

AY2016
Ritsumeikan University
College of International Relations and Graduate School of International Relations
Report on the External Evaluation Results

Ritsumeikan University
College of International Relations and Graduate School of International Relations
External Evaluation Committee

TABLE OF CONTENTS

Members of the External Evaluation Committee p. 2

General Comments p. 3

COLLEGE OF INTERNATIONAL RELATIONS

I.	Evaluation Results	
1.	Missions and Purposes	p. 5
2.	Faculty Members and Organization	p. 5
3.	Academic Contents, Methods, and Results	p. 7
4.	Enrollment	p. 12
5.	Student Support	p. 13
6.	Education and Research Environments	p. 14
7.	Internal Quality Assurance	p. 15
II.	Recommendations concerning the College	
A.	Noteworthy Matters to Be Regarded as Strengths	p. 17
B.	Suggested Improvements	p. 18
C.	Necessary Improvements	p. 20

GRADUATE SCHOOL OF INTERNATIONAL RELATIONS

I.	Evaluation Results	
1.	Missions and Purposes	p. 21
2.	Faculty Members and Organization	p. 22
3.	Academic Contents, Methods, and Results	p. 23
4.	Enrollment	p. 26
II.	Recommendations concerning the Graduate School	
A.	Noteworthy Matters to Be Regarded as Strengths	p. 28
B.	Suggested Improvements	p. 29
C.	Necessary Improvements	p. 30

AY2016

Ritsumeikan University

College of International Relations and Graduate School of International Relations

Members of the External Evaluation Committee

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GENERAL COMMENTS

Ritsumeikan University's College of International Relations was established in 1988, and the Graduate School of International Relations was established in 1992. The 1980s were an era of internationalization in Japan. Universities also began a full-scale effort to establish undergraduate departments specializing in international relations education and research. At that time, Ritsumeikan University was the only university in Western Japan that had an international relations faculty. Ritsumeikan has since become a leading university in international relations education and research in Japan.

The "Ritsumeikan Charter" states that the University's educational philosophy lies in "peace and democracy," and further declares that, as an education and research institution, Ritsumeikan University shall strive to contribute to "peace, democracy, and sustainable development in Japan and throughout the world" as well as establish itself as an "institution where many cultures coexist." The education and research purposes of the College of International Relations is to realize the spirit of this charter through education and research, and the purpose of human resource development is to foster "active members in the international community with a high level of knowledge in International Relations".

If the 1980s were an era of internationalization, the 1990s and thereafter have marked the beginning of the globalization era. Along with this, the current issues that university education is facing with respect to international relations consist in fostering Japanese human resources that can play an active role in the international community, accepting international students from abroad in a proactive manner, striving to foster human resources that can work toward international peace and sustainable development, as well as providing an educational environment in which students from Japan and abroad can interact and learn from each other on a daily basis.

Specifically, International Relations Major (Japanese-based major: IR-Major) and Global Studies Major (English-based major: GS-Major), each of which includes three academic programs (Governance and Peace, Development and Sustainability, and Culture and Society), have been offered since 2011 by the College of International Relations. Students can ascertain their interests and determine the direction they want to take in the future by choosing one of these programs. In addition, by bridging courses across both majors, academic permeability is achieved, and students of either major are encouraged to mutually exchange with students of the other major.

General education courses, foreign language courses, advanced foreign language courses, foundation courses, core program courses, area studies courses, and seminar courses are currently being offered in both majors, and courses are systematically established with a view to achieve a progression over the duration of the program. Interactions between faculty members and students are particularly put into practice in the introductory seminars, advanced seminars, and graduation thesis, all offered as seminar courses. Although these seminar courses are not currently mandatory courses, a reform of the AY2018 curriculum that would make the advanced seminars and graduation thesis mandatory is being considered and approved at the College level.

At the admission, the College is looking for students who demonstrate leadership through their school activities and who show a strong interest for a future career in various fields, such as administrative, economic, and cultural, that have an international dimension. The recruitment of students based on multiple entrance examination methods is considered as a suitable method to accept diverse students.

Policies with respect to student support is considered at Ritsumeikan Academy's mid-term plan as well as at the Plenary Council of the University based on various factors such as the social conditions, higher education circumstances, and the situation of each student. Policies are then defined accordingly. The College's student learning and life support system provides adequate support to the activities of the College as well as of the whole University. A Student Committee of which student managers are in charge has been put in place at the College, and a consultation and guidance service for students is available. Campus amenities are constantly being improved, but further enhancements are desirable.

In accordance with the "Ritsumeikan Charter," the Graduate School of International Relations aims at fostering "human resources that possess advanced analytic ability" in the Master's Program, and producing "scholars of international relations who can contribute to the better understanding of globalizing societies with interdisciplinary social-scientific approaches" as well as "professionals who possess the knowledge and skills to solve problems in international community" in the Doctoral Program. In addition to the three Japanese-based programs, the English-

based Global Cooperation Program (GCP) was established as part of the program reforms of AY2003, and the Global and Japanese Perspectives Program (GJP) was established as part of the program reforms of AY2015 to open the door to international students. A guidance system for doctoral thesis preparation is also in place. With the GCP and GJP as core programs, further enhancement on graduate student research guidance system, which is now open to the outside world, is expected.

Every effort is being made by both the College and the Graduate School. However, criteria for verifying the proper functioning of the operations, the actors and entity in charge, jurisdiction and due process are not necessarily clearly defined. It is necessary to stipulate as clearly as possible these points.

Strategies will be necessary for the faculty members to achieve an ideal balance between their research activities, teaching activities, and personal lives.

In this era of globalization, and as education and research institutions that act in accordance with the “Ritsumeikan Charter,” further enhancements and development are expected of the College of International Relations and the Graduate School of International Relations.

COLLEGE OF INTERNATIONAL RELATIONS

I. Evaluation Results

1. Missions and Purposes

[Base Evaluation]

The purpose of human resource development at the College of International Relations as well as the education and research purposes are based on the purposes to be pursued by the University as a higher education institution in accordance with the spirit of the “Ritsumeikan Charter,” and are provided in the regulations of the College of International Relations. These purposes aim at fostering “active members in the international community with a high level of knowledge in International Relations.”

To achieve these purposes, the College of International Relations has determined six human resource development objectives. These purposes and objectives are described in the “College of International Relations Academic Handbook” (simply referred to as the “Academic Handbook”). The Academic Handbook is distributed to new students. It is not only provided to newly appointed faculty members prior to their assignment, but is also made available to the public through the website and other media. In addition, the Academic Handbook is written in both Japanese and English.

[Evaluation of Achievement]

The “Ritsumeikan Charter” states that the University’s educational philosophy lies in “peace and democracy,” and further declares that, as an institute of education and research, Ritsumeikan University shall strive to contribute to “peace, democracy, and sustainable development in Japan and throughout the world” as well as establish itself as an “institution where many cultures can coexist.” The education and research purposes of the College of International Relations are to realize the spirit of this charter through education and research. Specifically, the International Relations Major (Japanese-based major in international relations, simply referred to as the “IR Major”) and the Global Studies Major (English-based major in international relations, simply referred to as the “GS Major”), each of which includes three academic programs (Governance and Peace, Development and Sustainability, and Culture and Society), have been offered since 2011. By choosing one of these programs, students can determine the direction they want to take within the interdisciplinary curriculum. Moreover, the establishment of a joint degree with American university, a rebalancing of the International Relations and Global Studies majors, as well as other changes are planned as part of the AY2018 curriculum reform.

The human resource development purposes and objectives have been determined and agreed upon after deliberation by the Faculty Meeting. The human resource development purposes were revised on February 17, 2011, and the human resource development objectives were revised on February 28, 2012, in line with the implementation of the current curriculum whose revision was conducted in 2011.

As part of the Faculty Development (simply referred to as FD) activities, exchanges of opinions and a validation of the course of action with respect to these periodic verifications are conducted at discussion meetings held in April for each of the programs offered by the College. Validation and inspections are further carried out at annual academic reviews. However, these activities are not formally stipulated as procedures.

The human resource development philosophy conveyed by the College’s aspiration to foster “a deeper insight of international relations as well as the ability to play an active role in the international community” should clearly set forth what it intends to contribute to.

2. Faculty Members and Organization

Activities based on policies are generally being carried out, and the philosophy, purposes, and educational objectives are mostly achieved.

[Base Evaluation]

The abilities and capacities required of the faculty members of the College of International Relations are clearly defined based on the “Ritsumeikan University Faculty Member Appointment and Promotion Regulations,” the “Ritsumeikan University Fixed-Term Faculty Member Appointment Regulations,” the “Ritsumeikan University Faculty Member Selection Criteria,” the “University’s Uniform Guidelines Governing the Appointment of Faculty Members and the Application of Eligibility as Assigned Professors of Graduate Schools,” and the “Procedures for the Appointment of New Faculty Members and Voting Process,” and further summarized under the “Byelaw of Appointment of Faculty Members of College and Graduate School of International Relations and Eligibility as Assigned Professors of Graduate School of International Relations.” However, with respect to the three academic programs and the two majors, the division of roles and the location of responsibility necessary to carry out educational activities in a systematic manner are not clearly defined. It may seem to be an appropriate measure not to fix the members of the Faculty involved in the three programs and the two majors. However, this may result in inadequacies which should be avoided in the educational organization structure.

