Ritsumeikan Asia Pacific University Evaluation and Accreditation Results

I. Assessment Results

As a result of our assessment, we hereby deem APU in compliance with JUAA standards. Accreditation shall remain valid through March 31st, 2016.

II. Overall Assessment

A) University-wide achievement of ideals, aims and educational objectives

APU was established in April 2000 in Beppu City, Oita Prefecture in a public-private cooperative effort among Oita Prefecture, Beppu City and the Ritsumeikan Trust—an academic corporation original founded as the private academy “Ritsumeikan” in 1869. It is the second university, after Ritsumeikan University, established by the Trust. Its basic tenets are Freedom, Peace and Humanism; International Mutual Understanding and Creating the Future Shape of the Asia Pacific. “Based on the educational objectives of “Cultivating Human Resources for the Asia Pacific Era,” “Creating Asia Pacific Studies” and “Cooperating with Industry and the Community,” APU has established 2 Colleges (APS, based on sociology) and APM (based on management), 2 graduate schools (GSA and GSM; opened in 2003) and comprehensive, interdisciplinary Crossover Advanced Programs (CAP) in the Institutes that bridge the 2 existing Colleges. It is situated as an institution of higher learning in the Asia Pacific region.

In the global society where the Asia Pacific region is playing an increasingly important role, educating both Japanese students and international students with a multi-national group of teachers based on the ideal and the aim to cultivate global human resources attribute to sustainable, peaceful development in the Asia Pacific region is not only unique, it is adequate for today's global era.

JUAA commends APU for publishing its ideals, key objectives, and human resources goals in official publications and on its homepage; however, educational aims for the Colleges are not stipulated in the University Regulations. While we commend APU for stipulating educational objectives for the graduate schools and their major programs in the University Regulations (Articles 2 and 3), ideals and aims are have not been published in Graduate School Registration Handbook thus far. They are only now scheduled for publication in the 2009 Handbook. APU must clarify ideals and objectives of sufficient and necessary content and quality and make appropriate efforts to make them public.

B) The APU Self-Assessment Framework

Article 1, paragraph 2 of the APU University Regulations stipulates that self-assessments are to be conducted and their findings to be released. Immediately after opening, the (old) University Evaluation Committee was established in June 2000. Operations data were collected in accordance with internal standards and published as the Self Evaluation Report. In order to switch over to a system for third party evaluation from 2006 to 2007, APU eliminated its old committee and established the University Evaluation Application Committee and the New University Evaluation Committee. With a renewed administrative framework, it was able to apply to JUAA for this round of accreditation. In addition, APU reaffirmed and clarified its objectives since inception in order to undertake JUAA accreditation in accordance with JUAA objectives,
There are organizational problems such as the vertical relationship between the 2 committees and limited committee membership; however, these are slated for correction with the new evaluation framework. As such we expect APU to maintain objectivity and fairness in its assessment activities.

APU must continue its efforts to link this self-assessment to lasting reforms in university administration.

C) Measures to Build on Strengths and Improve Problem Areas

1 Education and Research Organization

APU has established the College of Asia Pacific Studies, the College of Asia Pacific Management, the Graduate School of Asia Pacific Studies, the Graduate School of Management and the five interdisciplinary Institutes. In addition, you launched the Education Development and Study Support Center in December 2007. Furthermore, the Ritsumeikan Center for Asia Pacific Studies (RCAPS) established before the opening of the graduate schools has functioned as a research organ making a multifaceted approach possible. In light of the three ideals propounded in the Opening Declaration and the key objective of “Cultivating Human Resources for the Asia Pacific Era” APU has established sufficient education and research organizations; however, a clearer stance regarding the meaning of the two Colleges as well as the significance of the interdisciplinary CAPs is required. In addition, efforts to improve research organizations in order to achieve both the objective of cultivating advanced professional human resources and the aim to create the discipline of Asia Pacific Studies are desirable.

2 Educational Content / Teaching Methods

(1) Educational Programs

All Colleges

Both colleges offer a unique curriculum to a diverse student body from around the globe. APU employs the quarter system and the semester system to offer Common Subjects—a wide array of foundation education, including the mandatory First-Year Student Workshops I & II, and English and Japanese subjects—and major subjects. In addition to level-based language education for Japanese and English, Asia Pacific language subjects are offered as a second foreign language in a multicultural and multi-lingual education environment. APU provides for the systematic study of foundation and major education subjects. APU also established the Crossover Advanced Programs (CAP) to conduct advanced undergraduate education—including undergraduate thesis writing—for program students and developed its Active Learning programs to send 600 Japanese students abroad. These efforts are commendable for the cultivation of communications skills, logical thinking and strategic mindset required to succeed in the global arena.

However, an issue that requires further consideration is the fact that in both colleges, relationship between the concepts of “Asia Pacific Studies” and the "regional character of the Asia Pacific" to the major curricula is murky. In addition, 3rd and 4th-year seminar registration rates have not improved which means that of the three basic elements of learning that you state as “knowledge”, “experience” and “exchange”, the elements of “knowledge” and “exchange” are lacking.

In-depth curriculum reforms in both colleges are slated for 2011AY to counter this problem. Improvements are
expected.

College of Asia Pacific Studies

Arranging major programs based on sociology, international relations, and area studies into the 4 clusters of Comparative Societies and Cultures, International Governance, Environmental Resource Policy, and Sustainability Studies and conducting education thereupon is a unique feature. However, the curricula span several fields and improvements are recommended for maintaining a high level of systematic education in the major since it is not clear where the foundation of the four clusters lies.

