

**AY2011 Ritsumeikan Asia Pacific University  
University Evaluation Committee: Summary of Evaluation**

January 25, 2012  
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University Evaluation Committee

The 11 members of the University Evaluation Committee who were appointed by the President of Ritsumeikan Asia Pacific University submitted their comments on the AY2010 Self-Assessment Report (Ref. 4; "the Report") and conducted an on-site inspection, including hearings with students, on November 11, 2011. The following summary is based on each member's statements and the Summary of Proceedings and Meeting Minutes from the day of the on-site inspection.

(1) University-wide initiatives toward realizing APU's ideals, aims and objectives are sincere, future-oriented and proactive. Given APU's mission to engage in education that cultivates human resources to "create the future shape of the Asia Pacific region" and conduct research that establish and develop the discipline of Asia Pacific Studies, and given its contribution to society by successfully securing a considerable number of motivated, high quality international students who, upon graduation, play active roles throughout Japan and the world, we commend APU for aiming to become an internationally-viable institution by taking the lead in internationalizing not just itself (as a single private school), but Japanese higher education as a whole.

Looking at the overall level of achievement, we feel that APU is drawing closer to its stated goal. That being said, APU must comprehensively improve its teaching and research, by hiring more faculty with specialized knowledge and certifications and taking urgent action to bolster graduate school education, in its pursuit of international viability. One of the most urgent issues underlying this is the improvement of the student-teacher ratio in the undergraduate schools.

One member remarked that, while major area studies are important for students, APU should take efforts to improve its learning environment so that each student, in friendly rivalry with others, can achieve his/her dreams and the campus can become a place of true coexistence. Another member requested that APU write a school song that embodies its ideals.

This report is underpinned by one key idea: international viability. While this idea is often mentioned within the context of globalization, it is understood to be the result of an evolving process—not the uniform result of globalization—amid the interplay between the openness, dynamism, and de facto worldwide standards that globalization engenders and the tensions among countries and regions in terms of history, culture, and norms. Therefore, for a university, international viability should be understood as a universal value of a transnational pluralistic intellectual commons. First and foremost, it is vital that all of APU's constituent members recognize the roles they play in terms of universal values such as these.

It is necessary to recognize that, as the global economy shifts from a bipolar one centered on the United States and Europe to a multipolar one, Japan has an opportunity to raise its profile relative to other nations, but it also faces the reality of dwindling student interest in areas such as Japanese management or education. Given this, society's expectations are especially high for English-basis students who have honed their skills on APU's multilingual campus, students who have studied in the College of Asia Pacific Studies, College of International Management students who have received practical education in marketing the region, and international students with a firm understanding of Japanese culture and customs. After our on-site inspection, one member expressed the desire for APU to enhance classes on both theory and practice in the Marketing field of the College of International Management.

Securing international viability by improving education will likely entail the following.

APU's decision to clarify the academic pillars of College of Asia Pacific Studies by merging the Crossover Advanced Programs (CAP) into the College's new curriculum and reorganizing the College into four courses (International Relations and Peace Studies; Hospitality and Tourism;

Culture, Society and Media and Environment and Development) was appropriate. The College of International Management's pursuit of academic reforms that focus on learning outcomes in four courses and tie in with AACSB accreditation efforts are commendable.

One remark that pertains to both Colleges is that the cultivation of global experts will require learning that facilitates the integration of multiple streams of information and knowledge while allowing students to take advantage of their specializations. We feel it would be effective to establish subjects that, like seminars, are interactive and discussion-oriented. APU also needs to strengthen frameworks that enable English-basis and Japanese-basis students to take a wide range of classes together. With regard to this, the university indicated that it is aware of the need to expand field studies and develop new methods to integrate learning, such as capstone courses.

Measures to improve and strengthen common education and language education are also commendable. It is imperative that the university enhance common education as a means of intellectual integration based on the recognition of diverse sources of knowledge. We agree with APU's plan to develop four competencies under the umbrella of wide-ranging liberal arts education, as is stated in the section entitled Basic Concepts (Ref. 8: APU Phase 3 Plan Outline, p.55).