The number of major courses in English has increased dramatically with the establishment of GS Major at the College of International Relations in AY2011, and because many faculty members have retired since 2010, the recruitment of a considerable number of new faculty members was required. With this as a turning point, a Human Resource Planning Committee was established in AY2013, and short-term as well as medium- to long-term human resource policies have been set up to make the faculty organizational structure consistent with the policies of the College. The human resource policies of the Human Resource Planning Committee are now being applied to each new appointment after deliberation by the Faculty Meeting.

The number of full-time faculty members of the College of International Relations meets the required number stipulated by law (Standards for the Establishment of Universities). According to the Self-Assessment Report by the College of International Relations (AY2016), as of May 1, 2015, 40.4% of the faculty members are in the 40- to 49-year-old range, which accounts for a slightly unbalanced age distribution. However, there is no major problem in age distribution.

[Evaluation of Achievement]

As a university, the composition required for the faculty of the College of International Relations should be in accordance with the “Ritsumeikan University Faculty Member Appointment and Promotion Regulations,” the “Ritsumeikan University Fixed-Term Faculty Member Appointment Regulations,” the “Ritsumeikan University Faculty Member Selection Criteria,” the “University’s Uniform Guidelines Governing the Appointment of Faculty Members and the Application of Eligibility as Assigned Professors of Graduate Schools,” as well as the “Byelaw of Appointment of Faculty Members of College and Graduate School of International Relations and Eligibility as Assigned Professors of Graduate School of International Relations,” and emphasis should be put on academic, cultural, and gender diversity as policies for the composition of the faculty organization while preserving the connection to the philosophy and purposes of the Graduate School. In order to correctly apply these policies, a Human Resource Planning Committee is in place at the College since AY2013, and short-term as well as medium- to long-term human resources policies have been set up. In addition, the “Byelaw of Appointment Procedures and Process Based on the Findings of the Gender Equality Investigation Committee Report” have been adopted, and efforts have been put in place to recruit female applicants in a proactive manner when positions are publicly advertised. As a result, consideration is given to generational balance in the faculty, and international diversification as well as the number of full-time female faculty members has also increased. Since AY2012, simultaneous interpretation in Japanese and English has been being provided at Faculty Meetings.

Typically, new appointments are publicly advertised. In addition to being published on the Website of Ritsumeikan University, new appointments are also posted on JREC-IN and on The Chronicle of Higher Education, a major researcher information website overseas. Positions are publicly advertised on a large scale both domestically and abroad.

In order to better achieve the education and research purposes of the College of International Relations, the composition of the faculty organization as well as the recruitment, employment, and promotion of faculty members are being improved with respect to the following points: the decision process by the Faculty Meeting relative to appointments and promotions, the individual performance of full-time faculty members, as well as the nationality of the faculty members and the gender composition of the faculty.

With respect to academic research and other training activities conducted to improve the capacities of the faculty members, FD activities at the beginning of the academic year, faculty development lectures, and other such activities are conducted on a constant basis and in an appropriate manner. In addition, the examination of FD activities is promoted at domestic and overseas universities as well as at public institutions, and the development of academic contents is actively pursued with a view toward the globalization of the academic programs and the establishment of an international cooperation human resource development program.

Faculty members involved in the three programs and the two majors are not fixed. Although this may seem to be an appropriate measure, it makes it difficult to clearly understand where the burden of responsibility lies within the educational organization structure, which makes it necessary to establish a verification procedure.

Although the student-to-teacher ratio is lower than the national average for private universities, further improvements will be required in the future.

Many faculty members are in their 40s. However, the age composition of the faculty can be optimized by increasing the recruitment of faculty members in their 30s in the future.

Even though efforts to increase the number of female faculty members have been acknowledged, the female faculty member ratio is still low at 27.7% for a College that strives to cultivate human resources who can play an active role in the international community.

With respect to the positions the faculty members hold, it is difficult to cover a wide range of areas with the limited number of faculty members. From this, it seems unavoidable not to define the area a faculty member takes charge. However, there seems to be a slight shortage in faculty members specializing in regional research and culture in the Culture and Society program. It is unfortunate that faculty members who can give lectures on the development situation in Africa, the continent which is most in need of assistance worldwide, do not belong to the Development and Sustainability program. If the goal is to try to impart knowledge about international cultures, it would seem necessary to have specialists of the Middle East and Africa.

The subjects of inspection and evaluation in the Self-Assessment Report by the College of International Relations (AY2016) are limited to full-time faculty members. However, considering that the ratio of specialized education courses falling under the responsibility of part-time lectures stands at 39.5%, it is necessary to adjust and examine the contributions and issues involving such faculty members throughout the educational organization.

3. Academic Contents, Methods, and Results

(1) Educational Objectives, Policies Governing the Awarding of Degrees, and Policies Governing the Organization and Implementation of Academic Programs

Activities based on these policies are generally being carried out, and the philosophy, purposes, and educational objectives are mostly achieved.

[Base Evaluation]

The policies governing the awarding of degrees (diploma policies) by the College of International Relations are clearly indicated based on the educational philosophy and the College's admission policies. The purpose of the College of International Relations is to cultivate "active members in the international community with a high level of knowledge in International Relations." and six human resource development objectives have been set to fulfill this purpose. These objectives are common to both IR Major and GS Major, and are clearly indicated in both Japanese and English in the Academic Handbook. After earning the prescribed number of credits (124 credits, or 130 credits without a graduation thesis), the above-mentioned human resource development purposes of the College as well as the six human resource development objectives are deemed to have been achieved, and a bachelor's degree is conferred.

Information regarding academic contents, evaluation methods, and the awarding of degrees is provided in a proactive manner through various media such as the Academic Handbook and the College website.

[Evaluation of Achievement]

International Relations encompasses academic fields whose subjects are extremely diverse and range from

basic education to highly specialized research tasks. Providing a comprehensive response is therefore very difficult. However, multifaceted academic programs, which also include providing basic knowledge in humanities and social sciences, are offered at the College. It can be particularly noted that the focus is placed on issues of utmost importance, considering that the College puts emphasis on peace and sustainable development in the current international community.

The admission schedule for the GS Major is set in two stages, namely, April and September, an inevitable consequence of internationalization. It is advised to consider implementing this two-stage admission process across all faculties in the future.

The standard completion term for the academic program is four years. However, a three-year “early graduation system” has been established for especially outstanding students. A DUDP (Dual Undergraduate Degree Program) has also been implemented throughout the University.

The appropriate verification of the educational objectives, the policies governing the awarding of degrees, and the policies governing the organization and implementation of academic programs is carried out at annual academic reviews. The appropriate application of the verification process leads to improvements. Verification of the changes that will be applied to the curriculum from AY2018 onward is currently being carried out.

Although the introductory seminars, advanced seminars, and graduation thesis courses, all offered as small-group courses, are not currently mandatory courses, a reform of the AY2018 curriculum that would make the advanced seminars and graduation thesis courses mandatory is being considered. This indicates that the reform has been approved at the College level.

(2) Academic Programs and Contents

Activities based on policies are generally being carried out, and the philosophy, purposes, and educational objectives are mostly achieved.

[Base Evaluation]

The number of credits required for graduation is set for each of the IR Major and the GS Major as well as for each course category (general education courses, foreign language courses, advanced foreign language courses, core program courses, core related program courses, area studies courses, and seminar courses) according to the educational objectives, the policies governing the awarding of degrees, and the policies governing the organization and implementation of academic programs. Courses are set up according to the purpose of each course category. To continue with international relations, a wide range of educational activities is being carried out, including not only language education but also education in the fields of humanities and social sciences, which becomes the basis for the academic discipline.

As shown in the Academic Handbook and in the syllabi, courses in each course category have been established: general education courses (AR and AS), foreign language courses (BAR, BAS, and BB), advanced foreign language courses (CA and CB), foundation courses (DR and DS), core program courses (EAR, EBR, ECR, EAS, EBS, and ECS), core related courses (EDR and EDS), area studies courses (FR and FS), and seminar courses (GR and GS).

A course code system was introduced starting with the AY2011 curriculum. Course categories, language in which the courses are taught, and the distribution of courses over the duration of the program are now shown in an easy-to-understand manner. Based on the policies governing the organization and implementation of academic programs, courses are properly established, and the academic programs are systematically organized.

[Evaluation of Achievement]

General education courses, foreign language courses, advanced foreign language courses, core program courses, core-related program courses, area studies courses, and seminar courses are currently offered in both the IR Major and the GS Major, and courses are systematically established with a view to achieve a progression over the duration of the program.

The introductory seminars, held during the first-year, are set up so that one class will consist of no more than 30 students. The International Relations Seminars have a limit of 24 students per class (students should be placed in seminars of, at least, their second choice wherever possible), and the Advanced Seminars (which run over two academic years) have a limit of 10 students per year group (or up to 12 in case the number of applicants exceeds

the limit). For “Introduction to International Relations I and II,” “Introduction to Peace Studies,” and “Introduction to the United Nations,” all registered as mandatory courses for first-year students, classes are held after dividing the students into two groups. Based on the above policies, the AY2015 plan was “to maintain the current situation with respect to class size.”

