developed to analyze student withdrawals is a task which should be undertaken in the future.

The Career Office offers a system of individual counseling in both English and Japanese as career support for students. In addition to systematically offering the “Career Design” course series as part of the regular curriculum, career development education is also carried out through the offering of “Internship” classes. In particular, for international students, APU offers career support which has a direct bearing on finding a job post-graduation. Through counseling and guidance in both English and Japanese, the University endeavors to help international students deepen their understanding of the job-hunting market in Japan. As support in finding a job overseas is also very important to international students, enhancing support in this area is a task to work on in the future.

7. Educational and Research Environment

The University’s policies on educational and research environment development are clearly laid out in “AY 2011 Academic Reforms” with regards to education and in the “R2020 New Mid-Term Plan APU Research Policy” with regards to research. Details regarding these policies are laid out in the “APU Phase Three Plan”. In future, however, when plans are formulated it is recommended that they be laid out in a concise, easy-to-understand manner so that they may be shared among the faculty and staff of the entire school.

With regards to physical infrastructure, the plan for the university was laid out in 1996 as part of the plan for establishing the university. After this, with the establishment of the graduate schools and an increase in the University’s intake capacity, buildings were constructed in three stages. In addition, expansion of facilities was undertaken in order to enhance study content and methods as part of the school reform of AY 2011. On the whole, facilities are well-appointed.

At the center of academic reform environment development policies is the Learning Commons, where space for group study, booths for academic advising and an area for writing support have been newly installed. The Learning Commons is functioning efficiently, and users of the library have also increased since its opening.

Regarding the research environment for full-time faculty members, APU currently offers the “APU Academic Research Subsidy”, the “APU Academic Publication Subsidy”, the “APU International Conference Subsidy” and “APU Academic Development Leave” (sabbatical). Faculty holding the posts of professor, associate professor, assistant professor

and full-time lecturer receive their own offices in order to enable them to engage in education and research activities. Due to the importance of team teaching, part-time lecturers and contract lecturers at the Center for Language Education are allotted desks and computers in the Center's office.

As measures in order to ensure that research is ethically sound, the "Ritsumeikan Asia Pacific University Research Ethics Policy" and the "Ritsumeikan Asia Pacific University Research Ethics Committee" have been established, which offer guidance and advice to researchers as necessary.

Additionally, each aspect of APU's educational and research environment has been reviewed by the relevant offices. However, as no particular organization to discuss, formulate and review plans for campus facilities has been established up to this point, a "Committee for the Review of Campus Maintenance and Renewal Projects" was established in AY 2013.

8. Social Cooperation and Social Contribution

Because of its history as a university founded through public and private partnership between the Ritsumeikan Trust, Oita prefecture and Beppu city, policies for collaboration with the local community are clearly defined in the APU 2020 Vision. Also, the policy of collaboration with and contribution to international society is made clear from APU's founding ideals.

Building on these policies, APU engages in collaboration and exchange with eighteen municipalities in Oita prefecture and one municipality outside of Oita prefecture. One characteristic activity which APU engages in is collaboration with industry and researchers both in and outside of Japan. In particular, under the "Advisory Committee" system, 304 leaders of government, academia, politics, and business hold positions as members of the Committee, and are actively engaged in meaningful efforts such as providing scholarships for students studying abroad, participating in "Top Executive Lectures" and actively taking part in international cooperation projects. Through a partnership agreement with JICA, the University is actively involved in international collaboration and contribution projects.

In particular, one significant achievement is that in 2012, APU had 107 instances of exchange activities between the University and local municipalities involving 604 people. When students who participated in activities directly without first going through the university are included, this number is increased to over one thousand participating students.

9. Administration and Financial Affairs

(1) Administration

The University is run under a compact system of governance where important decision making is centered on the University Senate under the leadership of the President.

Committee meetings and division meetings are held under the leadership of the University Senate and are functioning smoothly. By delegating the Faculty Council's authority to expert committees, a system is maintained in which the Faculty Council is able to concentrate on its original responsibilities of education and research. Deans of the colleges and graduate schools are appointed by the President, and are each in charge of issues pertaining to academics in their respective colleges and graduate schools.

In general, administration is organized at the university level, and elements that can be shared, such as general and financial administration and the management of facilities, are shared with the Ritsumeikan Trust and Ritsumeikan University in order to streamline organization. Eight offices have been established under the Secretariat, separated by function. Including both permanent and non-permanent staff members, the University employs 211 staff members who are allocated as appropriate to the different offices.

Under the Dean-Trustee system, in addition to having the authority and role of reflecting the intent of their colleges to the Ritsumeikan Trust, Deans, as Trustees, also have the authority and responsibility to ensure that decisions by the Board of Trustees and management policies of the Ritsumeikan Trust as a whole are enforced in their colleges. With regards to the promotion of information sharing, the system operates well and can be commended. Training seminars for staff members to improve credentials are being actively implemented as part of office administration. In addition, standardization, specification, consolidation, and outsourcing of administrative duties are being promoted, and the university administration's own staff evaluation system is being actively implemented. These initiatives are to be commended. Also to be praised is the fact that the percentage of staff members holding TOEIC scores above 700 has increased to over 25%, in order to better provide support in both Japanese and English, and also the fact that Staff Development (SD) programs, such as the implementation of numerous external training programs, are being actively promoted.

Documents relating to responsibility and authority for the decision-making process (including the relationship between the academic and corporate organizations) have been drawn up, as well as documents relating to management and administration policies, which clearly detail university administration from mid- and long-term perspectives. However, improvements which work toward the formulation, stipulation and sharing of inclusive policies are deemed necessary.