As for language education reforms, we feel it is necessary to set TOEFL/ITP scores and JLPT scores required for graduation as part of the aforementioned Diploma Policy. APU indicated that it has designed its English curriculum based on a standard TOEFL (PBT) target of 500 and an advanced target of 550, while the aim of Japanese education is for all students to obtain a score of at least 200 on the EJU Test or at least Level N4 on the new Japanese Language Proficiency Test by the time all mandatory subjects have been completed—with targets for more advanced students set at at least 240 on the EJU Test or at least Level N2 on the new JLPT by the time they complete Advanced Japanese).

Also, the Report lists the number of examinees for TOEFL/ITP, TOEIC/IP, JETRO Business Japanese Test and the Hangul Language Proficiency Test (Ref. 5-1: Self-Assessment Report, p. 14) for both Colleges, but a time series of the highest, lowest and average scores for each College should also be included.

While we can understand some of the detailed reforms that APU has proposed for English, Japanese and the many languages of the Asia Pacific that it offers (in the section entitled "Competitive Edge"), we would prefer a self-evaluation that includes the data evidence underlying these proposals (for example, a time series of the highest, lowest and average GPAs in English subjects and bilingual subjects). That being said, the table in Ref. 8 (pp. 66-67) shows that students with TOEFL scores of 500 and up have relatively high completion rates for both foundation and major subjects, and that they graduate with high marks, so we are able to make the same inferences as the university to some degree.

We agree with APU's decision to reform English education to provide a bridge to academic English and to provide a set of six performance indicators (Ref. 8, p. 59) for mandatory and elective subjects. We deem the Japanese language education reforms, AP language education reforms and faculty system improvements in the language institution outlined in the report as adequate. We also feel it is important to take measures to improve domestic student English proficiency that incorporate the practical ability to develop international perspectives.

The recently adopted academic advising system is defined as targeting all students, but not every student receives advising. With regard to this, it was pointed out that APU needs to provide good quality advising to highly motivated students with outstanding achievement in a comprehensive effort to further improve their skills. We have high hopes for the outcomes of the academic advising system that, after a trial period beginning in the fall semester of AY2009, went into full effect this academic year.

It is an internationally accepted fact that improving student-teacher ratios is effective for boosting student motivation toward learning and research and ensuring they perform at a higher level. This is also one of the key indicators used in global university rankings. In other words, it is one of the de facto standards.

According to "APU Faculty Organization Development Plan (AY2011- AY2014)" (Ref. 8, p. 105), the university-wide faculty quota for the period in question has been set at 126 slots (*ibid.*, p 107). In addition, stringent management of undergraduate student intake capacity (i.e., keeping numbers as

close to 5,000 as possible) yielded a student-teacher ratio of 54.9:1 under the AY2011 plan (ibid., p. 107, Table 2). In yet another document (Ref. 5-2: University Basic Data, p.2, table), the current student-teacher ratios (for undergraduate students) are listed as 49.4:1 for the College of Asia Pacific Studies and 71.2:1 for the College of International Management.

In either case, it must be noted that these figures are extremely high compared to other international universities in Japan. APU probably needs a separate annual plan to bring its student-teacher ratio in line with that of national universities if it wants to improve academic conditions and secure international viability. The same table (Ref. 8, p.107, Table 3) also lists good examples from other private schools in Japan.

As a first step, one member proposed the swift execution of a bold annual plan in which APU, after recruiting students to its current intake capacity, doubles the number of faculty teaching in the undergraduate Colleges. This would bring the student-teacher ratio down to 30:1, and the university could aim for 25:1 by stringently limiting intake to exactly 5,000 APU responded that it could improve its ratio to 29:1 if the number of current enrollees is divided by the actual number of faculty. We understand that the budget for faculty personnel expenditures already accounts for 22% of expenditures and that APU feels it is already doing as much as it can with its current plan given its financial capacity; however, we hope APU can find a way to achieve its target ratios using the total number of faculty members affiliated to each College.

It has always been extremely difficult for private universities to improve their student-teacher ratios. In APU's case, it must take measures independent of Ritsumeikan University, and these unique efforts will require the consensus of, and cooperation from, all faculty and staff. It is safe to assume that now is the time to start tackling this issue before the global competition among international universities will become much fiercer.

