Kwansei Gakuin University
AY 2012
Self-Assessment Report

MASTERY FOR SERVICE

KWANSEI GAKUIN UNIVERSITY

March 2013

Foreword

This series of documents has been compiled as the Self-assessment Report to be submitted for the purpose of University Evaluation (Institutional Certified Evaluation and Accreditation: Universities) for the academic year of 2013.

Kwansei Gakuin University (KGU) conducts self-assessment as an annual university-wide effort, with the aims of enhancing its educational and research standards and attaining its goals and social missions. While involving third-party evaluations, the self-assessment is carried out based on evaluation items broadly divided into 15 categories, comprising 10 designated by the Japan University Accreditation Association (JUAA) (University Standards) and five originated by KGU. Since this assessment is conducted on an annual basis, the self-assessment intended for the said University Evaluation is conducted in the same manner as per our annual assessment practice, without forming an ad-hoc arrangement; we conducted, and prepared this Self-assessment Report with the initiatives taken by the University Self-assessment Committee, and specific self-assessment work carried out by the self-assessment committees and the administrations of each school and other organizational units. We recognize that the accumulation of these annual self-assessment efforts facilitates implementation of self-assessment for the University Evaluation.

The Kwansei Gakuin Educational Foundation, which operates the University and other educational organizations, ranging from kindergarten to graduate school level, announced in the academic year of 2008 the "New Strategic Plan," which incorporates six Visions to be achieved within 10 years from AY 2009. In addition, to realize these Visions, Kwansei Gakuin (KG) formulated in March 2009 the "New Medium-term Plan 2009-2013" as strategic and specific mid-term measures to be implemented by the Educational Foundation within five years from AY 2009. At present, the New Medium-term Plan contains approximately 70 measures, including measures concerning internationalization and education, and many of the Plan's measures are intended for the University. The measures for internationalization, in particular, are expected to lead to "cultivation of creative and capable world citizens who embody our school motto, 'Mastery for Service'," as set forth in our Mission Statement. Efforts under such measures are producing positive effects, as evidenced by the designation of relevant projects such as the Re-inventing Japan Project (2011) and the Project for Promotion of Global Human Resource Development (Type: university-wide promotion) (2012) by the Ministry of Education, Culture, Sports, Science and Technology of Japan.

KGU is now making great strides toward its reform and enhancement, by combining efforts made in the self-assessment, the New Strategic Plan, and the New Medium-term Plan.

With respect to the University Evaluation, it is expected of all KGU members to recognize this Evaluation as the fruit of the accumulation of their annual self-assessment efforts, and use it as an opportunity to reflect on their daily activities and increase their efforts toward further enhancement of the quality of educational endeavor at KGU. In this context, this report is significant and meaningful. We have made this report publicly available via our official website. Through this disclosure, we hope to fulfill one of our responsibilities, as a university, of reporting our activities to the general public.

Please note that in this report, statements concerning the University's three professional graduate schools—the Law School, and the Accounting School and the Business School of the Institute of Business and Accounting—are only provided regarding Standards 1, 3 and 5 of JUAA's University Standards; these schools are exempted from providing statements for Standard 4, since they underwent in AY 2008 or AY 2009 a Certified Evaluation and Accreditation for Professional Graduate Schools (by the Japan Law Foundation, the Japanese Institute of International Accounting Education, and ABEST21 [The Alliance on Business Education and Scholarship for Tomorrow, a 21st century organization], respectively). For these schools' assessment results for Standard 4, please refer to the self-assessment reports separately submitted for their respective Certified Evaluations and Accreditations for Professional Graduate Schools.

March 22, 2013

Takutoshi Inoue
President
Kwansei Gakuin University

Contents

Introduction

Kwansei Gakuin (KG), which will celebrate its 125th anniversary in 2014, was founded by the American missionary W. R. Lambuth at Harada no Mori, Kobe in 1889, under a philosophy embracing education based on Christian principles. In 2008, Kwansei Gakuin University (KGU) established the School of Human Welfare Studies as its ninth school for undergraduate education. In 2009, upon its merger with Seiwa College, KGU established the School of Education, and renamed the College's junior college section "Seiwa Junior College." In 2010, KGU established its 11th undergraduate school, the School of International Studies, and merged with Senri International School, further enhancing the international nature of the University. Currently, KG operates as a "comprehensive and integrated educational institution" that operates campuses located in Nishinomiya, Sanda and Takarazuka cities in Hyogo Prefecture, Mino City and Umeda in Osaka Prefecture, and Marunouchi in Tokyo, with a student enrollment of some 27,000 at educational institutions ranging from kindergarten to graduate school level. Of these, approximately 24,000 students study at the University and its graduate schools.

Kwansei Gakuin, as a learning community based on the principles of Christianity, inspires its members to seek their life missions, and cultivates them to be creative and capable world citizens who embody its motto, "Mastery for Service," by transforming society with compassion and integrity.

"Mastery for Service," the school motto of Kwansei Gakuin, reflects the ideal for all its members to master their abundant God-given gifts to serve their neighbors, society and the world.

KG has conducted self-assessment at its university KGU (undergraduate and graduate schools) for decades. The efforts commenced with implementation of the Kwansei Gakuin University Self-assessment Regulations in 1992. Upon introduction of the New Self-assessment System in 2004, KG re-launched its self-assessment efforts at KGU (undergraduate and graduate schools) under new regulations, the Kwansei Gakuin Self-assessment Regulations. Currently, self-assessment is conducted at all educational institutions, ranging from kindergarten to graduate school level.

Since 2004, KGU has conducted annual self-assessment incorporating third-party evaluations as a University-wide effort, and has disclosed the assessment results via KG's official website. Through these efforts, KGU has enhanced its educational and research standards, and has fulfilled its accountability to the general public. In 2006, KGU underwent its first University Evaluation (Institutional Certified Evaluation and Accreditation: Universities) by the Japan University Accreditation Association (JUAA), and was accredited by the same association. Regarding professional graduate schools, the Law School, as well as the Accounting School of the Institute of Business and Accounting received a Certified Evaluation and Accreditation for Professional Graduate Schools in 2008, which was conducted by the Japan Law Foundation and the Japanese Institute of International Accounting Education, respectively. The Business School of the Institute of Business and Accounting received the same evaluation by ABEST21 (The Alliance on Business Education and Scholarship for Tomorrow, a 21st century organization) in 2009. All these professional graduate schools were successfully accredited by the respective evaluation and accreditation organizations.

KGU attaches importance to the annual practice of self-assessment and disclosure of its results, as well as to enhancement of these annual efforts, and understands that the University Evaluation (Institutional Certified Evaluation and Accreditation: Universities) is positioned as an extension of such annual efforts. The foundation of the University Evaluation is formed by the annual practice of self-assessment. Based on this view, KGU did not take any special measures particularly intended for the 2013 University Evaluation. The purposes and structure of the evaluation were also the same as those for the annual assessment.

Details of the overview, policies, regulations, structure, systems, operation and other information regarding KGU's self-assessment are provided in Chapter 10 "Internal Quality Assurance." While readers are asked to refer to the chapter for details, the purposes and structure of the assessment are briefly outlined in this section.

For what purposes was the self-assessment implemented?

The purposes of the self-assessment are, as set forth in Article 1 (Objectives) of Kwansei Gakuin Self-assessment Regulations, to "check and evaluate, for itself (KG), the status of its educational and research activities, administration and other operations, with the aims of enhancing its educational and research standards and attaining its goals and social missions."

Under what structure was the self-assessment conducted?