As for class management, “Introductory Seminar Guidelines (for Students)” and “Introductory Seminar Guidelines (for Faculty Members)” were prepared to explain the purposes and operations of the introductory seminars for first-year students in an easy-to-understand manner and, at the same time, to standardize class management.

The faculty members of the College of International Relations use “IR Navi,” a booklet written by the faculty members, when providing learning and research guidance. “IR Navi” is broken down into four sections: techniques, specialties, language studies, and regions. It is distributed as a booklet to first-year students and is also available on the College’s website. Textbooks written by faculty members of the College of International Relations are also used. Through these publications, international relations as well as university study strategies can be introduced to first-year students.

In the introductory seminars held during the first-year, appropriate instruction is provided about difference in studying between high school level and university level, learning methods, presentation and discussion techniques, report and essay writing techniques (contents and form), rules on plagiarism, and so forth. However, the “Small Group Education” section of the Self-Assessment Report by the College of International Relations (AY2016) mentions that the actual number of attending students for the introductory seminars offered to first-year students is “about 25 students for the IR Major, and 15 students for the GS Major.” A seminar which is attended by 25 students cannot be considered small group education. The number is too high for a seminar. In addition, kind, careful, and thorough guidance is required with students who have received “pressure-free” education (late 1980s to early 2000s). Because seminars require faculty members to demonstrate their teaching skills at the highest level, it is advised to consider whether sufficient guidance can really be provided to 25 students.

In “Introduction to International Relations I and II,” both first-year foundation courses, textbooks have been prepared so that basic knowledge can be acquired according to the College’s conception of international relations.

For the students of the IR Major, common textbooks in Japanese have been prepared. Creating an English version (multilingual versions) for the students of the GS Major may be a more effective way to impart the basic knowledge mentioned above.

With respect to secondary and higher education collaboration, affiliated high school students are able to attend “Introduction to the United Nations” as an advanced placement (AP) course, and are evaluated on the same basis as undergraduate students. Students who have successfully completed this course are awarded credits when they enter the College of International Relations.

In this way, consideration is given to the sequential and systematic study of the student in the program.

A verification of the adequacy of the academic programs is carried out at annual academic reviews. The appropriate application of the verification process is considered to lead to improvements.

(3) Academic Methods

Activities based on policies are generally being carried out, and the philosophy, purposes, and educational objectives are mostly achieved.

[Base Evaluation]

Among the courses offered by the College, the general education courses, foundation courses, core program courses, and area studies courses are, in principle, conducted as lectures.

Course registration is limited to the following maximum number of credits: 40 for first-year students, 40 for second-year students, 42 for third-year students, and 60 for fourth-year students and repeater (early graduation applicants may register to up to 48 credits in the third year). Except for fourth-year students, the maximum number of credits is set at less than 50 credits (48 credits for fourth-year students and repeaters from AY2016). The limits on the number of credits are almost the same for fall admission students.

Syllabi are in a uniform format throughout the University and are prepared and submitted on the web by each faculty member in charge of a course during the academic year that precedes the start of the course. With respect to the submission of syllabi, the “Syllabus Writing Submission Manual” is shown to all faculty members to ensure that all syllabi are created in a uniform format throughout the University. The syllabi are published on the web for the students before the start of the course. The “Evaluation Method” is specified in each syllabus, and classes are conducted along it.

The “Credit System” is described in the Academic Handbook. The credit system is based upon the credit system defined in the Standards for Establishment of Universities. A credit is a unit indicating the amount of time required to complete a course: one credit represents a total of 45 hours of learning, consisting of 15 hours spent in the classroom and 30 hours spent on studying outside the classroom to prepare and review. It therefore represents academic contents requiring. Classes are held at the College of International Relations for 90 minutes each on a weekly basis and counted as two hours per week under the system.

Although there is room for some improvement on the credit earning system, research guidance, the presentation of syllabi, and so forth, the standards have been satisfactorily established. Systematic training as well as FD activities and other such activities are also being carried out thoroughly.

[Evaluation of Achievement]

Classes that are conducted as lectures sometimes employ original tools such as interactive lessons in which practical use of communication papers is made. Also, there are very few classes where the number of students exceeds 200. Since AY2013, no classes with more than 300 students have been held. Measures such as removing courses that were attended by more than 180 students from the list of courses that can be attended by students from other faculties in the following academic year are taken. In addition, “Introduction to International Relations I and II”, which are taken by all first-year IR Major Students, are conducted in two groups of about 130 students each.

The contents of the “Syllabus Writing Submission Manual” appropriately states as follows: the objectives should be expressed with the student as the subject,, the lesson plan with the themes and keywords for each lesson, specific indications with respect to the evaluation of academic performance, specifications of textbooks and references as well as links to library collections, and so forth. After submission by faculty members, the syllabi for all courses are inspected mainly by the Executive Members of College of International Relations. Specific corrections are suggested for inappropriate or insufficient syllabi, which are then required to be corrected by the relevant faculty members. We would like to highly evaluate the points that under the responsibility of the Executive Members of College of International Relations syllabi are inspected as well as the standardization of evaluation among the different groups for the credits awarded for the introductory seminars.

The “Course Evaluation Survey,” which is conducted throughout the University, can confirm whether or not the academic contents and methods have been carried out according to the syllabi. Course Evaluation Surveys are conducted for all courses except for advanced seminars, graduation thesis courses, and courses with 10 students or less, and a feedback of the results is provided to each faculty member in charge of the relevant course. Furthermore, as part of FD activities, program-specific discussion meetings are held to exchange opinions at the beginning of the academic year. Also, for the introductory seminars and Global Simulation Gaming (GSG), which are simultaneously conducted across more than one class, faculty members in charge participate in multiple meetings from before the start until after the end of the courses to discuss measures to improve the classes. Such measures are reflected in the classes of the relevant as well as subsequent academic years. Furthermore, an academic review report is prepared and shared at Faculty Meeting at the end of each academic year.

However, there are only a few respondents in contrast with the more than 1,400 enrolled students. There is no comment section in the survey. Also, considering that the implementation rate of the survey is as low as 70.5% at the College of International Relations (although not necessarily low among all the faculties of the University), there is a concern that the improvement measures do not adequately reflect the opinions of the students.

Although the fact that fourth-year students and repeaters may register for 60 credits or more is, in our opinion, an undesirable situation from an educational standpoint, the situation has been improved for new students from AY2016 onward. However, it is necessary to address inadequacies with respect to the numbers of class provided in English when compared with those offered in Japanese.

(4) Results

Activities based on policies are generally being carried out, and the philosophy, purposes, and educational objectives are mostly achieved.

[Base Evaluation]

The requirements for graduation have been clearly defined and are specified for the students in the Academic Handbook. Course guidance, writing requirements, and other details are clearly indicated with respect to the examination of graduation thesis. However, when looking at the academic requirements, the examination criteria have not been presented in writing.

[Evaluation of Achievement]

The implementation of cross-course-taking between IR and GS majors, the enhancement of Japanese language education for international students, seem to be bringing about many improvements.

Achievement of the human resource development objectives is measured by utilizing student evaluations. According to the "College of International Relations' Sixth Survey on Actual Learning Conditions of the Students" conducted in AY2014, GS Major students showed a high sense of accomplishment with respect to almost all educational objectives.

Improving English proficiency is one of the College of International Relations' top priorities with respect to its educational outcomes. Although improvements can be observed, problems remain. First, differences can be seen in the average TOEFL ITP scores at the time of enrollment for each major. IR Major Students admitted between AY2011 and AY2015 scored approximately 470 points. At 475.6 points in AY2014, the score was the highest since AY2011. However, it dropped by 8.1 points in AY2015 to reach 467.5 points. The average score for GS Major Students admitted to the spring semesters between AY2011 and AY2013 as well as to the fall semester since AY2013 exceeds 550 points. In contrast, the average score for students admitted to the spring semester of AY2014 and AY2015 is about 533 points. Although the minimum requirements for the English-based courses are met because the scores exceed 530 points, there is a difference of about 20 points between scores measured in and before AY2013, and those measured in and after AY2014. The situation is well understood for both the IR and GS majors. Because it is necessary to reexamine the matter, including also how entrance examinations are conducted, an effort to measure the learning outcomes of the students is underway.

The second point with respect to English education is that, although improvements can be seen for students admitted in April with a good TOEFL ITP score, results have not improved sufficiently for students whose score is in the lower range. Strategies that would lead to improved results for students with less than 400 points are especially needed. A certain number of Japanese students continue to take part in study-abroad programs. However, growth seems to be weak possibly because of a shortage of external funds. Fluctuation is especially significant for the DUDP.

An examination of the conditions and path forward for students with respect to study-abroad programs is being conducted to appropriately evaluate the situation.

Measures need to be taken with respect to the year-after-year decline in the number of graduation thesis submissions. Although the criteria used for the examination of graduation thesis are not clearly expressed, the documents distributed to students mention graduation thesis of 20,000 characters in length. We believe that this is a reasonable standard.