We feel that basic policies on tenured and fixed-term faculty appointment (See Ref. 8, p.107-109) are appropriate. APU indicates that two urgent issues are strengthening the graduate schools and developing research in distinctive fields. As such, it must focus more efforts on securing faculty with excellent research skills from around the globe. It is no overstatement to say that the quality of the university depends on hiring faculty members who possess excellent professional credentials in their fields and a highly ethical outlook toward education. As a rule, faculty recruitment should be by open application. It should take advantage of open academic networks in Japan and overseas and it should make effective use of systems for self-nomination and peer recommendation. The business of faculty hiring requires both the screeners and the university's faculty members to hold high standards and to evaluate strictly.

(2) The human resources development goals and learning goals set by the College of Asia Pacific Studies and the College of International Management are suitable in light of APU's ideals and objectives.

APU's efforts in creating the Language Learning Community in AP House are commendable; it is a progressive example of something yet to be tried by other universities.

We also commend the measures APU has taken to improve the library and bolster its study functions. The establishment of the All-APU Freshmen Education Council in AY2008 and the strengthening of freshmen education such as GP funding adoption are commendable as these efforts are yielding satisfactory results. On the other hand, it is hard to discern from the Report and attached documents how APU assesses the level of achievement regarding the synergies generated from having Japanese students and international students study together in a spirit of friendly rivalry. In our on-site inspection, we were told that Japanese student attitudes and actions are starting to polarize. We hope that APU uses IR and other means to analyze this situation and formulate a policy on this issue. We would also like to see APU will provide rooms for all the Japanese students who want to reside in AP House.

One of the documents received during the on-site inspection discussed measures to bring the level of out-of-class study time of Japanese students up to that of international students. With regard to this and the Student Life Survey, there needs to be more discussion on how to increase student awareness of the university as an intellectual hub; efforts also need to be made to increase the response rate of this survey. Discussion also focused on how students' involvement is less active in

major education subjects than in language education subjects. This fact points to issues with College faculty members' ethics and quality towards education, which should be addressed as faculty development. We would like to encourage APU to take strong stance on this. This is the same reason we strongly urge APU to improve its student-teacher ratio. The Report indicated that FD and SD activities, including the faculty-staff collaboration program, are underway, but there was no detailed information on the content, nor was there a self-evaluation of these initiatives. This needs to be rewritten.

One member made a strong remark that while APU offers education in broad, interdisciplinary fields, it has no depth; much in the same way that it posts outstanding achievements in extracurricular activities, but not in academics.

Ref. 8 (p.48-49) lists APU's "Ideal Student Model and Skills That Students Should Foster (Learning Goals)", which we feel are adequate, but it should also mention the rubrics (a set of criteria used to measure how students have learned through APU's education) used to measure achievement by the time of graduation. While the Diploma Policy centers on the credits required for graduation, APU needs to use rubrics to measure the level of international perspective gained by the time of graduation and set target scores for TOEFL/ITP, TOEIC/IP or the JLPT; these could also be reflected in the graduation requirements.

The Committee's views on academic structures and systems are as follows:

It is appropriate to issue certificates or list Course names on diplomas provided a certain number of credits is earned in a particular field. It would be a good idea to present students with certificates of their TOEFL/ITP, TOEIC/IP or other proficiency test scores at the time of graduation.

APU's self-evaluation of its decision to require Japanese-basis students to take 20 credits of subjects held in English is adequate. Continuing this practice is commendable given the role it plays in quality assurance at the time of graduation. It is appropriate to only allow students that complete Intermediate English to take subjects offered in English.

Looking at p. 67 in Ref. 8, it appears that when it comes to students who graduated with TOEFL scores of 500 and higher (35.7% of all students) in March 2009, 41% of them earned A or A+ grades, which makes for a considerably high level of academic achievement.

As part of APU's measures to ensure strict grading, there is a rule that final examinations cannot comprise more than 50% of the total grade. In addition, the adoption of various grading tools, such as homework assignments, quizzes, presentations, reports, and mid-term tests, has led to increased attendance rates. APU students also study outside of class longer than the national average. When taken together, these efforts are commendable.