Self-assessment for the University Evaluation was implemented under the same structure as that adopted for the annual self-assessment. The abovementioned Kwansei Gakuin Self-assessment Regulations stipulate the implementation structure for the assessment:

The Evaluation Promotion Committee oversees self-assessment work conducted by nine self-assessment committees, including the University Self-assessment Committee and other committees at Seiwa Kindergarten and other institutions. Self-assessment at KGU is primarily conducted by individual self-assessment committees established at the University's schools, graduate schools, centers, research institutes and other organizations; as well as by the administration of each school, graduate school, center, research institute, etc., under the supervision of the University Self-assessment Committee, chaired by the Vice-President of KGU.

The Evaluation Promotion Committee comprises KG's executive officers, such as the Chancellor, Chair of the Board of Trustees, KGU President, KG's Managing Trustees, Administrative Trustees, the University's School Deans, other institutions' Deans, Heads and Principals. As of 2012, the committee has 42 members. Committee meetings are held monthly, in principle, with the Chair being the Chancellor, and the Vice-Chairs the Chair of KG's Board of Trustees and the KGU President. The composition of this committee, involving executive members, as well as the frequency of its meetings, which are basically held monthly, represent KG's earnest attitude toward its self-assessment responsibilities.

In addition to the aforementioned committees, the Kwansei Gakuin Self-assessment Regulations also stipulate the establishment of the Evaluation Expert Committee, which oversees the practical business of the Evaluation Promotion Committee. The Expert Committee is in charge of internal third-party evaluations at the University. In addition, the Regulations also stipulate the establishment of the Assessment Office as an organization providing practical support. Currently, the Office comprises a Director, being the University's Vice-President, and Deputy Directors, being KG's Administrative Trustees, and others, as well as several staff members for administrative work.

The self-assessment for the said University Evaluation (Institutional Certified Evaluation and Accreditation: Universities) was conducted under the same structure as that for the annual self-assessment undertaken at the University.

Specifically, the Evaluation Promotion Committee prepared the policies, general information and guidelines for implementation of the 2012 assessment. Based on these policies etc., self-assessment work was carried out at each school and other organizational units by each unit's individual self-assessment committee, which is a constituent committee of the University Self-assessment Committee, as well as by the administration of each school led by its Dean. After individual self-assessment reports were drafted, the University Administration led by the President compiled them into the University's self-assessment report.

Overview etc., of the improvement/reform efforts made in response to the results of the previous University Evaluation and other Certified Evaluations and Accreditations conducted by other Certified Evaluation and Accreditation Organizations

In its first University Evaluation (Institutional Certified Evaluation and Accreditation: Universities), while KGU was accredited as an institution meeting the University Standards, KGU received eight items of advice as a result

of the evaluation. Heeding this advice, KGU has verified related issues needing review, taking opportunity of its annual practice of self-assessment, and has strived for improvement and reform, especially regarding the issues pointed out in the advice. In July 2010, KGU submitted an Improvement Report to JUAA in response to the advice, and received from JUAA an evaluation as described in the comment: "It can be confirmed that the University seriously accepted the association's advice and has been actively striving for improvement. The outcomes of such efforts are satisfactory." KGU was not required by JUAA to submit an additional improvement report.

Regarding professional graduate schools, while all three of the aforementioned professional graduate schools were accredited by their respective Certified Evaluation and Accreditation Organizations, these schools have followed the instructions from each Certified Evaluation and Accreditation Organization, and have made efforts toward further improvement, by confirming the matters needing improvement, while using the process of annual self-assessment. The second Certified Evaluation and Accreditation for Professional Graduate Schools is scheduled for 2013 for the Law School and the Accounting School of the Institute of Business and Accounting, and for 2014 for the Business School of the same Institute.

Other

In parallel with the self-assessment aimed at the improvement and reform of educational and research activities, administration, and other operations at each organizational unit, the University and the entire Educational Foundation of KG jointly launched, in 2008, the New Strategic Plan and the New Medium-term Plan, as a united effort toward further enhancement and innovation at KG.

The New Strategic Plan incorporates six Visions to be achieved within ten years from 2009. The New Medium-term Plan provides strategic and specific measures to be implemented by KG within five years from 2009 in order to achieve the said Visions.

For details regarding the New Strategic Plan and the New Medium-term Plan, please refer to Chapter 9 "Administration and Financial Affairs" and Chapter 10 "Internal Quality Assurance."

Main Chapters

Chapter 1
Philosophy and Goals

Chapter 1   Contents

(3) Are regular examinations conducted regarding the appropriateness of the philosophies and goals of the University, its schools, graduate schools and other organizational units?

2. Check and Evaluation

3. Development Measures for the Future

1. Current Status

(1) Are the philosophies and goals of the University, its schools, graduate schools and other organizational units defined appropriately?

Whole University	1-1-(1)

Kwansei Gakuin (KG), a "comprehensive and integrated educational institution" containing an array of schools from kindergarten to graduate school level, has set a clearly defined "Mission Statement" and "Ideals for Graduates." For Kwansei Gakuin University (KGU), in particular, KG's "Ideals for the University" and "Objectives concerning the fostering of human resources and other objectives of carrying out education and research" are defined.

The Mission Statement, KG's Ideals for its Graduates, and its Ideals for the University are clearly stated on KG's official website. The "Objectives concerning the fostering of human resources and other objectives of carrying out education and research" are stipulated in KGU's school regulations.

The Mission Statement defines KG's *raison d'etre* in society, along with its mission. KG's Ideals for the University articulate how the University aims to nurture individuals who embody KG's "School Motto," which constitutes a guiding principle for action based on the principles of Christianity. In Japanese society, it is extremely meaningful and distinctive that the University pursues an education whose primary emphasis is placed on the principles of Christianity with a view to realizing a society without discrimination.

<Mission Statement>[1-1)]

> Kwansei Gakuin, as a learning community based on the principles of Christianity, inspires its members to seek their life missions, and cultivates them to be creative and capable world citizens who embody its motto, "Mastery for Service," by transforming society with compassion and integrity.

<School Motto>[1-1)] **"Mastery for Service"**

> "Mastery for Service," the school motto of Kwansei Gakuin, reflects the ideal for all its members to master their abundant God-given gifts to serve their neighbors, society and the world.

<KG's Ideals for its Graduates>[1-2)]
World Citizens embodying the spirit of "Mastery for Service"

> Kwansei Gakuin aims to produce graduates with a global perspective, and a commitment to social transformation and caring for others, who have both clear insight and a strong sense of ethics, enabling them to go out into the world confident in their ability to achieve their high ideals.

<KG's Ideals for the University>[1-2)]
The creation of a community without "fences" for learning and research

> Kwansei Gakuin University aims to be a "learning community without fences" based on the principles of Christianity, which, through education encompassing students' total personality and creative cutting-edge research, will send out into the world truly global citizens who are both capable and caring.

In 1929, C. J. L. Bates, the fourth Chancellor of Kwansei Gakuin, stood in the newly-established Nishinomiya Uegahara Campus, and, while gazing over its open expanse spread out toward a number of fruit orchards, remarked, "We have no fences." Created on this campus was a community for learning and research, or a Learning Community, where members felt no "fences" between faculty and students, the University and society, and even no borders between nations. The campus was overflowing with an enthusiasm to create a new society.

The school motto, "Mastery for Service," originally advocated by Bates, constitutes a guiding principle for action that encapsulates the founding spirit of Kwansei Gakuin, and its meaning is interpreted as "Develop your abilities for the very sake of making a social contribution." Kwansei Gakuin University underlines the importance of using each individual's intelligence and all their abundant gifts for the benefit of their neighbors. KGU also emphasizes the fostering of World Citizens who are equipped with a global mindset and a sense of mission for contributing to society, and this has been emphasized since the outset of its foundation.