College of Asia Pacific Management

Aiming to cultivate business leaders for the Asia-Pacific region, APM focuses on the fundamental concepts of management before introducing students to specialized fields. The College aims to foster the logical thinking ability and the strategic mindset required for global business and actively employs internships in an effort to achieve its goals. This is a suitable approach. However, clearer connections among the four fields of Marketing and Corporate Strategy, Accounting and Finance, International Business and Comparative Management, and New Business and Innovation are needed, and the College-wide concept should be clarified.

All Graduate Schools

With the priority issue of cultivating policy-oriented human resources to solve the practical issues of the Asia Pacific region, curricula in both graduate schools have been created and efforts are being made to achieve this objective.

Lecturers and research supervision are conducted only in English which is suitable for a graduate school a university that intends to be international. This allows for an environment that makes it easy to study for foreign students. On the other hand, one educational objective in the Graduate School of Asia Pacific Studies is the “promotion of Japan studies”. The Contemporary Japan Studies Program was launched in 2007AY to cultivate Japanophiles, and the need for lectures held in Japanese requires consideration going forward.

Overall graduate school curriculum reforms over the next several years are on the table, so improvements may wait until then.

Graduate School of Asia Pacific Studies

The second aim of the graduate schools is the creation of Asia Pacific studies, a duty charged to GSA. Students write masters theses or doctoral dissertations based on research methodology and theories they have learned. APU has produced doctoral graduates, and we have expectations for them in creating a new discipline.

Graduate School of Management
GSM aims to solve: (1) Issues in creating businesses and reforming business management and (2) Issues in technology and innovation. In addition, GSM aims to cultivate all-around management leaders that will play central roles in solving corporate and organizational management issues in the Asia Pacific region. This will be accomplished by providing students with comprehensive know-how in business and management and a keen insight into globalization.

However, as long as GSM sports the motto of “Focus on the Asia Pacific Across the Curriculum”, it must further clarify the Asia Pacific connection to management in the academic program.

(2) Teaching Methods

All Colleges

In addition to guidance upon enrollment and advancement to the next grade level (for both colleges), registration guidance is appropriately provided for underperforming students and foreign students in an organized manner by the Divisions, Offices and faculty members.

To improve quality in education, class observations as part of the Faculty Evaluation System and separate faculty development activities have been organized. All lectures are graded with standardized indicators and feedback is given to faculty members; however, the fact that results are not sufficiently provided to the students must be remedied.

All faculty members write syllabi using a standardized template and there is little discrepancy among them. The Field Leader system has been established to carefully coordinate syllabi. Grading criteria are clearly indicated in the syllabi, and final examinations are limited to 50% of the overall grade or lower to promote comprehensive grading. In addition, APU has a unique Accelerated Graduation Program and distance lectures with Ritsumeikan University.

However, while considerations are given to the learning environment, issues remain with giving students with high GPAs priority to register for subjects and with the difficulty in assuring academic efficacy for multilingual and multicultural students in large-scale classes.

The maximum credit registration limit of 60 credits for 4th-year students should be remedied.

All Graduate Schools

“Class Evaluation Surveys are conducted for all lecture subjects in the graduate school. Results of surveys are given to faculty as feedback with a summary of results published for students as part of an unflagging organizational effort to improve educational content and teaching methods.” This approach is appropriate.

Graduate School of Asia Pacific Studies

Registration orientations are conducted and careful, individual faculty supervision is provided for Master’s Theses and Research Reports. Syllabi are also created in an organized effort, and almost all faculty members produce the same quality.
Graduate School of Management

Registration orientations and confirmation of enrollment plans are conducted to promote systematic study, while relative grading and verification of student grades is conducted in an effort to bolster academic efficacy.

Given the unique features of the graduate school, actual corporate (and other) cases play an important role. The graduate schools have established the Case Development Room and hold the Case Development Meeting. Proactive and organized efforts such as these are appropriate.

(3) Education and Research Exchange

All Colleges

APU has 5633 students from 83 countries and regions, of which nearly half, or 2601, are international students. This has garnered attention in the Asia Gateway Concept and discussions by the Central Council on Education. APU has sealed cooperative agreements with 284 universities and institutions throughout the world including 91 student exchange agreements. The university's multiple degree systems and its proactive stance toward international relations are appropriate.

However, even though APU "promotes internationalization with its exchange student policy that fits perfectly with overall national policies" and "actively sends students on on-site study programs to promote Student Mobility", international exchange for faculty cannot be considered entirely sufficient. APU's basic ideals imply international education and research exchange. With large multinational student and faculty bodies, we understand that day-to-day exchange can be engaged in on campus, but we expect improvement going forward.

All Graduate Schools

Both graduate schools have not fully established systems for international exchange despite your statement that it's APU's "basic policy is to promote internationalization of the university and the community through by establishing international dual degree programs and promoting the exchange of students, faculty and researchers." As such, you must create systems to promote student and faculty exchange in line with this objective. In addition, since there is an exceedingly high rate of international students in both graduate schools, it is desirable that you make efforts to increase the rate of Japanese students in order to promote academic exchange within the graduate schools on a daily basis.

Graduate School of Asia Pacific Studies

You have begun a joint Master's program with the University of Applied Sciences, Trier in Germany and have signed a student intake agreement for Indonesian students for a total of 2 joint programs with foreign universities. These hold expectations as original programs for each Graduate School.