However, looking at the Student Life Survey results, over 50% of students said they study less than two hours a day outside of class. Taking into account the fact that it was a survey on freshmen and sophomores, we feel that they should be studying more. One member opined that some sort of scheme for students and teachers could be incorporated into the syllabi such that students must study for at least two hours after class each day in order to keep up with their lectures. In the class observations on the day of the on-site inspection, we noticed that many students arrive late. One member remarked that APU should provide stricter guidance in the freshman year on appropriate learning attitudes.

As for GPAs, one member hoped that APU would start evaluate them relatively, but APU replied that it had yet to develop a sufficient consensus among all of its members at the current point in time. We would like to see action taken to link GPAs to assurance of quality in education, including considerations on how they are presented to students. APU should also develop rubrics (see above) to measure students' international perspective that cannot be ascertained from GPAs alone. We look forward to small-group education, proactive, self-directed learning, new APU Research Project subjects and the development of outcomes assessment—all items mentioned in the Report—as they should link in with this kind of measurement. FD will also play an important role in this.

It is commendable that APU is reexamining its graduation requirements and working to make grading more stringent. As mentioned earlier, APU should set required target scores for TOEFL/ITP or TOEIC/IP tests for domestic students and JLPT scores for international students and incorporate these into the graduation requirements.

The development of a Learning Commons to support students' learning, such as library reforms to bolster library study functions, introduction of interactive classes in presentation rooms, and the Language Learning Community (LLC) project at AP House, is commendable. One member commented that the sections on the Learning Commons and Presentation Area should be explained in more detail.

It is good to point out that domestic students in the LCC score 458.3 on the TOEFL six months after enrollment, compared to the overall domestic student average of 429.2, and that there is a marked difference in their GPAs as well: 3.08 versus the average of 2.22. One member remarked, however, Japanese companies seeking to globalize demand language proficiency equivalent to at least 780 on the TOEIC for English in addition to working proficiency in Chinese or another language.

Two important areas in university evaluation are the ability to achieve missions and roles in the development of organizational capacity, such as FD and SD, and fostering faculty and staff with ethical characters. APU stated that the FD support program it launched in AY2009 had evolved into a four-pronged Faculty Enrichment Program by AY2011, and we look forward to hearing about the achievements of this program. The quality of a university depends in large part on the quality of faculty members and the mutual interaction and trust between faculty and students. Improving the student-teacher ratios in the Colleges, as discussed above, should play a major role in this.

The holding of joint FD/SD seminars with foreign universities and cooperative career education initiatives are also commendable as evidence of these efforts. In addition, we expect that APU will implement its Accreditation Plan in the pursuit of international accreditation from AACSB. APU's reforms for faculty qualifications and Assurance of Learning (AOL) efforts centering on outcomes assessment are suitable.

FD and SD activities cannot be advanced merely by establishing programs and systems. Each and every faculty and staff member must possess the ability to realize their core aspirations as well as a sense of ethics regarding teaching, and it is important to share these ideals throughout the organization on a daily basis. We believe that this is the wellspring from which students, faculty and staff can experience the will to learn, to teach, to research and to perform ones duties.

It is apparent that APU is taking efforts to build new international networks. It will be important to continue building visible, interactive connections among teaching, research and social contribution.

(3) We commend APU for promoting research based on identifying and solving the issues facing the Asia Pacific region by combining 1) the study of diversity in the Asia Pacific Studies region, 2) the study of networks, mutual interdependence, and other dynamics of development in the Asia Pacific region, and 3) the study of civilizations in the Asia Pacific region. To advance scholarly research in this field, APU has defined 10 strategic issues (Ref. 8, p.94-95) and has formulated annual plans over the medium to long range for each; we deem this as appropriate. We also feel that measures "to expand research networks through the activities in academic societies", including the International Association for Asia Pacific Studies, and "to create and develop distinctive research fields" are adequate.

The Committee believes that APU, as a unique university, must take urgent action to advance research and reform its graduate schools, as is indicated in the concrete action plan for the first phase of the Mid-Term Plan (AY2011- AY2015) (ibid., p. 102). One member commented that APU, as an intellectual hub, should disseminate high quality information on a range of fields including regional agriculture, the environment, natural resources and energy.