In the area of education, KGU aims at equipping students with a well-rounded education and specialized knowledge and skills, and broadly developing their creativity, the ability to discover and solve problems, and the capability to put a plan into action. Regarding research, KGU aims to advance distinctive basic research, develop and enhance activities in applied and advanced research, return the fruits of their research activities to society, and thereby contribute to society in a meaningful way. [1-2)]

Today, against the background of an increasingly globalized world and the rapid advancement in ICT (information and communications technology), people are becoming increasingly interdependent on a global scale. Nevertheless, the "fences" that still exist between different races, cultures, religions, ethnic groups and states cause the friction and conflicts that bedevil contemporary society.

It is against this background of contemporary society that KGU aims to nurture individuals who possess a high level of specialized ability and a profound understanding of human nature, and who have both the will and the ability to contribute fully to the betterment of human society, while having a deep sympathy for others. To this end, while embracing the principles of Christianity, KGU aims to realize a Learning Community without "fences," where all its members — students, faculty and staff — learn from one another on their own initiative.

<Goals>

<Objectives concerning the Fostering of Human Resources and Other Objectives of Carrying out Education and Research>

KGU's goals and the said objectives are laid down, as described below, in the Kwansei Gakuin University Regulations, the Kwansei Gakuin University Graduate School Regulations, and the Kwansei Gakuin University Professional Graduate School Regulations:

Kwansei Gakuin University[1-3) Article 1]

> The University aims to broadly bestow knowledge on students and thoroughly provide education and promote research in specialized arts and sciences, pursuant to the provisions of the School Education Act and the Basic Act on Education, and also to cultivate students' character, based on the principles of Christianity.

Kwansei Gakuin University Graduate School[1-4) Article 3]

> The Graduate School aims to contribute to cultural advancement by providing education and promoting research in a specialized field of study on the basis of the liberal and specialized education provided in the

17

undergraduate program, and by ensuring that students acquire profound scholarship and a wide range of research abilities, and further advance to acquiring the capability to instruct research, or developing the profound scholarship and other outstanding skills necessary to pursue a profession requiring a high level of expertise, while developing their character based on the principles of Christianity.

<Master's program>

The Master's program aims to bestow on students detailed and profound scholarship from a broad perspective, and to develop in students the research abilities necessary for their field of specialization, or the advanced capabilities necessary for a specific profession or other career that requires a high level of expertise.

<Doctoral program (the first/second half of the doctoral program)>

The doctoral program aims to develop in students the advanced research abilities necessary to conduct research activities in their specialty as an independent researcher, as well as a wealth of scholarship forming the basis of the said abilities.

<Professional graduate school>

The professional graduate school is dedicated to developing in students the profound scholarship and outstanding abilities necessary to pursue a profession requiring a high level of expertise.

Kwansei Gakuin University Professional Graduate School[1-5) Article 2]

The professional graduate school aims to provide education and promote research in academic theories and their application, develop in students the profound scholarship and outstanding abilities necessary to pursue a profession requiring a high level of expertise, while cultivating students' character based on the principles of Christianity, thereby contributing to cultural advancement.

Based on the aforementioned goals, each school and graduate school stipulates their "objectives concerning the fostering of human resources and other objectives of carrying out education and research" in the Kwansei Gakuin University Regulations,[1-3) Article 1] the Kwansei Gakuin University Graduate School Regulations,[1-4) Article 3] or the Kwansei Gakuin University Professional Graduate School Regulations[1-5) Article 2] as applicable.

In the academic year of 2008, KG announced the New Strategic Plan, which is to be implemented during the ten-year period following AY 2009. To realize the Visions set forth in the New Strategic Plan, KG also formulated in March 2009 the "New Medium-term Plan 2009-2013" as strategic and specific measures to be implemented within five years from 2009. The Mission Statement and the School Motto were reaffirmed on the occasion of the formulation of these plans. [1-1),1-2)]

Schools	1-1-(1)

♦ School of Theology

The School of Theology provides education in both basic and specialized fields of Christian theology, based on the philosophy, "the training of chosen young men for the Christian ministry" [Article 2 (Object) of KG's Constitution established at the time of its foundation], while seeking to instill a broad understanding of Christian cultures. The goal of the School's education is to develop individuals who consider human beings from the aspect of the relationship with nature and society, and are able to discover the various problems lying therein, explore the significance of life and its norm in the present day in light of the gospel of Christ, communicate these findings to others, and thus serve society in a meaningful way.

This School's goal is specified in the Schedule to Chapter 1, Article 1, Paragraph 2 of the Kwansei Gakuin University Regulations, "Objectives concerning the fostering of human resources and other objectives of carrying out education and research." [1-6)]

The fields of specialization in the School of Theology comprise those of traditional Christian theology, as well as closely related interdisciplinary research fields. The School divides Christian theology into four branches: Biblical studies (Old Testament studies, New Testament studies), historical theology, systematic theology (including the philosophy of religion) and practical theology. In AY 2004, with a view to expanding the existing philosophy of the School and responding to social needs, the School introduced a curriculum dealing with Christian thought and Christian culture, as interdisciplinary research fields to examine a range of thoughts and cultural assets that have been generated by Christianity throughout the history of humankind. While the goal for the School for the time being is the development of able human resources in these new fields of study, the School also aims to pursue the educational objectives and purposes of human resources development as described below:

(1) Training in basic academic ability: Ensure that students acquire basic knowledge regarding Christianity.

(2) Developing the ability to communicate with others, through education encompassing students' total personality: Help students learn the basics of academic research via small-group education, develop good rapport with other class members, interact with their academic advisors on a personal level, and thus build their character.

(3) Fostering sound-minded, full-fledged members of society: Foster specialized professionals grounded in general, basic knowledge of Christianity who possess insight into contemporary society and human nature, a positive awareness of human rights, and flexible thinking. [1-7)]

Since AY 2004, the School of Theology has provided two courses (the course system): the Christian Theology and Missionary Work Course (presently, the Christian Missionary Work Course) and the Christian Thought and Culture Course. This and other significant measures are based on the philosophy and goals as described in this section. While maintaining the founding spirit inherited since the establishment of KG, the philosophy and goals of the School of Theology reflect changes of the times and the new needs of today. In this context, the School's philosophy and goals are defined appropriately.

♦ School of Humanities

The School of Humanities is a comprehensive school comprising three departments and 11 majors. The central philosophy of the School's educational and research activities can be summarized in two points: (1) education based on the principles of Christianity in line with the founding spirit of the University and (2) cultivation of students' total personality through studying the humanities. Goals the School pursues under this philosophy are as set forth in the Schedule to Chapter 1, Article 1, Paragraph 2 of the Kwansei Gakuin University Regulations "Objectives concerning the fostering of human resources and other objectives of carrying out education and research," [1-6)] i.e., the School promotes education and research, placing emphasis on encouraging students to develop specialized abilities to elucidate the existence of human beings and their activities through consideration of various perspectives, and also helping them develop a rich humanity, and acquire a wide range of knowledge and education in order to understand present-day society. Through this emphasis, the School aims to foster individuals who are equipped with a wide-ranging, comprehensive education, and advanced, specialized knowledge, as well as profound insight. The goal of the School is to equip students with an extensive education in the humanities, by ensuring that all departments and majors comprising the School promote advanced research activities in their respective disciplines, and provide students with flexible and rich curriculums through cooperation between the departments and majors. [1-9)]