(2) Financial Affairs *Not included as a point of evaluation by the University Evaluation Committee

10. Internal Quality Assurance

Self-Assessment Committee

Self-assessments of the University as a whole are undertaken principally by the Self-Assessment Committee. Also, once every two years, an external assessment is

undertaken in order to review the adequacy of these self-assessments. The results of the self-assessments carried out to this point as well as the results of the accreditation assessments are made public on the University's homepage.

Regarding the disclosure of the documents detailing the University's finances, not only the university's financial statements (financial position statement, profit and loss statement, and cash flow statement) but also financial information presented in an easy-to-understand manner for the general public is disclosed on the University's homepage. The disclosure of information is being actively carried out in line with disclosure regulations.

From the standpoint of quality assurance and quality improvement, it is recommended that the adequacy of the annual self-assessment and biennial external assessment system be reviewed, taking into consideration both the effectiveness of these Internal Quality Assurance efforts and the difficulties involved in implementing them. In addition, although self-assessment and external assessment structures are in place and assessments are being implemented, in the future it is recommended that improvements be made to this method through the formulation of policies and the development of an assessment metric in order to achieve a more effective and meaningful review system.

Since it seems redundant and confusing to have two separate pages on the homepage for the "Release of APU Financial and University Information" and "APU Public Information Disclosure", consolidating these as a single page is a task that should be addressed in the future.

Additionally, improvement of review systems is an issue which needs to be dealt with across all standards (items). Whether or not the procedures, jurisdiction, and locus of responsibility for reviewing various policies are made clear, as well as whether or not the review process is operating adequately and leading to improvement are being reviewed at each juncture. However, it cannot be said that the review system is always operating in a systematic and demonstrable way, and improvement is needed on this front.

III. Overall Evaluation of the Self-Assessment Report (Trial Version)

Overall, the Self-Assessment Report (Trial Version) is a well-written overview, including of the University's more progressive efforts. At the same time, however, it would be preferable if the characteristics of APU as one of Japan's leading international universities were more clearly presented to the evaluators.

Additionally, it is apparent from the Self-Assessment Report (Trial Version) that there are areas of the review system for various policies that remain inadequate. Although a plan for the implementation and realization of policies is in place and a strategy for future development has been clearly laid out, there is a need for clarification regarding how these policies will be reviewed and how they are linked to future development policies.

It is anticipated that quality assurance from now on will be centered primarily on "Internal Quality Assurance" undertaken by the University itself. It is recommended that a

system be constructed in which strategies to maintain and improve on current quality conditions are drawn from these self-reviews, and where it can be shown that self-reviews are leading to the development of policies.

IV. Comments/Remarks/Opinions from/of the Committee Chairperson

The program for the day of the University Evaluation itself began with a tour of campus and included student interviews, a general meeting, and subcommittee meetings.

All committee members, in their overall impressions from their visit to APU, felt that APU students are unlike the students of traditional universities. Since the main role of a university is played by its students, APU gives the impression of a university that differs from more traditional universities. APU's students are energetic and possess a spirit of initiative and enterprise.

The committee members were also struck by the impression that because the international students are so active and energetic, domestic students are influenced by this and in turn also become more active. We believe that what makes this possible are the unique curriculum, university management system, and campus culture that APU has developed. In this, APU is an exemplar of and model for universities of the 21st century. APU students have opportunities not just to engage in studies but to have hands-on experiences as well. Students often attested to this in their interviews, and from this we were able to see the importance of having hands-on experiences.

Regarding education, the College of International Management (APM) and Graduate School of Management are now dealing with the important task of aiming for AACSB International accreditation. Fulfilling the conditions stipulated by AACSB is a task that is both extremely difficult and important, but as they are now in the last stages, we hope that they are able to give it their best effort in order to make it through this final stretch. Achieving this will not only help to further reforms within APM and the Graduate School of Management but will also have a large impact on APU's programs as a whole, ultimately indirectly affecting the College of Asia Pacific Studies (APS) and the Graduate School of Asia Pacific Studies as well. We hope that active efforts at reform for the whole of APU will be undertaken as a result of this impact. Faculty structure maintenance has also been positively influenced by the AACSB project. As for academic assessment, it is highly estimable that APU's undertakings are so diversified and multifaceted. APU is putting into practice the principle that education is not something that happens only in the classroom. This was especially apparent in interviews with international students. International students also gave specific answers to the question of how long each day they spent studying. We felt that students are actively making the most of a variety of opportunities and are engaging in learning while also enjoying themselves outside the classroom. This is an extremely important factor in the quality of a university.

Regarding the future of the University, we have heard that APU is working on formulating a plan for APU in the year 2020, and also that as part of an effort to raise

quality standards, the University has determined that it must engage in endeavors not being undertaken by any other universities. APU's degree of achievement to the present date is unparalleled by other universities; however, it is perhaps inevitable that other universities intent on catching up to APU will emerge. We spoke of the necessity of specific academic reforms such as seminar reforms, enhancing academic IR (Institutional Research), and reforms which incorporate students' post-graduation career paths. These are the specific issues which when addressed will lead to the kind of quality improvements the President spoke of.

We were keenly aware during our visit that in a fundamental way, it is the students who play the main role on campus. APU bears the obligation and necessity of valuing them, of cultivating them, and of presenting them to the world as representatives of a global APU. Finally, the President's comment about students simultaneously achieving both globalization and the formation of their own identities is an extremely valuable one from a philosophical and human standpoint. We hope to see APU move forward, with students placed in the leading role.