With respect to the awarding of degrees, after the registration period in spring semester, an assessment for the students expected to graduate on spring and fall semester is first conducted by the administrative staff and the Associate Dean responsible for educational affairs. Next, as soon as the evaluation of the academic performance of the students for each semester is made available, an assessment of the students expected to graduate is conducted and deliberated at Meetings of the Executive Members of College of International Relations upon verification by the administrative staff and the Associate Dean responsible for educational affairs. The final decision is then taken after deliberation by the Faculty Meeting.

4. Enrollment

Activities based on policies are generally being carried out, and the philosophy, purposes, and educational objectives are mostly achieved.

[Base Evaluation]

With respect to the admission policies of the College of International Relations, the type of students the programs are designed for is defined on the College's website (under "Policies," after clicking on "About") as well as in the entrance examination requirements. This information is communicated through various media.

The recruitment and selection of students are conducted as part of university-wide initiatives. The recruitment of the 245 IR Major students in AY2016 was conducted as follows: 134 were recruited through general entrance examinations (uniform method applied university-wide, individual scoring method of the College, Center Test combined method, IR method, late-stage division method, and Center Test method), and 111 were recruited through Admissions Office (AO) examinations and examinations for selected candidates (AO selection, students who excel in cultural and artistic activities, students who demonstrate exceptional athletic ability, international students, as well as recommendation entrance examinations from designated schools and attached schools). For the GS Major, 10 out of the 60 students were recruited through general entrance examinations (IR method), and 50 were recruited through AO examinations and examinations for selected candidates (AO standard entrance examinations in English, standard entrance examinations in English for selected candidates, as well as entrance examinations for selected candidates—designated schools).

Because the recruitment of students is based on multiple entrance examination methods, the number of students recruited from some of the entrance examination methods is 10 or less. However, this is considered appropriate for accepting diverse students. The proportion of the recruitment conducted through general entrance examinations for the GS Major is small because it involves the enrollment of many international students and because, as a major whose most specific characteristic is that courses are taught in English, importance is attached to entrance examinations that include oral examinations. This is considered appropriate. The fair execution of the student selection process is verified on a continuous basis.

The number of enrolled students is managed in an adequate manner with regard to the maximum number of students allowed. It is neither too high nor too low.

[Evaluation of Achievement]

The College of International Relations is looking for students who demonstrate leadership through their school activities and who show a strong interest in a future career in various fields, such as administration, economics, and culture, which have an international dimension.

Although the recruitment and selection of students are conducted as part of university-wide initiatives, the recruitment of the 245 IR Major students in AY2016 was conducted as follows: 134 were recruited through general entrance examinations (uniform method applied university-wide, individual scoring method of the College, Center Test combined method, IR method, late-stage division method, and Center Test method), and 111 were recruited through AO examinations and examinations for selected candidates (AO selection, students who excel in cultural and artistic activities, students who demonstrate exceptional athletic ability, international students, as well as recommendation entrance examinations from designated schools and attached schools). For the GS Major, 10 out of the 60 students were recruited through general entrance examinations (IR method), and 50 were recruited through AO examinations and examinations for selected candidates (AO standard entrance examinations in English, standard entrance examinations in English for selected candidates, as well as entrance examinations for selected candidates—designated schools). The recruitment of students based on multiple entrance examination methods is considered appropriate for accepting diverse students. Moreover, the proportion of the recruitment conducted through general entrance examinations for the GS Major is small because it involves the enrollment of many international students and because, as a major whose most specific characteristic is that courses are taught in English, importance is attached to entrance examinations that include oral examinations. This is considered appropriate.

The recruitment and selection of students are verified and summarized at Faculty Meeting every year. A

rebalancing of the capacity is currently being considered as part of the AY2018 curriculum reform, and periodic verifications are conducted to ensure that the recruitment and selection processes are executed in a fair and appropriate manner based on enrollment policies.

Accordingly, the student selection process, including the AO entrance examinations, is considered being conducted in an appropriate manner and based on enrollment policies. The enrollment of international students is also actively carried out, and the transparency of the entrance examination is also sufficiently ensured.

5. Student Support

Activities based on policies are generally being carried out, and the philosophy, purposes, and educational objectives are mostly achieved.

[Base Evaluation]

The Division of Career Services has formulated policies to actively participate in university-wide “Career Development Support.”

This sort of approach is embodied in the development of cross-faculty career education programs, the provision of career education support for small groups, the development of university-wide internship programs, and so forth through collaboration that extends beyond the framework of the College and other faculties. Moreover, in 2008, certain adjustments were made on the occasion of the establishment of the Career Education Center under the Institute for General Education in the Division of Academic Affairs. Among other things, the responsibility for placement services and career education were respectively attributed to the Division of Career Services and the Career Education Center. Other adjustments followed: Division of Career Services became responsible for job hunting skills training, referred to as “Acquiring a view on occupations and work as well as professional knowledge and skills through job hunting support,” and the Career Education Center became responsible for the regular career education course titled “Understanding one’s own personality and developing the abilities and attitudes to choose one’s path forward.”

In addition, through the educational activities provided at the Career Education Center, students are invited to gain awareness of the role they can play in society and forge their own path forward. Career education courses and Agreement-type Internships B have been established to help students gain “comprehensive human skills” and “social abilities” through educational activities that also aim at providing students with social and professional independence.

At the College level, career education programs that interconnect issues raised in regular courses have been introduced since AY2011 to ensure that, throughout all aspects of their university experience, students are always aware of their own career development. The programs place importance on tackling university studies with greater insight and connect what is learned in regular courses to the real world. On the educational plan, career education is positioned as something that has great significance within the learning process. The abilities required after graduation can be assuredly developed through the education provided by the College and the Graduate School.

Accordingly, university-wide efforts have been put in place to provide students with support, including career support. A class curriculum has also been established at the College, and internships—not only in Japan but also overseas—can be regarded as becoming extensive.

[Evaluation of Achievement]

Policies with respect to student support are considered at Ritsumeikan Academy’s mid-term plan as well as at the Plenary Council of the University (consultative body composed of the Students’ Association and the Graduate Student Council Association—autonomous organizations to which all students and graduate students of the University respectively belong—as well as the University) based on various factors such as the social conditions, higher education circumstances, and the particular situation of each student. Policies are then defined accordingly.

Specific student support is divided into the following categories: (1) financial and educational support through scholarships, etc.; (2) study consultation and guidance to facilitate learning; (3) education to help students

grow as mentally and physically balanced human beings as well as to allow them to understand and act according to the rules and norms that must be complied with from a point of view that nurtures social and civic responsibilities; (4) consultation and guidance to allow students to safely and securely enjoy their university experience; and (5) career development and path consultation and guidance to help students pursue their desired career paths and employment goals.

With respect to these points, the Student Committee under the Faculty Meeting is working in cooperation with the Division of Student Affairs (including the Student Support Room), the Division of Career Services, the Division of International Affairs, the Division of Academic Affairs (the Office of Academic Coordination and the Office of Development and Support of Higher Education), the Medical Service Center, Disability Resource Center, the Harassment Consultation Room. Support provided to international students is mainly managed by the Division of International Affairs. Guidance and support is provided to new students prior to entrance with regard to studies, scholarships, visas, daily life, etc.

In giving educational support to students, emphasis is placed on collective learning among students (peer support). The College, the Division of Academic Affairs, the Division of Student Affairs, and so forth work in cooperation to provide education and support to students.

As part of the learning and student life support structures of the College, a Student Committee of which student managers are in charge has been put in place, and consultation and guidance is provided to students. The members of the Student Committee, who are the Executive Members of College of International Relations, deliberate matters concerning student guidance and assistance, scholarships, as well as rewards and punishments at "Student Life Meetings," which are managed by the Division of Student Affairs, and, depending on the particular circumstances of each issue, report or raise student support issues to the Faculty Meeting or other bodies.

Learning support (understanding and handling the situation of students who have to repeat a year, take a leave of absence, or decide to withdraw from university; providing supplementary lessons or education according to student's abilities; providing learning support to students with disabilities; providing financial support such as scholarships; etc.) and student life support (efforts toward the improvement of the Student Counseling Room and other similar services that offer consultation to students; the guidance of students; and the prevention of all types of harassment) are conducted in an appropriate manner by the structures mentioned above.

6. Education and Research Environments

Activities based on policies are generally being carried out, and the philosophy, purposes, and educational objectives are mostly achieved.

[Base Evaluation]

According to the Self-Assessment Report, the facilities fully meet the legal requirements, and various improvement measures are being implemented. There are satisfactorily numbers and quality books, academic journals, as well as electronic media in the libraries to pursue education and research. Also, experienced full-time librarians are employed to support the users. The university provides funds and offices to encourage research activities of full-time faculty members.