As described below, each department sets its own objectives, and several common objectives are also set among the three departments. Efforts are made to ensure that all the faculty members and students are well-informed of these objectives, by describing them at the beginning of the "School of Humanities Course Guide", which is distributed to all faculty members and students at the beginning of each academic year. Specifically, each department conducts research activities with the following objectives: The Department of Culture and History (comprising 6 majors) conducts research into the basic structure and history of human beings who have lived in space and time, while seeking the ideals of truth, goodness and beauty; The Department of Integrated Psychological Sciences (a department with 1 major) conducts research into the psychological aspects of human beings living in contemporary society, including their ideals and pathology, from cognitional, behavioral and developmental perspectives; The Department of Literature and Linguistics (comprising 4 majors) conducts research into the activities of human beings who have languages and form cultures, from both the aspects of literature and linguistics. Meanwhile, the three departments' common objectives are as follows: (1) Education and research aiming at developing basic abilities in students and encouraging them to acquire a wide range of education, (2) Education and research that is highly interdisciplinary, (3) Education and research that emphasizes the fact that each individual is an existence in society, and (4) Education and research that develops an ability to think at a high level based on the acquisition of profound and specialized knowledge. Regarding Objective 3, the School aims at equipping each student with the capability to render a significant contribution as a good resident or citizen, not only to his/her community and state but also to the international community. This objective is in line with the nurturing of "World Citizens," one of the key elements of KGU's motto, which has recently been disseminated as part of our strong message to the world. Objective 4 refers to the fostering of advanced specialists and researchers (graduate education), and is connected to the Graduate School of Humanities' philosophy and goals, and its ideal for students, which are described in a later section. [1-8)]

♦ School of Sociology

While embracing the phrase "The truth shall make you free" (John 8:32) as its basic spirit, the School of Sociology provides education centered on sociology, with the aim of developing individuals who are capable of making a concrete contribution to present-day society. The Department of Sociology of the School of Sociology has three major areas and seven fields of study: the major of Media and Social Representation (comprising the fields of Media & Information and Social Representation), the major of Aspects of Society (comprising the fields of Global Society, Contemporary Society and Social Networks), and the major of Social Problems and Social Psychology (comprising the fields of Social Problems and Social Psychology). This department structure enables an extensive and complex (multidisciplinary) learning environment by focusing on sociology and taking related disciplines into consideration, and providing an environment that is able to accommodate the individuality and interests of each student. Based on this arrangement, the School aims to develop individuals who have a flexible and well-balanced ability to think, on the basis of extensive and interdisciplinary knowledge, who have an excellent ability to solve problems, and who can fully display their abilities in the present-day, highly globalized society. This School goal is specified in the Schedule to Chapter 1, Article 1, Paragraph 2 of the Kwansei Gakuin University Regulations "Objectives concerning the fostering of human resources and other objectives of carrying out education and research," and also on KG's official website. [1-6),1-10)]

In AY 2008, the former Department of Social Work became independent of the School of Sociology to form the School of Human Welfare Studies. This has resulted in an increase in the admission capacity of the School of Sociology since AY 2009 (to 650 students per school year), as well as in the total revision of its philosophy and goals, as described above.

♦ School of Law and Politics

The School of Law and Politics has set "Social Approach" as its philosophy. [1-11]

"Social Approach" is a term coined by H. F. Woodsworth, the first Dean of the former School of Law and Literature. Its meaning can be described as three points: First is the pursuit of education and research based on the free spirit rooted in private sector entities, because at the time of his remark, law education in Japan had assumed the objective of training bureaucrats; second is the pursuit of education and research with an emphasis on nurturing a broad and profound social perspective and education, without being restricted to an education simply to prepare for qualification examinations, or to studies of legal interpretation in a narrow sense; and third is the pursuit of education and research placing emphasis on viewpoints that direct students' attention to social contribution and the socially vulnerable, based on KGU's founding spirit. The abovementioned points can be summarized in three key phrases: "the spirit of freedom among private sector entities," "a broad and profound social perspective and education," and "the spirit of social contribution (service)."

The School of Law and Politics defines its goal as nurturing Citizens embodying "Mastery for Service" under the philosophy of Social Approach and an education based on Christian principles, by means of developing in students the ability to gain a deep insight into social phenomena by logically examining issues from a broad social perspective, and on the basis of common sense. The goal of each department is as follows:

Department of Law:

Aims to nurture capable and caring Citizens who value the liberty, human rights and justice that underlie law and politics and who have a high motivation to render service to society, by means of providing research and education in the field of law that is firmly grounded on a broad, profound social perspective and education.

Department of Political Science:

Aims to nurture capable and caring Citizens who value the liberty, human rights and justice that underlie law and politics and who have a high motivation to render service to society, by means of providing research and education in the field of political science that is firmly grounded on a broad, profound social perspective and education.

The aforementioned goals are stipulated in the Schedule to Chapter 1, Article 1, Paragraph 2 of the Kwansei Gakuin University Regulations. [1-6]

♦ School of Economics

Over many decades, the School of Economics has played an important role, while embodying the educational philosophy of Kwansei Gakuin University, on the basis of two viewpoints, i.e., "emphasis on an all-round education based on Christian principles" and "acquisition of specialized knowledge of economics." The Schedule to Chapter 1, Article 1, Paragraph 2 of the Kwansei Gakuin University Regulations stipulates the School's "objective concerning the fostering of human resources and other objectives of carrying out education and research" as follows: The School aims to develop in students specialized knowledge of economics, as well as the ability to analyze and assess real-world economic activities on the basis of that specialized knowledge; it also aims to develop in students, while firmly grounded in the University's basic philosophy — education based on Christian principles — fair views on society, a sense of morality respecting themselves and others, and the understanding of people living in diverse regions around the world and their respective cultures; and thereby aims to develop individuals who are capable of contributing to harmonious development in the world. [1-6]

With most students seeking employment in the private sector, the School of Economics develops individuals who are equipped with practical skills backed by specialized knowledge of economics, skills sought after by the business community, and who also have a fair sense of ethics relevant to present-day

society. The School also nurtures individuals who can contribute to society and better themselves, by ensuring that they acquire specialized knowledge and an extensive education, including several foreign languages, enabling them to better understand the diverse cultures and histories forming the background of real-world society, as well as the ability to effectively communicate with others. Given the abovementioned career trends and other circumstances, the philosophy and goals set by the School are appropriate. [1-12),1-13)]

♦ School of Business Administration

The School of Business Administration, whose predecessor, Kwansei Gakuin College's Department of Commerce, was founded in 1912, celebrates its centenary in 2012. The basic spirit of the School's education is grounded in "Mastery for Service," a principle imparted to students in a lecture by Dr. C. J. L. Bates, who then was Dean of the College's Department of Commerce and later served as the fourth Chancellor. This principle was later adopted as the School Motto of Kwansei Gakuin as a whole. The School's educational spirit is in line with the teachings of the Bible to the effect that a person who wishes to be a master should be a servant of humanity. This is an idea that expects students to acquire knowledge and use it to render service to society.

Commercial science is a field of study for systematically understanding and analyzing the roles played by businesses and other similar entities in present-day society, the principles of their actions and their mechanisms, the policies and management techniques employed by them, the impact caused by such policies and management techniques, and the importance of corporate social responsibility and corporate ethics. Commercial science thereby aims to explore how business activities should be pursued now and into the future. Any and all economic activities must be conducted by people for the benefit of people. Dr. Bates suggested, therefore, the importance of the recognition that economic activities should not be simply perceived as activities involving individuals and businesses, but as activities entailing obligations and responsibility to society.