(4) Degree Conferral and Approval of Completion

All Graduate Schools
Master’s Thesis and Research Report screening criteria and procedures must be clearly indicated to students in advance and objective screenings must be conducted in accordance with the stipulated criteria.

Likewise, research reports to take the place of master’s theses are screened only by the supervising faculty member, in principle, and issues of transparency, objectivity and stringency in the screening require improvement.

Graduate School of Asia Pacific Studies

This dissertation screening standards and basic degree conferral provisions are clearly stated for the doctoral program. Since the graduate schools opened in 2003, degrees have been conferred regularly, and students are able to complete both the masters program and a doctoral program within the standard number of years. The difference between the Master’s Thesis and the Research Report in GSA-ICP is unclear.

3 Student Intake

Adequate admissions policies for both domestic students and foreign students have been formulated for the Colleges in light of the university’s ideals and aims. Entrance Examination data is also published, and appropriate intake is being conducted. In addition, organizational frameworks to examine student intake are in place.

In accordance with the basic policy of “utilizing a wide range of admissions methods to attract a highly enthusiastic, driven and diverse group of students”, APU uses various examinations for Japanese student intake. However, the 3:4:3 General: AO: Special examination ratio has not been achieved.

Foreign student intake targets have been achieved for the most part. Efforts are conducted internationally to recruit the best foreign students from around the globe, but effort to maintain objectivity and fairness in the screening procedures for securing diverse exchange students is required.

Even though capacities are not set for transfer enrollment examinations for either college, figures are listed in the guidelines for the transfer enrollment examination. This should be corrected.

The need to improve the average ratio of enrollment capacity to enrollees over the past 5 years and the ratio of intake capacity to current enrollees in APM is duly noted. The increase in student withdrawals, especially the high ratios for foreign students and the large number of students beyond the eight semester, are capacity management issues that JUAA has noted.

There are student intake policies in place for the graduate schools with three types of entrance examinations including the internal recommendation system as well as the early admission system (from undergraduate to graduate programs), dual degree programs and 2nd-year transfer enrollment in place. On the other hand, the ratio of intake capacity to current enrollees in GSAD is 1.5. This is problematic with regard to academic efficacy. In addition, there has been an extremely low number of Japanese students since the graduate schools opened, and the ratio of internal advancement from the undergraduate colleges is extremely low. Likewise,
undergraduate-graduate linkages have not progressed as planned. These are issues for consideration.

Since there are no apparent achievements in early admission and transfer admissions, a re-examination of systems in light of needs and the university's ideals and aims coupled with a response for graduates, i.e. career development services etc., is desirable.

4 Student Life
Wide ranging student life and study support initiatives—including airport pickup service, negotiations with the Immigration Bureau for residency status changes and employment mediation with Japanese companies—for foreign students in the undergraduate and graduate schools are undertaken, and extremely high tuition reduction rates are commendable.

Harassment prevention regulations were formulated with the establishment of the Harassment Prevention Committee and the Harassment Consultation Room in 2003. Prevention guidelines are in place and are made available in the Student Handbook (Student Life Edition), the Faculty and Staff Handbook and through online transmissions, but no mention is made on the homepage. Since the definition of harassment is all-inclusive, APU should define each type of harassment and strive to prevent each one in a careful, organized effort that takes into consideration the diverse values of its foreign students.

The Division of Careers plays a central role in the undergraduate student career guidance, developing overseas internship programs, offering extracurricular extension courses and operating the Career Development subject. These are organized and ambitious efforts. Domestic employment support for international students is unique. The job placement rate in 2006AY is 99.4% (164 students) and 100% of students changed their Status of Residence. These areas deserve special note. However, career support systems for graduate students that do not speak Japanese remain underdeveloped; there is room for improvement.

Career issues and other consultations are handled in the Counseling Room, and the Health Clinic is available for health checks. This approach is appropriate.

5 Research Environment
While research is generally positioned in accordance with the university's ideals and aims, nothing is mentioned in the Self-Assessment Report about the creation of Asia Pacific Studies—although it is mentioned in the Faculty Databook (IV-1)—so its position should be further clarified and solidified.

The Ritsumeikan Center for Asia Pacific Studies, the Division of International Cooperation in Research and the Research Office constitute the basic support system for research, and research expenses are guaranteed. Measures to strengthen research organizations have been taken, such as considerations for research funding and research time and the establishment of ad hoc research centers, instead of a permanent one.

On the other hand, we see gaps among faculty with regard to securing research opportunities. Faculty members with heavy teaching loads exceeding the standard number of hours, namely in APS and the Language Institute, are adversely affected with regard to research activities. Research travel allowances are not entirely sufficient to
guarantee research activities. In addition, it cannot be said that the Academic Development Leave system is being utilized to capacity; improvements are desirable.

Regarding permanent faculty members, published articles and books are relatively few. The Research Activation Policy was enacted in 2008AY and a new Faculty Assessment System was put in place to better link research output to faculty evaluation. We are looking forward to the results of these efforts.

Overall, systems and track records are still in the development stage, so these will require continued efforts to make improvements.

6 Social Contribution

Using its unique features—established in a public-private cooperative venture among the Ritsumeikan Trust, Oita Prefecture and Beppu City—APU has defined industry-government-academia collaboration and regional contribution as “important missions”.

Based on this policy APU has used Contemporary Student Needs Support Program (Contemporary GP) and Student Support Program for New Societal Needs (Student Support GP) funding, to hold open lectures for citizens, to conduct field studies, to work with national and regional governments and corporations, and to collaborate with the local community in the tourism services industry. APU is making strides through its wide-ranging work throughout Kyushu and its collaborations with the Chinese government, for example. This approach is appropriate. Contributions to national and regional policymaking are also great. APU's facilities are open to the public and are used to promote primary and junior high on-site and learning.