[Evaluation of Achievement]

As for the policies on the environment, the University is working on the improvement of studying and working environments for the students and the faculties respectively in accordance to the "Basic Concepts for the Development of Ritsumeikan University's Campuses," defined by the Executive Board of Trustees. In addition, the renewal and renovation projects for the two gymnasiums, were completed in November 2012 on Kinugasa Campus, where the College of International Relations is located. They indicate the efforts of the University to meet the needs and requests from the students. Other efforts to improve campus environments are expansion of facilities for barrier-free, such as automatic doors and slopes to help people with physical disabilities, and increased protection on information security. The new library, opened in AY2016, is equipped with the latest facilities which allow the users to enjoy improved efficiency in book/information requests, comfortable space to work and extended opening hours. Turning to the accommodation for internal students, new dormitories, called Kinugasa

Campus International Dormitory is in use since September 2015. The Safety Management Office, established in 2010, is responsible for the management of the facilities in order to ensure hygiene and safety. Continuous efforts to increase the number of office spaces for the faculties are also made. Personnel support such as teaching and research assistants is also available. There is a mechanism to support the faculties in the application to research funds for their individual and collaborative research projects alongside with the existence of a well-established guideline on research ethics set by the university. In order for the lecturers to secure their time for research, the university laid out several mechanisms, such as sabbatical for both permanent and contracted lecturers after certain period of working years, and also after completing certain management positions for the faculty and the university.

7. Internal Quality Assurance

Activities based on policies are being carried out, and the philosophy, purposes, and educational objectives are successfully achieved.

[Base Evaluation]

Self-assessments are conducted regularly by the University and the College. Information related to university management, such as financial data of the university, is disclosed annually on the university website as reports to allow access to the public, including prospective students. Moreover, the College is eager to improve what was suggested through the self-assessments and external evaluations.

[Evaluation of Achievement]

Considering the fact that the College is actively seeking reviews from external evaluations, it is obvious that the College of International Relations and the Graduate School of International Relations are making efforts for further improvement.

At the university level, “academic review” is produced and shared at the final meeting of the Academic Affairs Committee (Educational Measures Meetings until AY2012) held at the end of each academic year for the whole University. It contains the summaries of the educational planning and practices of the Colleges, Graduate Schools, and other educational institutions for the relevant academic year as well as educational plans and course policies for the following academic year.

The overall structure of the PDCA cycle was organized in AY2013, and a “Self-Assessment Report” was prepared based on the comprehensive “Academic Review and Plan Outline for the Following Academic Year.” In AY2014, due to the needs to improve the quality of education and learning, to create a framework to help students learn independently, to define the precise credit systems, and to clarify learning outcomes, the “College (Undergraduate Program) Educational Guidelines” and “Policy Guidelines for Educational Reforms, Improvements, Practices, and Verifications of the University’s Undergraduate Programs” were formulated through the process of revising the guidelines. In addition, the issues highlighted by the “Academic Review and Plan Outline for the Following Academic Year” since AY2014 have been re-investigated; and changed to content-based categorization, for example, the revised guidelines, course policies, budgets aiming to reinforce academic capabilities, and human resource management are integrated into common elements across departments, and other matters particular to each College. As for the Graduate School, the review is scheduled the following academic year.

At the University level, a “Self-Assessment Committee” has been established to conduct a self-assessment of each organization. In order to conduct verifications, a “University Evaluation Committee” (external evaluation committee) composed of external evaluators has also been established to maintain the objectivity and accountability of the self-assessment results.

The University Evaluation Committee has been established as an advisory body to the President, and evaluations are conducted with respect to the objectivity as well as accountability of the self-assessment results. It is stipulated that the President requests the heads of the relevant bodies to implement the suggestions made the evaluations.

The results of the evaluation conducted in November 2010 by the University Evaluation Committee are summarized under the “AY2010 Report on University Evaluation Results” and published on the University website.

Corrective measures and improvements for matters that were highlighted are being implemented and are published, in part, on the University's website.

In addition, external evaluations by field specialists were conducted between AY2013 and AY2016 to the faculties and graduate schools. The evaluation was carried out in the AY of recipient's choice. In AY2016, not only educational organization but also administrative sections were targeted for external evaluations (University Evaluation Committee). Efforts will largely be made in AY2017 to improve and reform the matters highlighted by these external evaluations in order to prepare for the third phase of the Institutional Certified Evaluation and Accreditation in AY2018.

As a whole, the College is responding to the verification results of the self-assessments by the University and the College, and external evaluations in an organized and systematic manner to improve education, entrance examinations, students, education and research environments, social collaboration, management and financial affairs, as well as quality assurance. In addition, it is highly commendable that the Collage is actively making efforts to implement the evaluation results and the improvements and share it with other Collages and institutions.

II. Recommendations concerning the College

A. Noteworthy Matters to Be Regarded as Strengths

1. Missions and Purposes

- 1) The education and research purposes as well as the objectives of human resource development at the College of International Relations are clearly defined and are rooted in the spirit of the “Ritsumeikan Charter.”
- 2) The missions and purposes of the College and Graduate School are made available to members of the University, students, as well as the public through various media.
- 3) By choosing one academic program among Governance and Peace, Development and Sustainability, and Culture and Society programs, students can determine the direction they want to take within the interdisciplinary curriculum.
- 4) There are two majors, Japanese language based IR major and English language based GS major. By allowing students to choose programs from both IR and GS majors, students’ interactions as well as mutual exchanges are achieved.

2. Faculty Members and Organization

- 1) Procedures such as the recruitment, employment, and promotion of faculty members are open and clear.
- 2) Efforts are being made with respect to the composition of the faculty and the management of the Faculty Meeting in order to improve not only the breadth of academic expertise covered by the faculty members, but also the generational balance, international diversity, and gender equality within the faculty.
- 3) It can be noted that the College can flexibly respond to human resource necessities based on the reform plans instead of just filling the old positions when faculty retirement happens.

3. Academic Contents, Methods, and Results

- 1) Educational Objectives, Policies Governing the Awarding of Degrees, and Policies Governing the Organization and Implementation of Academic Programs
 - (1) Multifaceted academic programs have been established to respond to the variety of academic fields that can be found in international relations.
 - (2) In particular, it can be noted that the College puts educational emphasis on peace and sustainable which are issues of utmost importance in the current international community.
- 2) Academic Programs and Contents
 - (1) “IR Navi” is being used. “IR Navi” is distributed as a booklet to first-year students and is also available on the College’s website.
 - (2) As for the management of the introductory seminars, “Introductory Seminar Guidelines (for Students)” and “Introductory Seminar Guidelines (for Faculty Members)” have been prepared.
 - (3) The strategy with respect to the preparation of common textbooks for the IR Major holds a significant meaning not only in terms of education, but also in terms of exchange among faculty members.
- 3) Academic Methods
 - (1) The Executive Members of College of International Relations is fulfilling its responsibilities with respect

to the inspection of the contents of each class syllabus.

- (2) The standardization of grading among the different classes for the introductory seminars is underway.
- (3) Guidance, including guidance about the credit system for students, is sufficiently carried out.
- (4) The examinations of the students' learning situation, including the use of consultation sheets, are conducted quite thoroughly, and it can be noted that examinations of the overall effects of education as well as the measures based on such examinations are being implemented in a systematic manner.

4) Results

- (1) The implementation of cross-course-taking between IR and GS majors, the improvement of English education, the enhancement of Japanese language education for international students are bringing about many positive results.

5. Student Support

- 1) Job hunting support for students is actively carried out in collaboration with the University's career support bodies.
- 2) Although the promotion of overseas internships is still considered to be limited in Japanese universities, the College is actively promoting them.

6. Education and Research Environments

- 1) The facilities are well-equipped.
- 2) It can be noted that praiseworthy efforts, such as support for the faculty members' research projects, have been made to improve the education and research environments early on and in a systematic manner.

7. Internal Quality Assurance

- 1) From the systematic implementation and interconnection of university-wide self-assessments and external evaluations, it can be noted that praiseworthy efforts are constantly being made by the whole University toward improvement.

B. Suggested Improvements

1. Missions and Purposes

- 1) Regarding the appropriateness of the missions and purposes, it may be necessary to review past achievements, such as curriculum reforms and their verification process, and to clarify the actors and entity in charge, jurisdiction and due process.

2. Faculty Members and Organization

- 1) Concerning the Culture and Society program, it has imbalanced number of lecturers compares to other two programs in the faculty. The efforts to adjust its student/lecturer ratio to the standard of other programs may be required.
- 2) In relation to human resource management, it is required to continue the efforts in adjusting gender and generation balances and creating diversity by employing lecturers internationally.

- 3) The majority of the faculty teaching GS Major courses are on fixed term contract. The faculty should have clear policy on employing fixed term lectures in order to avoid confusion in educational principles and mismanagement of human resources in the future. Fixed term contract should be laid out with careful consideration.
- 4) It is recommended to increase the number of specialists on area studies and cultural research, particularly on the Middle East and Africa.
- 5) Harassment prevention training should be continued to improve working environment.
- 6) It is advised to place an international development cooperation specialist on Africa.
- 7) The Faculty Development activities include training for the lecturers and examination on faculty educational mechanism; however, it may be necessary to establish framework to explain the system as a whole.
- 8) It is necessary to clearly define the roles that part-time lectures and specially appointed faculty members other than full-time faculty members play with respect to education and within the educational organization of the College of International Relations.