Another member proposed that APU should adopt self-evaluation-style faculty assessments, which include weighted scores for the fields of teaching, research and community service, based on self-directed deliberations and decisions by the Faculty Council and Graduate School Faculty Council and publicly release the results from each College and Graduate School.

Japanese universities aiming for international viability are just now starting to undertake faculty evaluations. These efforts should help to attract motivated, high quality undergraduate and graduate students from around the globe and be an effective means to promoting regional cooperation and industry-university collaboration on education and research both in Japan and overseas. Faculty

evaluations are also an excellent source of publicity for universities.

In many university publications in Japan, the campus and the diverse range of students and alumni are visible, but faculty members remain behind the scenes. Universities must ask themselves what kinds of amenities can guarantee quality. We feel that, most importantly, universities need to enhance students' core competencies by providing them with opportunities to meet excellent faculty members, make good friends and find worthwhile and challenging study or research topics.

Energizing the doctoral course, which is one piece of APU's academic research foundation, should play an important role creating synergies between faculty members with outstanding research credentials and motivated students. It is urgent that the graduate schools take an organizational approach vis-à-vis the "inability to build close relationships between supervising faculty members and students" that is stated in the Report.

APU's support of the inaugural issue of Asia Pacific World, the international academic journal of IAAPS, is appropriate. Now that this journal is in publication, perhaps APU should treat the Ritsumeikan Center for Asia Pacific Studies (RCAPS) Journal as bulletin for publishing faculty members' annual research results (in both English and Japanese), that is, a vehicle for publicizing research at APU. Why doesn't APU use the bulletin to annually publish summaries of presentations or refereed papers from relevant academic conferences held throughout Japan and around the world? One member opined that young faculty members and graduate students should aim to publish in domestic and international journals with high citation rates and that the RCAPS Journal should no longer be used to report their research results. APU responded that the university now publishes the RCAPS Journal online as a bulletin of research results and encourages young faculty members and graduate students to actively publish in domestic and international journals with high citation rates.

Grant-In-Aid applications and award rates are not as high as they should be; more efforts are needed. At present, there are 0.4 applications per full-time faculty member in both Colleges, but APU should aim for 1 (i.e., every faculty member should apply); proactive measures to respond to this are required. APU also needs to enhance its research organization, seek partnerships with other universities and pursue faculty-staff collaboration on application duties (i.e., collection of information and document compliance checking by staff members) in an effort to boost the adoption rate for new research projects that is currently remains at 20%.

It was also noted that APU should increase the percentage of faculty with doctoral degrees slightly.

We expect APU to engage in joint research with other institutions in Oita Prefecture by way of the Regional Collaboration Research Consortium Oita mentioned in the Report.

(4) APU's efforts to secure a solid number of outstanding, motivated international students are highly commendable amid fierce global competition. The numbers reported by the university—that is, over 1,400 applicants and over 600 successful enrollees—and its efforts to ensure diversity by attracting students from 100 countries and regions are suitable. It is also important to secure graduate students. Regarding selection methods for a university with a global environment like APU, it is necessary to take especially creative measures, including the active use of AO entrance examinations, in order to secure highly motivated student who want to live and learn on an international campus. As such, it was noted that APU needs to enact effective measures to boost its name recognition within Japan.

The Committee feels that APU's five-point Admissions Policy outlined in Ref. 8, p.4 is appropriate. The basic composition of examination types used for domestic student recruitment indicated in the same document (i.e., seeking to secure 70% of students from AO, recommended and special entrance examinations and 30% from general entrance examinations) and the policy of flexibly reviewing percentages in the future, including possibly increasing students secure with general entrance examinations, are deemed appropriate.

It is important to strengthen publicity in Fukuoka and Tokyo. Publicity in affiliated schools and designated schools is crucial, and it is necessary to use appealing faculty member data (including the faculty evaluation data noted above) to motivate both students to enroll and ensure said students possess fundamental academic ability. This is because the Committee feels it is absolutely essential

to secure students with fundamental academic ability, including language proficiency, if APU is to cultivate students with the ability to get things done via intercultural understanding and foreign language education. One member requested that APU add an English short essay to its AO entrance examination. With regard to international students, another member requested that APU focus efforts on creating an attractive curriculum, expanding areas of recruitment and strengthening recruitment activities.