While APU signs exchange agreements with regional municipalities, these are not always mutual efforts. The university must take efforts to avoid making these endeavors mere formalities. Further measures are required to promote regional contribution in teaching and research. Since corporate partnerships for the global human resources development program are still young, efforts need to be taken for social contribution that not only considers the university's needs.

7 Faculty Organization

APU has secured the a number of permanent faculty within the required scope stipulated in the Establishment Standards and in line with the colleges' ideals, aims and educational programs. Faculty appointment and promotion regulations and screening criteria are documented. In addition, permanent faculty ratios in the major programs are well maintained. Furthermore, Teaching Assistant (TA) and Student Assistant (SA) systems are in place to assist with education.

Permanent faculty members are not assigned to the graduate schools, but they are carefully screened by the Graduate School Instructor Qualification Screening Committee. Systems for graduate education are in place.

As a university that intends to be international with its characteristic bilingual education system, APU focuses
efforts on securing outstanding faculty that can teach and conduct research in 2 languages. The university has not met its goal of maintaining 50% foreign faculty, but that number remains steady at 41%. Also, proactive appointment of female faculty (over 30%) and the fixed term faculty system and various other forms of employment shows that APU actively engages in incorporating new systems not necessarily seen at other universities. JUAA recognizes APU's efforts in open and progressive organizational management.

However, the ratio of permanent faculty members to students in APM is slightly high, and the ratio of permanent faculty aged 51 to 60 in APS is slightly high. These points should be corrected in the next hiring plan.

While reflecting Faculty Evaluation System results in benefits is a unique endeavor among Japanese universities, careful examination to improve systems, bolster faculty motivation, and in turn, achieve the basic ideals and objectives is desirable.

8 Administrative Organization

Academic support duties are distributed among the Divisions and university administration is conducted cooperatively with the Trust. Decision-making is clearly defined for each Division, and necessary administrative organizations for the university are in place.

A unique feature is the young average age of the staff (30) which means that there are many individuals with no university administration experience. APU is keenly aware of this. Staff training systems, including graduate school enrollment and domestic and international programs, are in place. Efforts to strengthen the administrative organization are commendable. In addition, the proactive use of contract staff and outsourcing to promote efficiency and curtail costs is a unique feature.

On the other hand, this type of administrative organization calls into question whether or not APU can consistently conduct tasks in accordance with its ideals. Another issue is whether or not staff motivation has been sufficiently improved by the Staff Evaluation System. A more organized and cooperative effort to bridge divisions and offices is desirable.

9 Facilities and Equipment

Land and building area far exceeds the requirements outlined in the University Establishment Standards. Since opening in 2000, APU has defined objectives in its Mid-Term Plans based on key goals stated at its inception, and measures to enhance facilities and equipment required for education and research have been undertaken. Despite just opening, APU strived to build dormitories to house all incoming foreign students (AP House), a cafeteria and other facilities on its remote campus and has made efforts to pursue a barrier-free policy. This is commendable. However, lecture rooms, seminar rooms, language education facilities and information education facilities require further enhancement. Facilities management systems with the Director-General in charge, assessment systems for outsourcing, and safety verification systems for facilities are clearly organized. Efforts are also being made in environmental conservation.
Going forward, we expect classroom conditions to grow tight. Given the increase in students and the upcoming curriculum reforms, special considerations are necessary.

10 Books and Electronic Media
APU houses one library on campus, and the materials collection policy was established at the university's inception. Materials have been collected in accordance therewith. Library operations are jointly conducted with Ritsumeikan University. The library is hybrid, with both printed and digital media. Networks have been developed with the National Institute for Informatics and other libraries, and there is a growing collection of foreign books. In these respects efforts to improve the facilities are underway. However, APU is a university with a short history, and despite annual efforts to increase the number of volumes, a total collection of approximately 110,000 volumes is too small (as of 2008). Continued efforts in materials collection are desirable.

Hours and days of operation are determined in accordance with student study needs, and barrier free measures have been taken in the stacks. APU has also instituted a student Library Assistant system. However, the average number of books checked out per student, including graduate students, continues to decline slightly. In light of APU'S ideals, aims and educational objectives as a hub of higher education in the Asia Pacific, efforts to promote increased library usage are required.

The library is open to the community, but the number of users is low. Since APU was founded in a public-private cooperative effort, the university is expected to be more proactive in achieving its stated objective of being “open to the citizens of Oita Prefecture … in an effort to contribute to continuing education.”

11 Administration
APU employs a different type of university administration than most other Japanese universities. To achieve the basic policy of “internationally-viable administration,” the University Senate and the Executive Committee Meeting have been defined as key decision-making bodies, and Joint Faculty Council meetings are held (as opposed to College-based meetings) with deliberation authority delegated to special committees. Under the university-wide Personnel Affairs Committee system, evaluation results are reflected in benefits. A basic policy of faculty and staff participation under the leadership of the Executives is in place. Based on the University Regulations and other regulations, decision making processes function through a gamut of meetings: The Faculty Council Meeting, the Graduate School Faculty Council Meetings, the University Executive Committee, the University Senate and the Board of Trustees. There is also a clear policy for the delegation of duties from the Faculty Council Meeting to specialist committee.
While these may be temporarily assessed as experimental measures, administrative systems in the graduate schools are embryonic and a long term examination is required to ensure systems that function, produce results and aim to achieve the basic aim of “internationally viable administration.”