3. Academic Contents, Methods, and Results

- 1) Educational Objectives, Policies Governing the Awarding of Degrees, and Policies Governing the Organization and Implementation of Academic Programs
 - (1) It is advised to introduce a two-stage admission process at the Ritsumeikan University level in order to welcome students from various countries.
 - (2) The emphasis on the interaction between lecturers and students should be materialized by making seminars mandatory in the curriculum.
- 2) Academic Programs and Contents
 - (1) It is advised to reduce the number of students in introductory seminars further.
 - (2) We believe that the preparation of multilingual common textbooks for students of the GS Major will increase the international appeal of the College and therefore strongly urge the College to go ahead with this project.
- 3) Academic Methods
 - (1) The response rate of the students' Course Evaluation Survey should be improved.
 - (2) Classes lectured in English are slightly fewer compared to those in Japanese. It is advised to increase the numbers of classes offered in English.
- 4) Results
 - (1) With respect to the examination of graduation thesis, it is necessary to present the criteria and academic requirements in writing.

4. Enrollment

- 1) There is a prominence of students from the East Asian region among international students. For the benefit of Japanese students as well as to impart overseas human resources with knowledge of Japan, efforts should be made to increase the number of international students from the Middle East, Africa, Europe, and America.

6. Education and Research Environments

- 1) A plan should be put in place to expand campus amenities.
- 2) Strategies, including surveys on actual conditions, are necessary in order for all faculty members—not only for the younger members — to achieve an ideal balance between research, teaching, and personal lives.

7. Internal Quality Assurance

- 1) It is advised that the College’s public relation strategy to be enhanced, including self-assessments in foreign languages.

C. Necessary Improvements

1. Missions and Purposes

- 1) It is required to inform the objectives of human resource development in University leaflets for prospective students.

2. Faculty Members and Organization

- 1) Faculty members involved in the three programs and the two majors are not fixed. Although it is a necessary measure for the faculty, it prevents to anchor responsibilities to a particular actor as an educational organization. It is required to clarify the roles and responsibilities of each actors involved.

GRADUATE SCHOOL OF INTERNATIONAL RELATIONS

I. Evaluation Results

1. Missions and Purposes

[Base Evaluation]

The purpose of human resource development at the Graduate School of International Relations as well as the education and research purposes are based on the purposes to be pursued by the University as a higher education institution in accordance with the spirit of the “Ritsumeikan Charter,” and are provided in the regulations of the Graduate School of International Relations. Since the 2015 curriculum reform, these purposes lie in nurturing “scholars in international relations” and “professionals with advanced knowledge who will play an active role in the international community.”

In order to achieve these purposes, the Graduate School of International Relations aims at developing “human resources that possess specialist analytical skills (especially human resources who will play an intermediary role between Japan and the rest of the world)” in the Master’s Program, and “the ability to conduct creative intellectual analysis” as well as “the ability to contribute to solving practical problems as highly qualified specialists” in the Doctoral Program.

Together with the admission policies, curriculum policies, and diploma policies, these purposes and objectives are made available not only to the personnel of the University, but also to the public on the Graduate School’s website as well as through various media. An English version has been prepared for students of the English-based courses and is available in the “Student Handbook” (“Academic Handbook” since AY2016).

Verification operations are being conducted on a continuous basis also with respect to the self-assessments.

[Evaluation of Achievement]

The “Ritsumeikan Charter” states that the University’s educational philosophy lies in “peace and democracy,” and further declares that, as an education and research institution, Ritsumeikan University shall strive to contribute to the “peace, democracy, and sustainable development in Japan and throughout the world” as well as establish itself as an “institution where many cultures can coexist.”

The education and research purposes of the Graduate School of International Relations are to realize the spirit of this charter through the provision of guidance to graduate students. In concrete terms, the operations of the Graduate School of International Relations have revolved around the three Japanese-based programs (Global Governance, International Cooperation and Development, and Multicultural Understanding) and the English-based program (Global Cooperation Program) since the 2003 curriculum reform. The Global and Japanese Perspectives Program was established and added in the 2015 reform.

The Graduate School of International Relations has published the three sets of policies on the Graduate School’s website and made them available not only to the personnel of the University but also to the public. The dissemination of information in English is also being conducted in a proactive manner on the website. In order to grasp and improve educational issues, a questionnaire survey targeting students of the Master’s Program was conducted in AY2015.

The GCP system—an all-English master’s course—was introduced early on at the Graduate School of International Relations in 2003. The “3 + 1 Program” system was subsequently introduced, and proactive improvements have been made in response to the situation. The three sets of policies as well as other useful information are disseminated in curricula organized in charts and other explanatory documents that can easily be understood by international graduate students. Various strategies have been put forward to facilitate the dissemination of information.

The curriculum reforms, the annual academic reviews, and the above-mentioned questionnaire surveys are all relevant to the verification process of the appropriateness of the mission and purpose. The verification process is functioning properly. However, these activities are not formally stipulated as procedures.

2. Faculty Members and Organization

Activities based on policies are generally being carried out, and the philosophy, purposes, and educational objectives are mostly achieved.

[Base Evaluation]

The abilities and capacities required of the faculty members of the Graduate School of International Relations are clearly defined based on the “Ritsumeikan University Faculty Member Appointment and Promotion Regulations,” the “Ritsumeikan University Fixed-Term Faculty Member Appointment Regulations,” the “Ritsumeikan University Faculty Member Selection Criteria,” the “University’s Uniform Guidelines Governing the Appointment of Faculty Members and the Application of Eligibility as Assigned Professors of Graduate Schools,” and the “Procedures for the Appointment of New Faculty Members and Voting Process,” and further summarized under the “Byelaw of Appointment of Faculty Members of College and Graduate School of International Relations and Eligibility as Assigned Professors of Graduate School of International Relations.” However, the appointment (recruitment, employment, and promotion) of faculty members at the Graduate School of International Relations is not done separately from the appointment of faculty members at the College of International Relations; it is linked to the mission and purpose of the College, the composition of the faculty, and the Human Resource Planning Committee.

The Global Cooperation Program (GCP)—an all-English master’s degree—was established at the Graduate School of International Relations in 2003. The establishment of the GS Major—an all-English bachelor’s degree—at the College of International Relations in 2011 has been a boon to English education at the Graduate School. However, with respect to the three Japanese-based programs and the two English-based programs, the division of the roles played by the faculty members and the location of responsibility necessary to carry out educational activities in a systematic manner are not clearly defined.

The number of full-time faculty members of the Graduate School of International Relations meets the required number stipulated by law (Standards for the Establishment of Universities). As of May 1, 2015, 40.4% of the faculty members are in the 40- to 49-year-old range, which accounts for a slightly unbalanced age distribution. However, there is no major problem in age distribution.

[Evaluation of Achievement]

Because it is linked to the mission and purpose of the College of International Relations, the Graduate School of International Relations puts emphasis on academic, cultural, and gender diversity as policies for the composition of the faculty organization. To that end, the Human Resource Planning Committee was established at the College of International Relations in AY2013. In addition, the “Internal Rules on Appointment Procedures and Process Based on the Findings of the Gender Equality Investigation Committee Report” have been adopted, and efforts have been put in place to recruit female applicants in a proactive manner when positions are publicly advertised. As a result, a more balanced age composition has been achieved, and the international diversification of the faculty members as well as the number of full-time female faculty members has also increased.

In order to better achieve the education and research purposes of the Graduate School, the composition of the Graduate School of International Relations’ faculty organization is, together with the College of International Relations’, being improved with respect to the following points: the decision process by the Faculty Meeting of the College of International Relations relative to appointments and promotions, the individual performance of full-time faculty members, as well as the nationality of the faculty members and the gender composition of the faculty. The qualifications demanded of faculty members at the Graduate School of International Relations are determined in the “Byelaw of Eligibility as Assigned Professors of Graduate School of International Relations.” Individual examinations and assessments are conducted by the Graduate Committee Meeting. A re-examination of the qualifications of faculty members of the Graduate School is conducted every five years. This procedure is conducted to properly evaluate the education and research activities of the faculty members.

Although the faculty members do not formally hold positions in the three Japanese-based programs and the two English-based programs, the assignment of accountability to the appropriate entity within the educational organization structure is self-evident because a supervision system is in place.

With respect to the positions the faculty members hold, it is difficult to cover a wide range of areas with the limited number of faculty members. In that sense, moving toward offering positions in a flexible manner to faculty members is inevitable. However, it seems there is a slight shortage in faculty members specializing in regional research and culture in the international cultural understanding program. It is especially unfortunate that no faculty members who can give lectures on the development situation in Africa, the continent which is most in need of assistance worldwide, belong to international cooperation development program. In addition, if the goal is to try to impart knowledge about international cultures, it would seem necessary to have specialists of the Middle East and Africa.

3. Academic Contents, Methods, and Results

(1) Educational Objectives, Policies Governing the Awarding of Degrees, and Policies Governing the Organization and Implementation of Academic Programs

Activities based on policies are generally being carried out, and the philosophy, purposes, and educational objectives are mostly achieved.