It was also noted that APU must pay heed to the slight drop in applicants and ensure a certain level of quality in terms of their standard scores. APU replied that it would like to generate a positive cycle by strengthening both AO and special examinations and analyzing and addressing why international student applicant numbers fell in AY2011 despite the slight uptick in domestic student applicant numbers.

One member opined that if the distribution of domestic student enrollees among examination types was not in line with the objectives of the reforms for AY2011, as APU stated in the Report, then perhaps it could be construed as the result of strict screenings in the AO and recommended examinations, so there is no need to decry the fact that more than 30% of enrollees entered via general entrance examinations. It is important to ensure strict screenings in the general entrance examinations, so it acceptable for APU to flexibly review its 30% limit on general entrance examination enrollees going forward. It is important to secure motivated students under new cooperative agreements with designated and partner schools. Considering the target number (250), APU will need to conduct a follow-up assessment of enrollees' fundamental academic ability and evaluate learning outcomes, job placement and graduate school advancement upon graduation; this section should also include self-evaluation of these endeavors.

It is appropriate that APU takes measures, as part of its regional strategy to maintain diversity, to ensure that the total number of international students from China and Korea does not exceed 50% of the overall student body and to boost student numbers from the other top eight countries and regions. It is appropriate for APU to expand its scope into new regions, such as Brazil, Russia, Turkey, the Middle East, North Africa and East Africa. To this end, we expect APU to strengthen its networks with foreign institutions and alumni and fortify its international offices in its effort to achieve culturally and linguistically diverse campus with students from 100 countries and regions by AY2014.

APU's doctoral program enrollment capacity of 10, set with the aim of cultivating future researchers, and its efforts to enhance supervision frameworks and tighten screenings are appropriate.

(5) APU's acceptance of scholarships for international students is highly commendable. Efforts to create various opportunities for interaction between domestic and international students are also laudable. In light of the move toward providing housing for all freshmen who want it as well as efforts to enhance the multilingual education aspects of the dormitory and achieve a balanced budget by stabilizing the occupancy rate, we commend APU on its decision to build a new AP House III.

It is highly commendable that APU continues to meet its goal of "maintaining a job placement rate in the 90% range" (domestic students: 95.6%, international students: 93.6%). The Report contained a proposal on the need to enact new measures for the establishment of an APU Scholarship Fund, which would be funded by Advisory Committee members, aiming to develop job placement opportunities for APU students in Japanese companies operating in the Asia Pacific region.

The holding of multicultural activities to promote student collaboration and the establishment of the Student Activities Station (SAS), both described in Ref. 8, p.13, are commendable. We expect APU to undertake measures to realize a system in which all domestic freshmen who want to live in the dormitories can do so. The facilitative activities undertaken by various kinds of student staff are the result of student motivation and the dedication of the staff who support them; this is highly commendable. APU's support by way of scholarship screenings is also appropriate.

APU's global human resources development training and international career seminars, both of

which are conducted jointly for domestic and international students, are commendable. It is commendable that APU is on the road to meeting its goal of providing in-country job placement support for international students by building networks with foreign chapters of the Alumni Association and Parents' Association as well as companies.

Overall, APU's career support, as outlined in Ref. 8 (p. 20) is unique, and the university has a solid track record; this is commendable. One member was concerned that APU's career education is tied directly to job placement activities. While the issue of job placement may hit close to home, we hope that APU will develop its career education from a broader perspective. In the graduate schools, it is important to connect individual faculty member guidance in seminars with organization-wide support activities.

In light of the statement on page 27 of Ref. 8 that APU will maintain ¥1.85 billion in tuition reductions while pursuing an independent fiscal policy, we feel APU must take urgent action to formulate a new donation policy to generate scholarship funds for international students—for example, establishing an APU Scholarship Fund that aims to develop job placement opportunities for APU students in Japanese companies operating in the Asia Pacific region—and to advance initiatives centering on APU Advisory Committee companies to the next level. APU should make plans to secure joint research funding that contributes to Asia Pacific Studies.