To realize its philosophy and goals as stipulated in the Schedule to Chapter 1, Article 1, Paragraph 2 of the Kwansei Gakuin University Regulations[1-6)], the School of Business Administration emphasizes the development in students of the ability to always ask the true nature of a problem, without being easily influenced by rapid changes in society, and to make an appropriate decision based on logical thinking and multifaceted viewpoints. As its educational philosophy, the School aims to develop individuals equipped with the ability and independence to discover their own roles in a wide range of life activities and interactions with their surroundings, while deepening understanding of the current realities and future directions of all entities engaged in economic activities, whether for profit or for non-profit purposes; i.e., as its educational philosophy, the School aims at the development of businesspersons equipped with genuine creativity. This educational philosophy was announced to School members after being fully discussed by the Philosophy Committee established in the School, and serves as a guiding principle of the School's education, along with the School Motto.

Under this principle, the School has set specific educational objectives: the acquisition of advanced, specialized knowledge and management techniques, as well as instillation of a general culture that is indispensable to understanding the current, globally expanding economy and society; and the further development of communication abilities in diverse fields ranging from language and information technology to planning and proposal; and of the ability to make decisions. The School aims to produce individuals who can effectively work at the forefront of business, as well as specialists in accounting, tax affairs and other fields related to commercial science. To this end, the School designs its curriculum with the emphasis on linkage between theory and practice, and continues to provide the latest and most advanced information, based on close cooperation with the business community. In AY 2012, the previous curriculum was revised and re-launched as a new curriculum featuring a reorganized subject structure.

Concerning research, the School promotes research activities that take into consideration the exploration of new fields of research, while firmly maintaining the School's traditional research style, which respects the independence and freedom of its members.

As indicated in the preceding paragraphs, the philosophy and goals of the School of Business Administration are defined appropriately.

♦ School of Science and Technology

The philosophy and goals of the School of Science and Technology are defined as developing, via education and research in the fields of natural science and science & technology, the Qualities Expected of KG Graduates,[1-14)p.3] which define the knowledge and abilities that students should acquire to become World Citizens embodying the spirit of "Mastery for Service," the School Motto of KGU.[1-15] As the School's philosophy, the School of Science and Technology aims to conduct education and research on the basic principles of natural science and their application, and ultimately contribute to the progress of humanity, while being firmly grounded in natural science, science and technology, as well as the principles of Christianity constituting KGU's founding spirit. Under this philosophy, the School defines its goals as follows (abridged content from the original goal description): Conducting a wide range of advanced research in natural science and science and technology, covering fields from basic research through applied research; Developing individuals who are equipped with the ability to think flexibly, the ability to identify and solve problems, and creativity; Developing individuals with extensive education, sense of humanity and moral values that are cultivated on the basis of Christian principles; and Developing individuals who are capable of contributing to society by means of natural science and its technical application.

Regarding "objectives concerning the fostering of human resources and other objectives of carrying out education and research," the whole School and each department have set their respective objectives, which are specified in the Schedule to Chapter 1, Article 1, Paragraph 2 of the Kwansei Gakuin University Regulations, "Objectives concerning the fostering of human resources and other objectives of carrying out education and research."[1-6]

In AY 2009, the School of Science and Technology established two departments — Mathematical Sciences and Human System Interaction, and the School expanded and formed a new structure containing six departments, together with the pre-existing Departments of Physics, Chemistry, Bioscience and Informatics. The new structure allows the School to engage in a broader scope of education and research.[1-16] As a result of this expansion, the number of laboratories involved with engineering-related fields increased, leading to an even closer relevance to society. In view of this situation, the School revised its principles and goals to incorporate the explicit wording, "science and technology," as indicated above. This made the principles and goals more appropriate for the School of Science and Technology.

♦ School of Policy Studies

The School of Policy Studies defines its basic philosophy as "Coexistence between people and nature, coexistence among people."[1-17)p.2] Regarding its "objective concerning the fostering of human resources and other objectives of carrying out education and research," the School stipulates these in the Schedule to Chapter 1, Article 1, Paragraph 2 of the Kwansei Gakuin University Regulations[1-6] as the "development of individuals equipped with the abilities to identify and research issues and problems lying behind the complex and advanced society of today, and to find solutions and frame necessary policies for them." In achieving this philosophy and related goals, the School has set five principles: "thorough humanization," "orientation toward practical studies," "efforts toward generalization," "complete informatization," and "pursuit of internationalization." From the viewpoint of "human ecology," the School has designed a curriculum featuring a cross-disciplinary, multi-layered structure involving a wide variety of disciplines,

such as politics, economics, sociology, business administration, law, engineering, science, linguistics, culture and thought. Based on this curriculum, the School conducts comprehensive and specialized education and research, under the banner of "Think globally, act locally."

In an effort to further develop the School after its establishment in 1995, the School added in AY 2009 two departments — the Department of Urban Studies and the Department of International Policy Studies — to especially examine the spate of global problems that still persist, or are being repeated, in the 21st century (e.g., financial crises, terrorist attacks, enormous natural disasters, widening inequality). With the addition of these two departments, the School developed into a structure comprising four departments, together with the pre-existing Departments of Policy Studies and Applied Informatics. Each department defines its "objective concerning the fostering of human resources and other objectives of carrying out education and research" [1-6] as follows: (1) The Department of Policy Studies aims to develop individuals who are equipped with a comprehensive vision, and problem-solving and policy-making abilities that are adaptable to changes in the technological environment and macro changes in society, and who are capable of maintaining and developing the natural, cultural and social environment on a global scale, and thereby contributing to the international community; (2) The Department of Applied Informatics aims to solve problems regarding a variety of issues from a human-oriented perspective, by comprehending the essence of information and communications technology and information media, which are ever progressing, in order to achieve well-being in society on the basis of digital networks. The Department also aims to develop individuals who are capable of disseminating information to the public by using diverse media, including those featuring image expression; (3) The Department of Urban Studies aims to develop individuals who are equipped with the techniques to control urban space and environments, as well as knowledge of policies for social development and urban management, along with the relevant skills, and who are thus capable of solving diverse urban problems. The Department conducts comprehensive and specialized education and research, particularly regarding technologies for creating comfortable urban spaces (urban design) and measures for sustainable urban management (urban management); and (4) The Department of International Policy Studies aims to develop individuals who have the abilities to shape and formulate policies, from both comprehensive and specialized viewpoints, regarding peace-building, international development, human rights protection and other issues pursued by the United Nations, and who have the ability to solve problems in a practical way. The Department conducts comprehensive and specialized education and research from both theoretical and practical perspectives on a range of policy issues, such as "peace-building in the international community," "international development," and "expansion and advocacy of the international human rights regime."

As described above, the School of Policy Studies has set an appropriate philosophy and goals, at both the school and department levels, in light of its traditions developed since its establishment.

♦ School of Human Welfare Studies

1) Philosophy

The School of Human Welfare Studies defines its philosophy (mission) as making a contribution to enhancing the quality of human life and establishing a society that facilitates it, by means of providing solutions to issues and problems regarding humans, society and their "transactions," on the basis of the principle of Christianity. This philosophy is intended to cultivate a "welfare-conscious" mind capable of tackling a range of life issues in the current super-aging society combined with a declining birthrate, as well as problems of economic disparity and social isolation. Based on this philosophy, the School aims to contribute to human well-being, by developing and implementing policies and approaches to reduce incompatibilities and incongruities in the dual structure of human relationships, with a particular focus on the "transactions" between human beings as ordinary individuals leading their daily lives on one hand, and society as a life environment on the other. To promote the establishment of a welfare society,

it is necessary that a wide range of citizens have opportunities, and make efforts, to participate in and contribute to society; and importantly, the existence of individuals who can lead such efforts from a specialist and professional standpoint is an integral part of this process.