[Base Evaluation]

The diploma policies, which are based on the admission policies of the Graduate School of International Relations, are clearly indicated. What is demanded from students can be summarized into the following four groups: "interest, motivation, and attitude," "thought and judgment," "knowledge and understanding," and "skill and expression." All of these capabilities are expressed as attributes that the students can actively acquire. The diploma policies are published in the Student Handbook as well as on the website of the Graduate School. In addition, easy-to-understand information is also provided about the curriculum policies as well as the Master's and Doctoral programs.

[Evaluation of Achievement]

The process leading to the acquisition of a degree, including that for overseas international students, is systematically organized. With respect to the three Japanese-based and English-based courses, all aspects of the curriculum setup, including among other things the preparation of the curriculum map, are well-defined and complete. Starting with the new AY2015 curriculum, thorough consideration has been given with respect to the educational objectives, policies governing the awarding of degrees, and policies governing the organization and implementation of academic programs. Based on the verification of the new curriculum system, further improvement of the curriculum can be expected. In addition, the academic thesis evaluation criteria have also been defined, and there seem to be no problems with respect to the evaluation procedures.

(2) Academic Programs and Contents

Activities based on policies are generally being carried out, and the philosophy, purposes, and educational objectives are mostly achieved.

[Base Evaluation]

Since the 2003 curriculum reform, the academic program of the Graduate School of International Relations is composed of the "3 + 1 Program Structure," which includes Japanese-based programs (Global Governance, International Cooperation and Development, and Multicultural Understanding) and the English-based Global Cooperation Program (simply referred to as "GCP"). Thorough verifications of these academic programs within this structure have been made since AY2009, and the new AY2015 curriculum was established in AY2013. As a result, 1) a systematic course organization with core courses and program courses at its center has been achieved; 2) following the introduction of the Global and Japanese Perspectives Program, there are now five programs (three Japanese-based programs and two English-based programs); and 3) a detailed guidance structure to support the completion of the master's thesis is in place. It is considered that education is being carried out by appropriately combining course work and research work.

[Evaluation of Achievement]

After having acquired the basic knowledge, attitude, and mindset from the core courses common to the three international relations programs, students can, through the course work, gain expertise as well as knowledge about the current state of research and real issues in each field area of the three Japanese-based graduate-level programs: “Global Governance,” “International Cooperation and Development,” and “Multicultural Understanding.” In addition, the new English-based GJP mainly targets (1) international students interested in Japanese studies and (2) students who have graduated from the College in a Japanese-based program and want to tackle international relations studies in English. The “GJP Platform (J)” and “GJP Platform (E)” have been newly established as preparatory courses to respectively introduce (1) and (2) students to the way learning is approached at the Graduate School of International Relations. The former is an introductory course in international relations studies offered in Japanese and targeting international students, and the latter is an introductory course in international relations studies offered in English and targeting students who have graduated from a Japanese-based program at the College. With such preparatory courses as essential components of the program and by systematically setting up core courses and program courses, the GJP platforms appeal to a range of students the GCP could not sufficiently tap into. It provides students graduating from the Graduate School of International Relations with appropriate language skills, international relations knowledge, and a broad range of specialized interests.

The path leading to the acquisition of a degree is properly organized according to a schedule whose order is opportune. In addition, the process leading to the acquisition of a degree is adequately communicated to the graduate students. Also with respect to the curriculum, core courses and program courses are interconnected in a systematic manner, and a solid structure is in place. It can be noted that strategies have been put forward to provide equal access to academic contents to graduate students of diverse backgrounds.

Even though the new curriculum was introduced in 2015, a verification of the adequacy of the academic programs is still being carried out at annual academic reviews based on graduate student survey results. In addition, every measure is also in place to implement reforms should the need arise.

(3) Academic Methods

Activities based on policies are generally being carried out, and the philosophy, purposes, and educational objectives are mostly achieved.

[Base Evaluation]

The different stages with respect to thesis writing in both the Master’s and the Doctoral programs are specified in the Student Handbook, and a system to support students to plan their research activities as well as thesis writing has been put in place. In addition, sub-seminars have been established, and an effective group guidance system is in place. Oral Presentation of Thesis Proposal and Final Oral Presentation are held to help visualize the progress of the students’ researches. The schedule is clearly indicated to the graduate students as well in the Student Handbook. At the orientation for new students, the Associate Dean provides an explanation of the graduate school’s course work (Master’s Program only), thesis writing planning (Master’s and Doctoral programs), and research ethics (Master’s and Doctoral programs). In addition, a curriculum diagram is prepared for each program, and support is provided to offer a clear picture of what studies at the graduate school consist of.

Training programs such as the “Research Training” and “Professional Training” courses are positioned in the new curriculum as one of the learning objectives for the Japanese-based and English-based students to study together. Through the courses offered at the Graduate School, students can familiarize themselves with career development as researchers as well as with the management of actual research projects, and gain experience by participating in the management of international academic conferences and seminars. In addition to providing students with the specialized professional training necessary to work in international organizations as well as in security, development, and diplomatic fields, the courses offered allow students to gain knowledge about the current situation with respect to internationalization at both the national and local governments.

Syllabi are prepared for all courses, and their contents are checked by the Administrative Office and the Associate Dean. Items that do not meet the standards are required to be corrected. The course outline, achievement objectives, class schedule, evaluation criteria, and evaluation method are required to be precisely

specified in the syllabus for each course. As a rule, a change in the achievement objectives described in the syllabus is not allowed. The current system makes it possible for the students to understand the purpose and contents of a specific course before taking it. Approval of the Graduate School Executive Committee and the Graduate Committee Meeting is required when changing such objectives.

The evaluation of academic performance is conducted based on evaluation criteria. As a rule, change in the evaluation criteria and method described in the syllabus is not allowed.

The different stages of the research guidance plan and academic thesis preparation guidance are clearly defined and are also shared with graduate students. The evaluation of academic performance is also clearly expressed in the syllabus. Verifications based on graduate student survey results, as well as FD activities are being conducted on a continuous basis.

Systematic training and research opportunities are made available to students. As part of the FD activities specific to the Graduate School, various forms of international and advanced efforts of graduate school education with a special attention to case studies of overseas universities that have bilingual graduate studies programs are being studied, and their results are being reported at meetings of the Graduate School Executive Committee Meeting, the Graduate Committee Meeting, and so forth.

[Evaluation of Achievement]

At the orientation for new students, the Associate Dean provides an explanation of the graduate school's course work (Master's Program only), thesis writing planning (Master's and Doctoral programs), and research ethics (Master's and Doctoral programs). Based on the policies governing the organization and implementation of academic programs, it can be considered that appropriate academic methods are applied in each course.

Syllabi are prepared for all courses, and their contents are checked by the Administrative Office and the Associate Dean. Items that do not meet the standards are required to be corrected. The course outline, achievement objectives, class schedule, evaluation criteria, and evaluation method are required to be precisely specified in the syllabus for each course. The current course makes it possible for the students to understand the purpose and contents of a specific course before taking it.

The AY2015 academic review report was prepared based on the results of the graduate student survey that was conducted in the same academic year. The report is currently under examination in order to verify and improve the AY2015 educational outcomes. In addition, verifications as well as improvements are being carried out on a continuous basis with respect to the guidance plan, curriculum review, and other matters related to the acquisition of a degree. FD activities specific to the Graduate School are also being conducted, and various forms of international and advanced efforts of graduate school education, with a special attention to case studies of universities (case studies of overseas universities with bilingual graduate studies programs), are being studied, and their results are being reported at the Graduate School Executive Committee Meeting, the Graduate Committee Meeting, and so forth.

(4) Results

Activities based on policies are generally being carried out, and the philosophy, purposes, and educational objectives are mostly achieved.

[Base Evaluation]

The number of credits required to complete the program as well as the criteria for the award of the degree are indicated in the Student Handbook and are specified to the students in advance.

[Evaluation of Achievement]

Appropriate academic thesis evaluation criteria have been established under the educational system with respect to the award of both the master's and the doctor's degree. In the Master's Program, a master's degree (International Relations) is awarded to students who have earned all the required credits as well as passed their master's thesis (including oral examinations) based on the examination criteria (published in the Student Handbook) in conformity to the diploma policies. Eight students graduated in September 2015, and 23 students

graduated in March 2016. Among the graduates, eight were eligible for dispatch and acceptance to the DMDP (six were dispatched and two were accepted). With respect to the Doctoral Program, as a result of the examination of the doctoral thesis as well as the acquisition of credits, 10 students were awarded a doctor's degree (International Relations). The formal requirements with respect to the examination of a doctoral thesis are first confirmed in a preliminary examination based on the evaluation criteria published in the Student Handbook. A public review meeting is then held as part of the final examination to determine the awarding of the doctoral degree based on objective evaluation.

With respect to the examination procedures of the doctoral degree application thesis, the Student Handbook indicates that "as a rule, about three articles have to be published on the central subject." The papers submitted by doctoral course graduate students and published in "RITSUMEIKAN KOKUSAIKANKEI RONSHU" and "RITSUMEIKAN KOKUSAI KENKYU" are "peer-reviewed," but the reviewers are faculty members of the Graduate School. The fact that internal faculty members act as reviewers for submissions to the journals should be thoroughly scrutinized.