The publicity measures described on p. 28-29 of Ref. 8 are appropriate. Press releases should serve to publicize not only student activities, but also the unique research conducted by faculty members as mentioned above (i.e. the basis of faculty evaluations). The homepage upgrade described on p.29 of Ref. 8 is essential. Upgrade work that is delayed should be addressed urgently. As mentioned before, APU must distinguish its homepage from other media and cut costs on conventional public relations. One effective publicity strategy, as mentioned earlier, would be to team up with the other "Global 4 Universities".

(6) Since APU is an international university, overseas chapters of the Alumni Association should be firmly rooted among international students and the local citizens of this cities in which they operate. One member opined that the APU2020 Vision should be shared with students. It is important for student to work with faculty and staff on university development initiatives. Overall, the description of administration in Ref. 8 is appropriate. It is important to for the aforementioned faculty-staff collaboration initiatives to produce results as part of the university's efforts to encourage faculty and staff participation in administration. APU should reconsider the language in this section since this is not sufficiently explained in the Report. APU also needs to bolster academic cooperation with Ritsumeikan University.

Invigorating overseas chapters of the Alumni Association is essential for advancing international networks. The World Homecoming Day and other commemorative 10th anniversary events that APU described are commendable for their contribution to expanding the Alumni Association overseas. It is also commendable that APU is making steady progress in enhancing cooperation with local municipalities.

International students engage in community events such as serving as lecturers for international exchange, international understanding and foreign cooking classes at elementary and junior high schools. One member was really impressed by the scene where elementary school students who came to the campus on a field trip approach international students to ask questions and write answers down..

Graduates' activities in society in Japan and throughout the world are proof of APU's academic outcomes and serve to improve the university's name recognition and reputation. One member felt that ties between alumni and students were very strong at APU since alumni members of the University Evaluation Committee were speaking in a friendly manner with current students in the student hearings. As mentioned previously, one member requested that APU write a school song that reflects its aspirations and ideals. The song should be one that anyone who is associated with APU can sing no matter where they may be in the world so as to foster a sense of unity among students and alumni.

It is commendable that cooperation with Ritsumeikan University on the English Teaching

Certificate Program, other two-way exchange programs and international programs at the graduate school level is producing results.

We feel that the most important thing to focus on in cooperation with Ritsumeikan University is the advancement of Asia Pacific Studies by having Ritsumeikan University faculty members partake in intensive, short term programs at APU. Given that "Asia Pacific Studies refers to interdisciplinary research on the Asia Pacific that encompasses the humanities, social sciences, management studies and the natural sciences", interdisciplinary joint research in which both institutions share and integrate research capacity and methods should be effective. This is the one element of cooperation with Ritsumeikan University on which the least progress has been made. We would like to see APU take strong action on this.

(7) We highly commend APU for setting a goal to balance expenditures and revenues and then achieving said goal in AY2010 (as described in the Report), especially given the harsh financial conditions that international private universities face. That being said, there was little mention of a future fiscal outlook, so this section should be amended. This is all the more important when considering the aforementioned measures to improve student-teacher ratios.

APU indicated that its most important challenge was improving its financial strength. The university's response outlined three key financial directives of the Phase 3 Plan—(1) recruiting planned student numbers, (2) securing funds for necessary expenses, including personnel expenditures, scholarships and ordinary expenses, and (3) securing donations and external funding of ¥1 billion over four years—and we feel these are appropriate. It is also appropriate that, to secure donations and external funding, APU recognizes the need to develop collaborative programs with industry and the government focusing on global human resources development and to undertake full-fledged efforts to solicit donations from alumni and parents now that the university has passed the 10 year mark.

Looking at the consumption expenditure structure for the Phase 3 Plan described in Ref. 8 (p. 32), scholarships (¥1.95 billion) account for nearly half of all education and research expenditures (¥4.3 billion). The remaining education and research expenditures constitute one-quarter of all expenditures (¥9.33 billion). Using simple arithmetic (and dividing by 5,230 students (p.97, Table4)), this means it costs ¥450,000 to educate one student, which is equivalent to the cost at other Japan Association of Private Colleges and Universities (JAPCU) member institutions similar with APU in size; one member remarked that this was adequate. However, it is well known that the cost to educate one student at a private university is less than that at a national or public university, so APU will need to secure more government funding while ensuring financial autonomy.