12 Financial Affairs
Financial autonomy has been an objective since APU's inception. Securing a steady stream of revenue with tuition policy, stringent budget management and proactive acquisition of external funding has led to excess expendable income since 2005AY. Objectives have nearly been met, and this is commendable. Going forward, we expect to see the results of detailed initiatives newly designed to secure scholarship funds.
On the other hand, new facilities were constructed in 2006AY with resources from school bonds. The mid-term financial plan estimates a balance in expenditures and revenues, including bond repayment, with gradual deposits to the 3rd capital fund through 2010AY. The well-planned repayment of schools bonds with transfers to the capital fund needs to be kept in mind.

Financial ratios for personnel expenses and personnel expense reliance remain low when compared to the average for private universities with multiple colleges including science colleges. This is thought to be the result of utilizing various types of appointment and outsourcing. All other ratios are at approximately average levels. In addition, financial asset ratios for retirement allowances, depreciation allowances and other required reserves have been robust.

Furthermore, auditing by auditors and auditing companies is conducted adequately and objectively, and the auditors issue Auditing Reports, proof that the Trust suitably audits its assets and its management.

13 Disclosure and Accountability
This round's self-assessment findings, a summary of the Self-Assessment Report, the University Basic Data, a list of Evaluation Committee members and past Self Evaluation Reports are published on the homepage. The Self-Assessment report submitted for accreditation was made public in August 2008.

Academic information such as syllabi and faculty research achievements are made available on the homepage. Information disclosure and accountability in this area have been achieved both online and in print form. A system to release general admissions examination results since 2005AY has been created.

Financial disclosure is undertaken by publishing data in Trust publications such as the Ritsumeikan Trust Prospectus and the Financial Information Pamphlet which are distributed to faculty, staff, students, parents and alumni. Likewise the 3 financial charts are published on the homepage along with explanations, shifts in statements, financial ratios, shifts in subsidies and donations and a list of vocabulary with definitions. In addition, APU discloses university financial information with a panel exhibit and on the homepage. This shows that APU strives to meet its responsibility for disclosure and is commendable.

For the most part, information disclosure and accountability is undertaken appropriately as mentioned above.

III. JUA Proposal to the University
We hereby list those areas that require special remark or improvement in relation to matters mentioned in the Overall Assessment.

A) Special Remarks on Strengths

1 Student Life

1) Support for foreign students is extremely well-developed. The positioning of AP House—the student dormitory that houses all first-year foreign students—as an educational venue, career support for foreign students seeking employment in Japan, the job placement rate in 2006AY of 99.4% (164 students), and 100% of students changing their Status of Residence are highly commendable.

2 Administrative Organization

1) Staff training systems, including graduate school enrollment and study abroad, are in place. Efforts to strengthen the administrative organization are commendable.
B) Advice
1 Educational Content / Teaching Methods

(1) Teaching Methods etc.
1) In both colleges, the maximum credit registration limit is set at 60 credits for 4th-year students, but this should be remedied in light of objectives of the credit system.

(2) Degree Conferral and Approval of Completion
1) In both graduate schools, research reports to take the place of Master’s theses are screened only by the supervising faculty member. The issue of assuring of transparency, objectivity and stringency in the screening remains, and improvements are desirable.
2) The difference between the Master’s Thesis and the Research Report in GSA-ICP is unclear. Despite the fact that definitions were scheduled to be determined in 2006AY, there is still no mention in the Graduate Student Registration Handbook. Urgent action is advised.

2 Student Intake

1) No capacities are set for the three types of recommended entrance examinations in APS. Corrections are desirable since transparency is necessary for admissions.
2) Even though it was stated that capacities are not set for transfer enrollment for both colleges, transfer capacities are indicated in the University Basic Data. The university's transfer enrollment admissions policy is inconsistent, and corrections are desirable.
3) APM’s average ratio of enrollment capacity to enrollees over the past 5 years is 1.29. This is high and a remedy is desirable.

3 Research Environment

1) Teaching loads exceeding the standard number of hours in APS and the Language Institute as well as differences between the spring and fall semesters leave some faculty members with heavy loads which risks adversely affecting research activities. This must be corrected.
2) Research travel allowances are not entirely sufficient to guarantee research activities in line with the basic ideals. These should be upgraded.

4 Books and Electronic Media

1) There are too few books in the collection, the bulk of which are introductory books, reference books and abridged works. The typical types of materials for advanced academic pursuits have not been suitably collected since APU’s opening, and urgent improvements are required for APU to meet its ideals and educational objectives.

C) Warnings
1 Student Intake
1) The ratio of student intake capacity to current enrollee numbers in the College of Asia Pacific Management is 1.31. This is too high and needs to be corrected.
Regarding "Ritsumeikan Asia Pacific University On-Site Evaluation and Accreditation Results"

APU applied for university evaluation and accreditation in a letter dated January 24, 2008. We hereby report in the attached document the results of the JUAA Evaluation Committee’s careful examination of your application.

Based on your self-assessment, a document screening and an on-site inspection, JUAA has sufficiently taken your opinions into account in the drafting of these evaluation results. In cases where submitted documents (Ritsumeikan Asia Pacific University Ref. 1) were unclear or incomplete, we strived to contact you as soon as possible. We assigned highly recommended and experienced evaluators to the evaluation committee and made every effort to improve their quality by convening evaluator training sessions.

