

Ritsumeikan Asia Pacific University (APU) (Capacity of undergraduate enrollees: 1,200)**【Concept aim; Training global human resources】**

- ① Train internationally minded Japanese with international perspectives who can mutually understand and cooperate with people of various countries and regions.
- ② Train human resources who can contribute to relations of friendship and trust between Japan and foreign countries as well as the social and economical development of various countries and regions.

【Framework Outline】

Enhance education at all stages from enrollment to after graduation including career development and boldly introduce educational methods of international standards. Establish study habits through enhancement of first year education for all students. Classes will be enhanced through FD of international standards. Student motivation will be linked to career development and their active participation in English studies and study abroad will be promoted. Furthermore, evaluation and measurement of student learning outcomes and university achievements will be shared widely with other universities to contribute to the training of global human resources in the country.

■ Improvement of curriculum to meet international standards**○ Efforts to improve curriculum to meet international standards**

Encourage student initiative through promotion of Active Learning and problem solving and proactive learning in class. Measure students' outcome assessments by utilizing Value Rubrics. Implement and enhance IR (Institutional Research) to verify the university curriculum and various programs.

○ Strategic transmission of educational information domestically and overseas

Share the above learning outcomes, verification results of the curriculum and educational programs, as well as fundamental information such as a university portfolio in both Japanese and English to stakeholders and other universities.

○ Globalization of administrative structure

Improvement of English usage in administration. Through training at overseas universities and conferences, become a role model for specialists working at an international university.

■ Training of skills required in global human resources**○ Consistent training of global human resources from enrollment to career formation**

A 4 year integrative global human resource training effort for all students; encourage their active participation with the emphasis on motivation as a principal axis.

▷ Enrollment

Selection of enrollees who are internationally motivated; spur motivation for studies, study abroad and career development before enrollment

▷ Education/Environment

Enhance continued support for studies after enrollment; enhance peer support to encourage study habits and active participation in class; FD for development of teaching methodology; development of Active Learning programs; development of English self-study environments and smooth overseas studies.

▷ Career Development

Provide career development support by working jointly with corporations and alumni overseas; visualization of a global career



(The Self-Access Learning Center (SALC) where students from over 80 countries can teach each other's languages)

■ Integrate efforts from enrollment to graduate to improve language skills**○ Appropriate evaluation upon enrollment of foreign language skills and overseas studies at secondary level**

Expand on AO entrance selections which are global-oriented and focused on English. Utilize the admissions network which allowed for direct enrollment from overseas; cultivate network and provide information to Japanese returnees from overseas.

○ Effective language education and education system

Reform curricular English courses focused on educational outcomes. Strengthen linkage and support for registering English courses (minimum 20 credits required). For co-curricular activities, collaborate with overseas universities to provide Web English writing support and enhance self study environment.

■ Improve global educational skills of faculty members

As before, conduct faculty recruitment internationally to meet international standards, collaborate with overseas universities in implementation of FD programs, enhance training for new faculty, improve environment, and improve educational ability to meet international standards.

■ Improve environment for Japanese students to study abroad**○ Efforts to encourage motivation and promote study abroad**

Further utilization of quarter system for flexible study abroad periods (reinstatement timing after study abroad), encourage understanding amongst parents. Based on learning outcomes and IR analysis, strengthen students' career awareness and motivation to study abroad through fostering a sense of purpose in studies. Grasp and analyze the undergraduate framework and major fields of partner universities as well as inbound/outbound conditions; expand and improve in providing diverse and appropriate study abroad destinations to meet student needs.

○ Support structure from study abroad until after return

Upgrade study abroad support system by strengthening emergency response to accidents and disasters during study abroad. Provide comprehensive support to meet student needs by creating peer communities during study abroad, providing career support for both pre and post study abroad, and through collaboration with host universities.

Concrete skills acquired by graduation/completion

Skills to be acquired based on APU's human resource model

<Knowledge>

<u>(Common for both colleges)</u> • Comprehensive understanding of the diverse political, social, and cultural aspects of the Asia Pacific region	
<u>College of Asia Pacific Studies (APS)</u> • Foundational and specialized knowledge in international society, environment and development, and tourism • Understanding of challenges which the region faces	<u>College of International Management (APM)</u> • Foundational and specialized knowledge of business and management • Understanding of international diversity in corporate management

<Skills>

<u>College of Asia Pacific Studies (APS)</u> • Language skills, communication skills, problem solving skills	<u>College of International Management (APM)</u> • Planning corporate strategy, management skills, and intercultural communication skills
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<Value Rubric>

▷ Intercultural Knowledge & Competence

Knowledge (Cultural self-awareness), Knowledge (Knowledge of cultural worldview frameworks), Skills (Empathy), Skills (Verbal and nonverbal communication), Attitudes (Curiosity), Attitudes (Openness)

▷ Critical Thinking

Explanation of issues, Evidence (Selecting and using information to investigate a point of view or conclusion), Influence of context and assumptions, Student's position (perspective, thesis/hypothesis), Conclusions and related outcomes (implications and consequences)

▷ Integrative Learning

Connections to Experience (Connects relevant experience and academic knowledge), Connections to Discipline (Sees (makes) connections across disciplines, perspectives), Transfer (Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations), Integrated Communication, Reflection and Self-Assessment (Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work))

▷ Problem Solving

Define Problem, Identify Strategies, Propose Solutions/Hypotheses, Evaluate Potential Solutions, Implement Solution, Evaluate Outcomes

▷ Teamwork

Contributes to Team Meetings, Facilitates the Contributions of Team Members, Individual Contributions Outside of Team, Fosters Constructive Team Climate, Responds to Conflict

Performance Goal for this framework

University wide		2011	2012	2013	2014	2015	2016
No. of students who meet the foreign language skills standard				170	200	300	423
No. of students without overseas experience (A)				120	160	200	250
No. of students with overseas experience (B)		188	173	170	200	235	277
No. (expected) to graduate (C)		1,303	1,548	1,429	1,495	1,400	1,408
Ratio ((A+B)/C)				20.3%	24.1%	31.1%	37.4%
A P S	Foreign language standard at time of graduation	TOEFL500		108(77)	128(102)	192(128)	271(160)
	No. of students with overseas experience	118	123	108	128	150	177
	Less than 3 months	83	90	77	91	107	129
	3 months ~ 1 year	34	32	30	35	40	45
	Over 1 year	1	1	1	2	3	3
No. (expected) to graduate		608	808	672	722	700	700
A P M	Foreign language standard at time of graduation	TOEFL500		62(43)	72(58)	108(72)	152(90)
	No. of students with overseas experience	70	50	62	72	85	100
	Less than 3 months	51	37	46	51	59	63
	3 months ~ 1 year	19	13	15	20	25	35
	Over 1 year	0	0	1	1	1	2
No. (expected) to graduate		695	740	757	773	700	708

Note:

*1 The number in "()" indicates "Number of students not to study abroad with credit recognition or credit transfer" out of "Number of students who meet requirements for foreign language proficiency".

*2 "Number of students studying abroad" excludes the number of students studying abroad without credit recognition or credit transfer.