(8) The Committee feels that the "Status of Initiatives in Response to Comments from the AY2009 University Evaluation Committee" (Ref. 3, Available only in Japanese) is more-or-less adequate.

We would like to commend APU on the establishment of the International Association for Asia Pacific Studies and release of the inaugural issue of its international journal *Asia Pacific World*. We look forward to the future development of both. The IAAPS Statement of Objectives makes an important declaration to "become an intellectual hub for the collection and dissemination of research conducted on the various regions of Asia Pacific across a range of academic disciplines." We expect APU to take initiative on this and advance distinctive, high quality scholarly research especially in the four major research fields outlined in Ref. 8 (p. 94).

We commend APU on its Global Active Learning programs. These are effective ways of enabling students to experience first-hand APU's ideal of "Freedom, Peace and Humanity" in the context of the university's mission to create "the future shape of the Asia Pacific region". International students should undertake on-site learning in and outside Japan, while domestic students should undertake on-site learning in the Asia Pacific region. Students should also volunteer in the reconstruction efforts in areas affected by the Great East Japan Earthquake.

APU's Admissions Policy for domestic students, which was discussed at the previous committee,

is seeing an improvement; this is more-or-less adequate. But we feel the university needs to conduct a follow-up survey on the academic ability of students who enter on special entrance examinations.

We commend APU for using AO and recommended entrance examinations to increase the number of enrollees with whom APU's mission strikes a chord and for using general entrance examinations to boost its name recognition nationwide. We also commend APU for the strict selection process used with AO entrance examinations. We regard it as effective that APU is taking comprehensive study support measures focused on enrollment management that was part of the academic reforms to respond to issues with international student withdrawals and study abroad. This is also commendable.

While APU is working on the scientific analysis of the student situation that we pointed out last time, we feel that a more in-depth analysis is needed. In particular, APU must qualitatively and quantitatively analyze student surveys as we mentioned above.

Looking at the results of the Student Life Survey, over 60% of students indicate that skills in the areas of intercultural exchange and language have improved. The freshman survey also reveals that APU was the first preference for 63% of students. The Committee feels that this represents one aspect of the student situation at APU. Additionally, student satisfaction levels remain in the 50 - 60% range, with nearly 80% of students responding affirmatively to the question "do you like APU?" every year, so it seems that the majority of students are satisfied with their student life.

However, an evidence-based analysis of how this level of satisfaction with student life ties into regular curriculum study and extracurricular activities is needed. At present, APU states that it is taking earnest efforts to assure quality in learning and measure outcomes, and we hope that APU will take steps to further analyze these initiatives by use of its IR Section.

To assist in APU's pursuit of internationally-viable education, it would be effective to refer to the global de facto standards for practices relating to intercultural understanding and language proficiency. For instance, the standard rubrics for measuring international perspective in North American universities indicate "to understand foreign societies and cultures in a historical context and to develop a coherent vision" as a condition for fulfilling the learning objective of "cultural understanding". The measuring stick for practical skills is "the ability to give a slide-show presentation on one's thoughts and analysis in a foreign language".

We commend APU for its successful and proactive approach on career education and its employment upon graduation. It is appropriate for APU to use the five-year Student Employability Development Support Program subsidy from MEXT to develop a Student Matrix of employability indicators and employability acquisition methods and have students complete matrices from the freshmen year as faculty and staff provide them with guidance to boost their employability. We also commend APU for efforts to meet returning international students' needs by matching over two-digit international students who graduated in September 2011 with jobs in their home countries via the active development of job placement support in major cities in the top five countries by number of international students sent APU.

----- End of Report -----

### *Addendum*

Overall, the Committee felt that APU's Report (Ref. 4) was concise and to the point; however, there were many areas that could not be fully understood without referring to the other documents (Ref. 8, 5-1, 5-2, 5-3 etc.). Given that this is a Self-Assessment Report, some explanations should be improved. Finally, initiatives described in "Issues for the First Half of AY2011" (Ref. 6, Available only in Japanese) relating to the impact of the Great East Japan Earthquake and nuclear power plant incident, including the assessment of students affected and the response to international University, were appropriate.