The Student Handbook indicates that "one researcher from another graduate school or university may be requested to be part of the examination committee as a sub-reviewer." It is indispensable to request that an external reviewer be part of the examination committee if the reason for the indication mentioned above is to "guarantee the fairness of the examination."

Close cooperation between graduate students, faculty members, and administrative staff is also being maintained, and it is remarkable that the number of doctoral course graduates has increased significantly. In particular, the creation of a network composed of international students who have completed the doctoral course is an extremely important matter that should be further promoted in the future.

4. Enrollment

Activities based on policies are generally being carried out, and the philosophy, purposes, and educational objectives are mostly achieved.

[Base Evaluation]

Based on the new curriculum introduced in AY2015, admission policies as enrollment policies have been established and are clearly specified in both Japanese and English. The recruitment and selection of students are conducted in a fair and appropriate manner based on the policies of the University as well as the admission policies of the Graduate School. In addition to the graduate school entrance examination information sessions organized by the Graduate School, several information sessions and research consultation sessions are conducted independently by the Graduate School, ensuring the opportunity to directly provide information to applicants.

In addition, in order to reach a wide range of applicants both domestically and overseas, the Graduate School's website provides comprehensive information. By providing Japanese and English versions of the "GJP" page, a webpage that provides an outline of the characteristics of the GJP offered as part of the new curriculum, and the "Key Features" page, a webpage that allows the user to browse through a list of curricula and supervisors according to their own research interests, the Graduate School's website provides applicants to the Graduate School with a better understanding of the programs and is a step in the right direction to make it possible to enroll students according to the admission policies.

Furthermore, with respect to recruitment activities related to accepting students from specific countries and affiliated universities (JDS, Indonesian Linkage, special programs financed by the government, etc.), faculty members of the Graduate School conduct on-site information sessions and interviews with the aim to enroll students according to the admission policies.

[Evaluation of Achievement]

With respect to the recruitment and selection of students, changes to the entrance examination requirements from April 2015 onward have been made to reflect the Graduate School reform deliberations that have been conducted since AY2012. In particular, with respect to the general entrance examinations conducted in September and February at venues set up for the occasion, the English and essay examinations that had been

conducted thus far have been abolished and replaced by a selection method which mostly consists of the examination of documents submitted in advance and oral examinations held on the day. The submission of research plans and written essays are required for document screening. By using them as subject matter, the suitability of the applicants' research themes can be assessed, and the applicants' ability to read and analyze related literature can be inferred. Meanwhile, the submission of external examination (TOEFL, IELTS, etc.) scores and certificates is mandatory for the English examinations, and the Basic English ability of the applicants is assessed. In addition, the entrance examination methods, which were complex and various, have been reorganized based on the policies of the University while maintaining the policies of the Graduate School with respect to the enrollment of diverse students. In order to ensure the fairness of the student selection process, a meeting is held after the examinations, and staff in charge of grading determine acceptance or refusal. Moreover, the decision is confirmed at the Graduate School Executive Committee Meeting and Meetings of the Executive Members of College of International Relations, and the Graduate Committee Meeting issues the final decision. By passing through multiple discussion and approval stages, the fairness and appropriateness of the examinations are guaranteed.

In addition, after conducting a verification of each entrance examination method for both April and September entrance examinations, decisions on policies for the following academic year are reached after deliberation. At that time, a detailed verification is mainly conducted at a meeting of the Graduate School Management Council, and improvements are made to the system to ensure the enrollment of applicants and new students according to the enrollment policies while giving consideration to the appropriateness and fairness of the process.

II. Recommendations concerning the Graduate School

A. Noteworthy Matters to Be Regarded as Strengths

1. Missions and Purposes

- 1) The education and research purposes as well as the objectives of human resource development at the Graduate School of International Relations are the practical embodiment of the spirit of the “Ritsumeikan Charter.”
- 2) The Graduate School of International Relations introduced the Global Cooperation Program (GCP) —an all-English based master’s program —early on at the Graduate School of International Relations in 2003. This and other such initiatives have played an important role in the internationalization of education. Moreover, with its Global and Japanese Perspectives Program (GJP), the Graduate School is actively reaching out to international students.
- 3) Through the Master’s and Doctoral programs, the Graduate School aims at nurturing specialists who can integrate theory and practice. Enthusiasm in nurturing both researchers and practitioners can be inferred from the human resource development purposes.
- 4) The admission policies, curriculum policies, diploma policies, as well as other useful information are disseminated in curricula organized in charts and other explanatory documents that can easily be understood by international graduate students as well. Various strategies have been implemented to facilitate the dissemination of information.

2. Faculty Members and Organization

- 1) Procedures related to the recruitment, employment, promotion, criteria for qualification, and so forth with respect to graduate faculty members are open and clear.
- 2) Improvements are being made to the composition of the faculty organization according to the education and research purposes of the Graduate School.
- 3) With respect to the composition of the faculty organization and the management of the Graduate Committee Meeting, consideration is given to the breadth of academic expertise covered by the faculty members as well as the generational balance, and also international diversification and gender equality within the faculty.

3. Academic Contents, Methods, and Results

- 1) Educational Objectives, Policies Governing the Awarding of Degrees, and Policies Governing the Organization and Implementation of Academic Programs
 - (1) A curriculum based on the curriculum policies has been fully formulated.
- 2) Academic Programs and Contents
 - (1) The path leading to the acquisition of a degree is properly organized according to a schedule whose order is opportune.
 - (2) Also with respect to the curriculum, core courses and program courses are interconnected in a systematic manner, and a solid structure is in place.
 - (3) Having acquired the basic knowledge, attitude, and mindset from the core courses common to the three international relations programs, students can, through the course work, gain expertise as well as knowledge about the current state of research and real issues in each field area of the three Japanese-

based graduate-level programs: “Global Governance,” “International Cooperation and Development,” and “Multicultural Understanding.”

- (4) The English-based “GJP Platform (J)” and “GJP Platform (E)” programs have been newly established as preparatory courses to introduce students to the way learning is approached at the Graduate School of International Relations. With such preparatory courses as essential components of the program and by systematically setting up core courses and program courses, the GJP platforms appeal to a range of students the GCP could not sufficiently tap into. It provides students graduating from the Graduate School of International Relations with appropriate language skills, international relations knowledge, and a broad range of specialized interests.

3) Academic Methods

- (1) Verifications as well as improvements based on such verifications are being carried out on a continuous basis with respect to the guidance plan, curriculum review, and other matters relative to the acquisition of a degree.

4) Results

- (1) It can be noted that close cooperation between graduate students, faculty members, and administrative staff has led to an increase in doctoral course graduates.

4. Enrollment

- 1) The admission policies and diploma policies are presented in Japanese and English.

B. Suggested Improvements

1. Missions and Purposes

- 1) It is advised that further developments be made in order to deepen the international students’ understanding of Japan as well as nurture researchers who possess the ability to convey the Japanese culture as well as its social and political situation.
- 2) After readjusting the overall implementation of the curriculum reforms that have been conducted so far, including, among other things, the actual verification process, it is necessary to clearly assign accountability to the appropriate entity or organization as well as identify the authorities and procedures involved.

2. Faculty Members and Organization

- 1) Continued efforts are required in the future with respect to the composition balance and diversity of the faculty organization. In particular, consideration should be given to further increasing the ratio of female faculty members.
- 2) A substantial increase in the number of fixed-term faculty members assigned to the College of International Relations’ GS Major may interfere with the research guidance structure. It is recommended to consider the principles with which to remedy this situation.
- 3) An increase in the number of faculty members specializing in Area studies and cultural studies is advised.

3. Academic Contents, Methods, and Results

4) Results

- (1) With respect to the examination procedures of the doctoral degree application of dissertation, it has been

established that “as a rule, about three articles have to be published on the central subject.” The articles mainly submitted by doctoral course graduate students and published in “RITSUMEIKAN KOKUSAIKANKEI RONSHU” and “RITSUMEIKAN KOKUSAI KENKYU” are peer-reviewed by faculty members of the Graduate School of International Relations. The fact that internal faculty members act as reviewers for submissions to the journals should be thoroughly scrutinized.

- (2) The Student Handbook indicates that “one researcher from another graduate school or university may be requested to be part of the examination committee as a sub-reviewer.” It is indispensable to request that an external reviewer be part of the examination committee if the reason for the indication mentioned above is to “guarantee the fairness of the examination.”
- (3) The educational outcomes of the Japanese-based and English-based programs should be examined on a periodic basis, and constant efforts need to be made to create a positive synergy between both programs.
- (4) Efforts made toward the creation of a network composed of international students who have completed the doctoral course should be continued.

4. Enrollment

- 1) The geographical distribution of the international students is slightly uneven. Efforts should be pursued to achieve a better balance.

C. Necessary Improvements

1. Missions and Purposes

- 1) It is necessary to describe the human resource development objectives and so forth in the Graduate School Guide.

End

2016 年度 自己評価・外部評価結果報告書

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