After taking the appropriate measures, a subcommittee established based on the organization of APU’s colleges and graduate schools was created to assess your compliances with JUAA’s university standards. A careful evaluation was conducted based on the documents submitted and the on-site inspection.

(1) Course of Development
First in the document assessment, the supervisor and members of the subcommittee wrote individual statements. The supervisor then took a leading role in drafting the “Subcommittee Report (First Draft)”. Committee members were later gathered for a University Evaluation Subcommittee Meeting (refer to Ritsumeikan Asia Pacific University Ref. 2) to discuss the “Subcommittee Report (First Draft)” and write up the “Subcommittee Report (Proposal)”. The assessment of financial affairs was initially conducted by a subordinate body of the University Financial Affairs Subcommittee which issued its report. On August 1, the University Financial Affairs Subcommittee convened to deliberate this report, and based on those discussions, the supervisors drafted the “Subcommittee Report (Proposal)”. After that, a copy of each “Subcommittee Report (Proposal)” was sent to APU, and an on-site inspection was conducted on October 30 based thereupon.

During the on-site inspection, a hearing was held to answer questions raised by the Subcommittees. Opinions were exchanged, a hearing was held with students, and JUAA evaluators toured the facilities. Based on this, the supervisor completed the “Subcommittee Report (Final)”. Based on the “Subcommittee Report (Final)”, a meeting of the chairman, vice chairman and administrators of the University Evaluation Subcommittee drafted “Evaluation Results (Chairman’s Proposal)” which was deliberated by the University Evaluation Subcommittee. “Evaluation Results (Committee Proposal)” was subsequently drafted and sent to APU. After that, the committee proposal was taken back to the University Evaluation Subcommittee with a counterstatement issued by APU and “Evaluation Results (Final Proposal)” was drafted. Approval was received from the Board of Trustees and the JUAA Council to finalize the Evaluation Results (Ritsumeikan Asia Pacific University Ref. 2 was included for your reference to show the evaluation procedures and timeline). The Evaluation Results are considered accreditation results as stipulated in the School Education Law. These will not only be sent to APU but will be made public. They will also be reported to the Minister of MEXT.
Composition of “Evaluation Results”

APU’s Evaluation Results are divided into 3 sections: “I Evaluation Results”, “II Overall Assessment” and “III JUAA Proposal to the University”.

“I Evaluation Results” states whether or not your institution is in compliance with the university standards.

“II Overall Assessment” consists of 3 sections: “A) University-wide achievement of ideals, aims and educational objectives” illustrates APU’s ideals, aims and educational objectives and their level of achievement. “B) The APU Self-Assessment Framework” illustrates APU’s self-evaluation framework and how it functions. “C) Measures to Build on Strengths and Improve Problem Areas” covers APU’s strengths and weaknesses in relation to compliance with the University Standards.

“III JUAA Proposal to the University” in comprised of “Special Remarks on Strengths”, “Warnings” and “Advice”. “Special Remarks on Strengths” covers those areas in which the university is especially strong so they university may further bolster such initiatives. However, no matter how extraordinary initiatives may be, those cases that only involved a handful of faculty and those cases in which results could not be verified through establishment or improvement of systems have been generally excluded.

“Warnings” are given for those items in which the university does not meet the absolute minimum requirements—such as legal violations—or for items where measures for improvement are insufficient. These require mandatory improvement. Universities that have been issued warnings must respond earnestly and speedily to make corrections. They are requested to submit a report detailing said improvements no later than July 31, 2012.

While warnings mean that universities are not meeting the absolute minimum requirements, they are issued to encourage universities to strive harder to achieve their ideals, aims and educational objectives. “Advice”, like “Warnings”, requires the university to issue an improvement report, but how these items should be handled is left to the discretion of each university. This is the main distinction between these 2 categories.

The recommendations issued herein were arrived at through a screening of documents submitted by the university, the on-site inspection and the university’s counterstatement. Please note that recommendations were made with every effort taken to reflect the actual situation.

Ritsumeikan Asia Pacific University Ref. 1: List of Documents Submitted by Ritsumeikan Asia Pacific University
Ritsumeikan Asia Pacific University Ref 2: University Evaluation Schedule for Ritsumeikan Asia Pacific University
List of Documents Submitted by Ritsumeikan Asia Pacific University

### Report

<table>
<thead>
<tr>
<th>Document Type</th>
<th>Document Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Self-Assessment Report</td>
<td></td>
</tr>
<tr>
<td>(2) University Basic Data</td>
<td></td>
</tr>
<tr>
<td>(3) Teaching and research achievements of permanent faculty (Charts 24, 25)</td>
<td></td>
</tr>
<tr>
<td>(4) Assessment items covered in the Self-Assessment Report</td>
<td></td>
</tr>
</tbody>
</table>