As the basic philosophy in developing the said individuals, the School of Human Welfare Studies emphasizes the acquisition of the three Cs, i.e., Compassion (generous understanding of others), Comprehensiveness (holistic views) and Competence (advanced problem-solving skills), and promotes them as the key concepts commonly applicable to all its departments. Since the School's establishment, as a "center of practical science," the School of Human Welfare Studies has maintained the aforementioned philosophy, goals and "objective concerning the fostering of human resources and other objectives of carrying out education and research," and stipulates them in the Schedule to Chapter 1, Article 1, Paragraph 2 of the Kwansei Gakuin University Regulations. [1-6),1-18)]

2) Goals and objectives

The School of Human Welfare Studies defines and pursues its specific goals and objectives as the development of individuals who possess specialized values, knowledge and skills regarding human welfare, and who can display them in practical fields or businesses related to social welfare, education, health and international assistance; as well as individuals who aim to pursue research in the said disciplines. Under these School goals and objectives, the departments define their respective goals and objectives as described as follows: (1) The Department of Social Work encourages students to explore a career path in a field related to social welfare, or to acquire a deep comprehension of the field of social welfare; (2) The Department of Social Organization Development encourages students to increase their interest in social organization development and deepen their comprehension of this field, while participating in social contribution activities in both domestic and international settings; (3) The Department of Holistic Human Sciences encourages students to increase their interest in disciplines dealing with spirituality, such as thanatology, bioethics and grief studies, or those dealing with physical themes (sports, health, etc.), and to explore a career path relating to any of these fields of study, or acquire a deep comprehension of such fields.

In AY 2011, the year the School produced its first graduates, a remarkably high percentage of job-seeking students in all departments successfully obtained employment after graduation. Regarding students in the Department of Social Work, the percentage of students who obtained specialist jobs in healthcare- and welfare-related fields generally increased, compared with when the Department belonged to the School of Sociology. Most students in the Department of Social Organization Development obtained employment in the private sector, and are assumed to effectively work as welfare-minded individuals. Students in the Department of Holistic Human Sciences also achieved notable job-hunting results, especially in the fields of teaching and civil service. [1-19)p.14]

♦ School of Education

The School of Education, founded in April 2009, defines its philosophy, goals and educational objectives as described below. [1-20)p.1-6,Fig.1,Fig.2]

The School of Education defines its basic philosophy as "understanding of children," while emphasizing KGU's philosophy, i.e., the cultivation of students' character based on the principles of Christianity. To examine the growth and development of children, it is necessary to first understand their development during infancy, based on which further understanding should be accumulated regarding their childhood and puberty. The School's philosophy, "understanding of children" is an important and fundamental concept in applied education, a field of study that focuses not only on infancy but also on the school education period, from elementary school to high school, as well as on other educational activities and practices conducted in society at large, while considering the necessary approaches to support these educational efforts. The School has also set three key educational concepts, i.e., "ability to execute,"

"ability to educate" and "leadership":

Ability to execute: the capability to practice educational activities in the extensive field of education, with a devoted attitude, affection for children and an excellent ability to teach

Ability to educate: the capability to educate and support children, with a high sense of mission and substantial knowledge and competence

Leadership: possession of comprehensive judgment, wider vision, thoughtfulness, rich humanity, sensitive awareness of human rights, and great communication ability; and the capability to effectively make use of these qualities in practical settings

The School's educational and research goal is to equip students with these three "strengths" and develop them into educators who can tackle the complex and challenging educational problems existing today, while standing on the principle of "understanding of children."

While the School has continued educational and research activities under the abovementioned philosophy and goals, the School has reviewed its philosophy, goals and educational objectives in accordance with its reorganization scheduled for AY 2013. The Department of Early Childhood and Elementary Education and the Department of Applied Education, the two departments that had comprised the School since its establishment, were decided to be reorganized into one department, the Department of Education, in which the Educational Science Course was planned to be introduced. With respect to the School's philosophy and goals, the School added the following content to the pre-existing description of its philosophy and goals: The School aims to foster educators who have a deeper understanding of children, as well as a greater ability to execute and educate, and leadership, by enriching subjects in educational science. This addition made the School's philosophy and goals more definite. The School's goals are stipulated in the Schedule to Chapter 1, Article 1, Paragraph 2 of the Kwansei Gakuin University Regulations. [1-6)]

♦ School of International Studies

Upon its establishment in April 2010, the School of International Studies set its philosophy and goals, which were stated in the "purpose of establishment" section in the notification of establishment submitted to the Ministry of Education, Culture, Sports, Science and Technology (MEXT).[1-21)p.2] The School's "objective concerning the fostering of human resources and other objectives of carrying out education and research" are defined as described below, which are also stipulated in the Schedule to Chapter 1, Article 1, Paragraph 2 of the Kwansei Gakuin University Regulations.

The School of International Studies has set "development of a global mindset" as its educational and research philosophy. To fulfill this philosophy, the School has set "the understanding and analysis of issues regarding international affairs" as its educational and research goal. By achieving this goal, the School aims to foster individuals who can fully display their abilities in the international business arena and in international civil society as World Citizens equipped with a global mindset (the ability to promote global understanding and international understanding) and sense of humanity. The motto of the School is "Be a world citizen who renders service to humanity."

The School's educational and research goal, "the understanding and analysis of issues regarding international affairs," requires students to develop a high level of foreign language proficiency, as well as the capability to understand and analyze each region around the world from diverse perspectives (especially from the viewpoints of the humanities and social sciences). The School is distinctive in that it effectively uses the synergy between several disciplines in the "vertically" categorized academic fields ("Culture and Language" "Society and Governance" and "Economics and Management"), conducts cross-disciplinary education and research in the "horizontally" categorized regional research courses (North American Studies and Asian Studies), and thereby helps students increase their "global understanding" and "international understanding" from a flexible and broad perspective. The School has

positioned such an educational and research approach, as a whole, as international studies.

The School of International Studies aims to foster individuals capable of developing insights into global situations from a broader perspective. In this respect, through deeply studying North America and Asia, with which Japan has pursued active exchanges in a variety of aspects, is especially meaningful for acquiring the ability to comprehensively analyze situations occurring around the world. This is the reason why the School comprises both the North American Studies Course and the Asian Studies Course. The primary common feature of these courses is how they provide students with comprehensive learning encompassing the fields of "Culture and Language," "Society and Governance" and "Economics and Management." This enables students to acquire an ability to think flexibly, helping them analyze a given issue from diverse viewpoints. Such a multifaceted view serves as an important weapon for surviving times of rapid change. The School requires all students to study abroad, in principle. Interaction with native (or quasi-native) speakers of foreign languages and their cultures is a great advantage in developing a global mindset. Globally-minded individuals will be able to obtain employment in an ever-expanding range of fields where they will be able to fully display their abilities. The School's philosophy, "development of a global mindset," and the nurture of World Citizens based on this philosophy will continue to be an endeavor required by the times.

Graduate Schools   1-1-(1)

♦ Graduate School of Theology

As in the case of the School of Theology, the Graduate School of Theology aims, while maintaining the basic philosophy inherited since KG's foundation, to foster professionals with the advanced specialized knowledge necessary for playing a leading role in various fields, such as the Christian church, school education based on Christian principles, social welfare and social activities. The Graduate School also aims to develop individuals who have a breadth of knowledge of Christianity, and who can, in this multi-polar society, exercise their deep insight to identify, address and solve specific social and global issues and problems. These goals are stipulated in the Schedule to Chapter 1, Article 3, Paragraph 3 of the Kwansei Gakuin University Graduate School Regulations, "Objectives concerning the fostering of human resources and other objectives of carrying out education and research." [1-22)]

The Graduate School of Theology provides learning opportunities in its single Graduate Department of Theology, which are divided into four research fields (the biblical field, the historical and cultural field, the systematic and thought field, and the practical field). The Graduate School conducts research and education in such a manner that students choose their own research theme, and then deepen that chosen theme through academic and personal interaction with their academic advisors, in order to acquire an academic degree (Master's, Doctorate). During the first half of the doctoral program, students in the Christian Theology and Missionary Work Course study under a curriculum designed to develop practical abilities for serving as leaders in the Christian community. Students in the Christian Thought and Culture Course study a range of subjects aimed at deepening their specialized knowledge and thinking particularly in the fields of Christian history, culture and thought. Meanwhile, the second half of the doctoral program is intended to foster researchers specializing in theology. The program helps students acquire a higher level of knowledge necessary to carry on advanced research in theology, sufficient academic ability to author research papers and make presentations at academic conferences, and a good command of classical and foreign languages necessary to read and comprehend relevant literature. By helping students intensively work on research in their field of specialization over a period of three years, the program aims at developing them into individuals capable of contributing to society and churches as specialists in theology. The educational objectives and the purposes of human resource development in the Graduate

School of Theology are as follows:

(1) Promoting advanced research in Christian theology and in Christian thought and culture: The Graduate School provides instruction for students so that they can deepen their specialized knowledge and thinking, building on the basic knowledge of theology, and conduct excellent and unique research in their field of specialization.

(2) Fostering specialized professionals engaging in Christian missionary work (missionaries): The first half of the doctoral program in the Christian Theology and Missionary Work Course is particularly intended to develop individuals who are ready to serve in the field of missionary work, as instructors in church service, preachers and pastors. The Graduate School also aims to develop in students the ability to theoretically reflect on experiences obtained in church-related activities, and effectively make use of these experiences in future practice.

(3) Fostering full-fledged members of society equipped with comprehensive knowledge: The Graduate School aims to develop in students a breadth of knowledge of Christianity, while encouraging them to learn the essence of Christianity, and also to develop individuals who can, in this multi-polar society, exercise their deep insight to identify specific social and global issues and problems, and address and solve them from a Christian standpoint. [1-23]

In response to the graduation of the first undergraduate students under the School of Theology's course system, in AY 2008, the Graduate School of Theology also launched, and aims to further development, a course system that provides two courses: the Christian Theology and Missionary Work Course and the Christian Thought and Culture Course. This and other significant measures rest on the philosophy and goals as described in this section. While maintaining the founding spirit inherited since the establishment of KG, the philosophy and goals of the Graduate School of Theology reflect the changes of the times and the new needs of today. In this context, the Graduate School's philosophy and goals are defined appropriately.

♦ Graduate School of Humanities

The philosophy and goals of the Graduate School of Humanities are the fostering of human beings well-grounded in profound scholarship in the humanities, and making a contribution to society by conducting outstanding levels of academic research, as provided in the Schedule to Chapter 1, Article 3, Paragraph 3 of the Kwansei Gakuin University Graduate School Regulations, "Objectives concerning the fostering of human resources and other objectives of carrying out education and research." In pursuit of its philosophy and goals, the Graduate School is expected to proceed with research activities relevant to the current progress in advanced academic research in the humanities, cultivate students' character, and return the fruits of such research activities to the academic and educational communities and the general public. To be specific, the Graduate School attaches importance to the development of specialized researchers capable of making a great contribution to their chosen discipline, the development of advanced specialized professionals capable of applying their high levels of expertise and effectively working in various arenas in real-world society, and the nurturing of human beings with sophistication and intelligence who can support the knowledge-based society. [1-22],[1-24]

The educational and research objectives of the three graduate departments in the Graduate School of Humanities are as follows: The Graduate Department of Culture and History conducts advanced education and research on the basic structure and history of human beings who have lived in space and time, while seeking the ideals of truth, goodness and beauty; The Graduate Department of Integrated Psychological Sciences conducts advanced education and research on the psychological aspects of human beings living in contemporary society, including their ideals and pathology, from cognitional, behavioral and developmental perspectives; The Graduate Department of Literature and Linguistics conducts advanced education and research on the activities of human beings who have languages and form cultures, from the

aspects of both literature and linguistics. In addition to these, the three graduate departments have set the following common goals: The first half of the doctoral program, positioned at the first stage toward the fostering of researchers, conducts education and research linked to the second half of the said program, and develops human beings who can contribute to society with a high level of scholarship and creativity. The second half of the doctoral program aims at developing excellent researchers with a doctorate degree who are expected to inherit and promote advanced research. [1-22),1-25)]

♦ Graduate School of Sociology

The Graduate School of Sociology strives to develop and enhance its activities in applied and advanced research in the first half and the second half of its doctoral program, and makes efforts to foster advanced specialized professionals who can contribute to society by returning the fruits of such research activities to the general public. In the present-day world, people lead daily lives that involve increasingly complex and multifaceted issues. In view of this situation, in parallel with the development of advanced specialized professionals, the Graduate School also aims to respond to the needs of society by achieving further advancement of research activities to provide specialized knowledge and the fostering of researchers with excellent research competence.

By setting "social research" and "socio-literacy" as its key concepts, the Graduate School aims to develop in students the ability to apply theoretical and empirical research to discover specific solutions to real-world issues and problems. The first half of the doctoral program includes the Social Research Specialist Course, with a view to responding to the specific needs of the business community seeking specialists in social research, while placing emphasis on grounding students in sociology. The second half of the doctoral program cooperates with the University's Institute for Advanced Social Research to foster young researchers who engage in unique research activities and who thereby play a leading role in the international academic community. These goals of the Graduate School are specified in the Schedule to Chapter 1, Article 3, Paragraph 3 of the Kwansei Gakuin University Graduate School Regulations, "Objectives concerning the fostering of human resources and other objectives of carrying out education and research," and also on KG's official website. [1-22),1-26)]

♦ Graduate School of Law and Politics

As in the case of the School of Law and Politics, the Graduate School of Law and Politics pursues the philosophy "Social Approach," the meaning of which is described in Section 1-(1) "School of Law and Politics."

Based on this philosophy and an education grounded on Christian principles, the Graduate School of Law and Politics aims to develop capable individuals with advanced specialized abilities who value the liberty, human rights and justice that underlie law and politics, and who have a high motivation to render service to society, by means of conducting thorough research into law and politics that is firmly grounded in a broad, profound social perspective and education. The Graduate School thereby aims to practice the founding spirit of Kwansei Gakuin University, "Mastery for Service." [1-27)] Each graduate department and doctoral course has set their respective goals as specified below:

Graduate Department of Law and Politics: aims to develop capable individuals with advanced specialized abilities who value the liberty, human rights and justice that underlie law and politics, and who have a high motivation to render service to society, by means of conducting thorough research into law and politics that is firmly grounded in a broad, profound social perspective and education.

Graduate Department of Political Science: aims to equip students with advanced research abilities, enabling them to independently pursue research activities in the field of politics and public law, imbued with a rich scholarship forming the basis of such research abilities, and also to help

students acquire the capabilities to engage in highly specialized professions, while applying the said research abilities.

Graduate Department of Basic Studies of Law: aims to equip students with advanced research abilities enabling them to independently pursue research activities in the field of basic law, imbued with a rich scholarship forming the basis of such research abilities, and also to help students acquire the capabilities to engage in highly specialized professions, while applying the said research abilities.