### Attachments

<table>
<thead>
<tr>
<th>Document Type</th>
<th>Document Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Student recruitment guidelines for the colleges, departments and graduate schools</td>
<td></td>
</tr>
<tr>
<td>&quot;Ritsumeikan University / Ritsumeikan Asia Pacific University Admissions Guidelines 2007&quot; (1 set)</td>
<td></td>
</tr>
<tr>
<td>&quot;2007 APU University Pamphlet and Admissions Guide&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;APU UNDERGRADUATE PROSPECTUS 2007&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;Returnee Admissions Guidelines for April 2007 Admissions, Fall Admissions Guidelines for September 2007 Admissions&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;2007AY Open Recommendation Entrance Examination (English Proficiency Assessment) – English-basis/Japanese-basis&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;2007AY English-basis Admissions Guidelines&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;2007AY April and September Admissions/ Transfer Admissions Guidelines&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;2007AY AO Admissions Guidelines&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;2007AY April Recommended Admissions Guidelines (Partner Schools/January Application)&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;April 2007 Recommended Admissions Guidelines (Waseda Juku / March Application)&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;2007AY Recommended Admissions Guidelines (TOEFL Seminar)&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;2007AY Recommended Admissions Guidelines (Designated Schools)&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;2007AY Designated School Recommended Admissions Guidelines (January Application/For Applicants with Overseas Experience)&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;2007AY April and September Recommended Admissions Guidelines (O-Hara Academy)&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;2007AY Recommended Admissions Guidelines (Japanese-basis/English-basis)&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;2007AY April Recommended Admissions Guidelines (JR Kyushu)&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;2007AY April and September Transfer Guidelines (TransPacific Hawaii College)&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;Japan-based Foreign Exchange Student Admissions Guidelines&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;2007AY April and September Admissions Guidelines for Foreign-based International Students / Undergraduate Program Application Form College of Asia Pacific Studies / College of Asia Pacific Management Freshmen Admissions / 2nd-year Transfer / 3rd-year Transfer)&quot;</td>
<td></td>
</tr>
</tbody>
</table>
| (1) Pamphlets that outline the university, colleges, departments and/or graduate schools | • 2007AY September Recommended Admissions Guidelines (Designated Schools)"
• "Ritsumeikan Asia Pacific University Graduate School of Asia Pacific Studies Admissions Guide Major in Asia Pacific Studies (Master's and PhD), Major in International Cooperation Policy (Master's) Enrollment in 2007 for Overseas Applicants Residing Outside Japan"
• "Ritsumeikan Asia Pacific University Graduate School of Asia Pacific Studies Admissions Guide Major in Asia Pacific Studies (Master's and PhD), Major in International Cooperation Policy (Master's) Enrollment in 2007 for Domestic Applicants (Japanese nationals and non-Japanese nationals currently residing in Japan)"
• "Ritsumeikan Asia Pacific University Graduate School of Management (MBA Program) Admissions Guide Enrollment in 2007 For Overseas Applicants Residing Outside Japan"
• "Ritsumeikan Asia Pacific University Graduate School of Management (MBA Program) Admissions Guide Enrollment in 2007 For Domestic Applicants(Japanese Nationals and Non-Japanese Nationals Currently Residing in Japan"
| (2) Materials useful for an in-depth understanding of academic content and enrollment methods in the colleges, departments and/or graduate schools | • Ritsumeikan Asia Pacific University Prospectus “Crossroads 2007”
• "Ritsumeikan Asia Pacific University Graduate Schools”
• "Ritsumeikan Asia Pacific University" |
| (3) Materials useful for an in-depth understanding of academic content and enrollment methods in the colleges, departments and/or graduate schools | • "2007AY Student Handbook (Undergraduate Academic Edition)”
• "Graduate Student Registration Handbook 2007”
• Online syllabi (http://jimuweb1.apu.ac.jp/cam/syllabus/search/Menu.do) |
| (4) Annual class timetables for the colleges, departments and/or graduate schools | • "2007AY Spring Semester Timetable: College of Asia Pacific Studies / College of Asia Pacific Management"
• "Graduate School of Asia Pacific Studies, Master's Program (GSAM) Class Schedule for Spring Semester,2007”
• "Graduate School of Asia Pacific Studies, Doctoral Program Class Schedule for Spring Semester,2007”
• "Graduate School of Management (GSM) Class Schedule for Spring Semester,2007”
• "2007AY Fall Semester Timetable: College of Asia Pacific Studies / College of Asia Pacific Management”
• "Graduate School of Asia Pacific Studies, Master's Program (GSAM) Class Schedule for Fall Semester,2007”
• "Graduate School of Asia Pacific Studies, Doctoral Program Class Schedule for..." |
| (5) University Regulations, Graduate School Regulations, College Regulations, Graduate School Program Regulations etc. | Fall Semester, 2007”  
"Graduate School of Management (GSM) Class Schedule for Fall Semester, 2007”  
- "Ritsumeikan Asia Pacific University Regulations" (Contained in “Ritsumeikan Rules and Regulations 2007 Edition CD-ROM”)  
- Ritsumeikan Asia Pacific University Academic Regulations ( ”)  
- Ritsumeikan Asia Pacific University University Regulations (Contained in ”Ritsumeikan Rules and Regulations  2007 Edition CD-ROM”)  
- Ritsumeikan Asia Pacific University Graduate School Faculty Council Regulations ( ”)  
- Ritsumeikan Asia Pacific University Appointment and Promotion Regulations for Faculty Members (Contained in “Ritsumeikan Rules and Regulations 2007 Edition CD-ROM”)  
- Ritsumeikan Asia Pacific University Regulations for Exchange Faculty Members ( ”)  
- Ritsumeikan Asia Pacific University Regulations for Contract Faculty Members ( ”)  
- Ritsumeikan Asia Pacific University Regulations for Fixed Term Contract Faculty Members ( ”)  
- Ritsumeikan Asia Pacific University Fixed-Term Faculty Regulations Bylaws ( ”)  
- Ritsumeikan Asia Pacific University Language Institute Fixed-Term Faculty Regulations ( ”)  
- Ritsumeikan Asia Pacific University Regulations for Specially-Appointed Faculty Members ( ”)  
- Ritsumeikan Asia Pacific University Regulations for Visiting Faculty ( ”)  
- Ritsumeikan Asia Pacific University Regulations for Senior Lecturers ( ”)  
- Ritsumeikan Asia Pacific University Regulations for Full-Time Lecturers ( ”)  
- Ritsumeikan Asia Pacific University Regulations for Junior Lecturers ( ”)  
- Ritsumeikan Asia Pacific University Part-Time Lecturer Regulations ( ”)  
- Rules of Enforcement for the Ritsumeikan Trust Act of Endowment ( ”)  
- Ritsumeikan Asia Pacific University University Evaluation Committee Regulations (Contained in “Ritsumeikan Rules and Regulations 2007 Edition CD-ROM”)  
- Ritsumeikan Asia Pacific University Harassment Prevention Committee Regulations (Contained in “Ritsumeikan Rules and Regulations 2007 Edition CD-ROM”)  
- Ritsumeikan Asia Pacific University Harassment Advisory Office Regulations ( ”) |
|---------------|----------------------------------------------------------|
• Rules of Enforcement for the Ritsumeikan Trust Act of Endowment (""") |
| (13) Board of Trustees Name List | • List of Ritsumeikan Trust Officials (2007AY)  
http://www.ritsumei.jp/profile/pdf/a03_j.pdf |
| (14) Original university/college self-assessment reports | • “2006AY Ritsumeikan Asia Pacific University Self-Assessment Report”  
• "2006AY Student Class Evaluation Summary” (Contained in “2006AY Ritsumeikan Asia Pacific University Self Evaluation Report")  
• "2006AY Media Resource Center Annual Report" |
| (15) Pamphlets outlining affiliated research institutes or hospitals | • RCAPS homepage  
http://www.apu.ac.jp/rcaps/modules/news/ |
| (16) Library users guide | • Media Resource Center homepage  
http://www.apu.ac.jp/media/modules/mediacenter/index.php?id=1&sel_lang=japanese |
| (17) Pamphlets on harassment prevention | • "VIII Guidelines for the Prevention of Harassment” (Contained in the “Faculty & Staff Handbook, April 2007” pp. VIII -1~VIII -3)  
• "(2) Regarding Harassment” (Contained in “2007AY Student Handbook (Student Life Edition)” pp. 16~18) |
| (18) Career guidance pamphlets | • "Job Hunting Handbook 2007” |
| (19) Pamphlets used for student counseling | • "(1) Counseling Room” (Contained in “2007AY Student Handbook (Student Life Edition)” p. 46)  
• Counseling Room homepage  
| (20) Financial affairs documents | • Accounting documents (FY2002-2007) (including detailed charts and graphs)  
• Internal auditing reports (FY2002-2007)  
• Auditing reports from CPAs or auditing firms (FY2002-2007)  
• Documents on financial disclosure ("APU INFORMATION Special Edition")  
• Documents on financial disclosure (APU homepage and copies) (Ritsumeikan Trust Financial Overview (2007AY budget / 2006AY accounts))  
http://www.ritsumei.jp/profile/a09_j.html (2007AY APU financial and university information disclosure homepage)  
| (21) Other | • "The Scholarship Guide”  
• Ritsumeikan Asia Pacific University AP House Guidebook 2007  
• Ritsumeikan Asia Pacific University: AP House”  
• "APU Circle Guidebook”  
• "Student Handbook (Student Life Edition)” |
University Evaluation Schedule for Ritsumeikan Asia Pacific University

APU’s assessment was conducted according to the following schedule.

**2008**  
1/24 APU submitted university accreditation application  
3/3 4th Evaluation Committee meeting held (Frameworks for 2008AY university evaluation confirmed)  
3/11 Special session of the Board of Trustees convened (Resolution on the University Evaluation Subcommittee membership for 2008AY)  
Early Apr. Documents pertaining to APU’s accreditation application submitted  
4/7 5th Evaluation Committee meeting held (Responses to legal revisions and “Items for Agreement in University Evaluations for 2007AY” considered)  
4/28 1st Financial Affairs Subcommittee meeting convened  
5/12 ~ 5/24 Evaluator training sessions held (Overview of evaluations for 2008AY and explanation of supervisor and committee member duties)  
Mid May Documents submitted by APU sent to supervisor and committee members  
~ early July Formulation of evaluation comments for your university by supervisors and committee members  
~ late July Creation of Subcommittee Report (first draft; summary of each member’s comments)  
8/1 2nd Financial Affairs Subcommittee meeting convened  
8/19 University Evaluation Subcommittee, Batch 26 convened (Corrections to Subcommittee Report (First Draft))  
Sept. ~ Subcommittee Report (Proposal) sent to APU  
10/30 On-site inspection of APU campus; Subcommittee Report (Final) drafted  
11/10 ~ 11 3rd Financial Affairs Subcommittee meeting convened  
11/23 ~ 24 Meeting of the chairman, vice chairman and administrators of the University Evaluation Subcommittee convened (“Evaluation Results (Chairman’s Proposal)” drafted)  
12/6 ~ 7 6th University Evaluation Subcommittee meeting convened (to discuss evaluation results (Chairman’s proposal))  
Late December “Evaluation Results (Committee Proposal)” send to APU  
2009  
2/7 ~ 8 7th University Evaluation Committee meeting held (APU’s opinions on “Evaluation Results (Committee Proposal)” referenced and revisions made in order to draft “Evaluation Results (Final)”)  
2/19 451st Board Meeting held. Approval received to send Final Evaluation Results to the JUAA Council)  
3/12 101st JUAA Council Meeting / Special Session of the Board of Trustees (“Evaluation Results” approved)