Graduate Department of Civil and Criminal Law: aims to equip students with advanced research abilities enabling them to independently pursue research activities in the field of civil and criminal law, imbued with a rich scholarship forming the basis of such research abilities, and also to help students acquire the capabilities to engage in highly specialized professions, while applying the said research abilities.

The first half of the doctoral program: aims to develop, on the basis of the philosophy "Social Approach," capable individuals with advanced specialized abilities who value the liberty, human rights and justice that underlie law and politics, and who have a high motivation to render service to society, by means of conducting thorough research into law and politics that is firmly grounded in a broad, profound social perspective and education.

The second half of the doctoral program: aims to equip students, on the basis of the philosophy "Social Approach," with advanced research abilities enabling them to independently pursue research activities, imbued with a rich scholarship forming the basis of such research abilities, and also to help students acquire the capabilities to engage in highly specialized professions, while applying the said research abilities.

These goals are stipulated in the Schedule to Chapter 1, Article 3, Paragraph 3 of the Kwansei Gakuin University Graduate School Regulations. [1-22)]

♦ Graduate School of Economics

The Graduate School of Economics defines its basic educational philosophy as making a contribution to the advancement of economics by fostering researchers as a higher education institution specializing in economics, and by researching theories and applications in economics as a research institution.

The Graduate School's "objective concerning the fostering of human resources and other objectives of carrying out education and research" are stipulated, as described as follows, in the Schedule to Chapter 1, Article 3, Paragraph 3 of the Kwansei Gakuin University Graduate School Regulations: "For students who aspire to progress to a higher level of research, the Graduate School provides a wide range of opportunities for specialized research in economics, helping them to acquire a multifaceted view and a global outlook, as well as higher levels of analysis and application abilities regarding economic issues. For mid-career professionals, the Graduate School helps them to integrate their professional experience and research ability in economics, thereby developing advanced professionals prominent in the ability to discover problems and find realistic solutions to them." [1-22)] The Graduate School aims to fulfill these objectives by achieving the following educational objectives:

(1) Establish a system enabling the Graduate School to incorporate new academic trends into its research and educational activities even more promptly, in consideration of progress made within the economics academic community.

(2) Design a diverse course menu aimed at integrating academicism and practical work, by promoting cooperation with other Graduate Schools, with a view to nurturing specialists and advanced professionals. [1-28)]

♦ Graduate School of Business Administration

The "objective concerning the fostering of human resources and other objectives of carrying out education and research" of the Graduate School of Business Administration are defined, as described below, in the Schedule to Chapter 1, Article 3, Paragraph 3 of the Kwansei Gakuin University Graduate School Regulations:

"The Graduate School of Business Administration produces 'researchers and specialized professionals with a high level of analytical skills and a deep insight into organizational operation,' with the objective of realizing the School Motto, 'Mastery for Service,' in the six fields of research: management, accounting, marketing, finance, business information, and international business. To this end, the Graduate School aims to nurture human resources with advanced expertise, rich humanity and a theoretical knowledge base, via its five-year integrated course, Research Course, and two-year Specialized Academic Course." [1-22]

Based on the said objectives, the Graduate School's educational philosophy is designed to embody the concept of the School Motto, "Mastery for Service," while aiming at the inheritance of traditions and the pioneering of new fields of research. The educational philosophy is explained in the following excerpt:

"The Graduate School of Business Administration established its Master's program in 1953, two years after the foundation of the School of Business Administration in 1951, as well as a doctoral program in 1961. The Graduate School has made efforts to introduce new approaches in the traditional areas of research in the Graduate School's six fields, i.e., management, accounting, marketing, finance, business information, and international business, and to develop new research themes and solutions for them in interdisciplinary fields. The Graduate School also identifies a range of issues and problems currently facing the economy, society and individual businesses amid the rapidly changing business and economic environment, and deals with the underlying theories and principles of such issues and problems as its research and educational themes. At the Graduate School, individual researchers pursue such new research themes, endeavor to inherit traditions of the School and pioneer new fields of research, and strive to continually advance their research efforts, while ensuring that their research outcomes help advance the Graduate School's education. Through these efforts, the Graduate School of Business Administration aims, as its educational philosophy, to produce 'researchers and specialized professionals with a high level of analytical skills and a deep insight into organizational operation,' while realizing the School Motto, 'Mastery for Service'." [1-29),1-30)]

♦ Graduate School of Science and Technology

The Graduate School of Science and Technology has set its philosophy and goals with the aim of nurturing World Citizens through education and research in further advanced specialized fields, while maintaining the concept of the philosophy and goals of the School of Science and Technology. [1-31] As the Graduate School's philosophy, the Graduate School of Science and Technology aims to conduct advanced research on the basic principles of natural science and their application, and thereby aims to contribute to the advancement of natural science and science and technology, and ultimately to the progress of humanity. Under this philosophy, the Graduate School defines its goals as follows (abridged content from the original goal description): Conducting a wide range of cutting-edge research in natural science and science and technology covering fields from basic research through applied research; Developing advanced specialized professionals and researchers who possess specialized knowledge and a high level of research skills, and who can conduct research activities from a broader perspective; Actively accepting researchers from private businesses and other organizations, as well as non-Japanese students and researchers, while attaching importance to the return of research results to the public and cooperation with the international community; and Cultivating the ability to discover and solve issues and problems, as well as to conduct applied cutting-edge research and return the results of such research to society at large, while emphasizing practical education in each laboratory.

Regarding the Graduate School's "objective concerning the fostering of human resources and other objectives of carrying out education and research," the whole Graduate School and each graduate department have their respective objectives, which are specified in the Schedule to Chapter 1, Article 3, Paragraph 3 of the Kwansei Gakuin University Graduate School Regulations. [1-22]

The Graduate School of Science and Technology provides education with an emphasis on developing research capabilities, aiming at producing scientists and engineers who can play a pivotal role in society. [1-32)p.25] As in the case of the School of Science and Technology, the philosophy and goals of the Graduate School were also revised to incorporate the explicit wording, "science and technology." This made the description of the Graduate School's aim more definite. In response to the addition of departments in the School of Science and Technology in AY 2009, the Graduate School also added new graduate departments, conducting research activities in a wider range of fields, in line with the concepts expressed in its philosophy and goals. Especially regarding the projects adopted in MEXT's Private University Strategic Research Foundation Support Program, cross-departmental cooperation is accelerated, providing a good stimulus for students. [1-33]

♦ Graduate School of Policy Studies

The Graduate School of Policy Studies established its Master's program in 1999 (later reorganized as the first half of the doctoral program), and the second half of the doctoral program in 2001. Similar to the School of Policy Studies, whose undergraduate education forms the basis of the Graduate School's education, the Graduate School of Policy Studies defines its basic philosophy as "Coexistence between people and nature, coexistence among people." [1-34]

As its "objective concerning the fostering of human resources and other objectives of carrying out education and research," the Graduate School aims to foster advanced specialized professionals capable of playing a leading role in multiple fields in society, as well as individuals with sufficient specialized abilities to work as researchers, and to this end, the Graduate School strives to develop in students, via a practical approach, the advanced ability to discover problems, the ability to comprehensively understand, from diverse viewpoints, the various problems existing in present-day society, as well as to develop high level policy-making skills necessary to address such problems. This objective is specified in the Schedule to Chapter 1, Article 3, Paragraph 3 of the Kwansei Gakuin University Graduate School Regulations, "Objectives concerning the fostering of human resources and other objectives of carrying out education and research," and also on KG's official website. [1-22] Regarding these objectives, the Graduate School recognizes the necessity to ensure "diversity of viewpoints" and "practicality and cooperation with real-world society." The Graduate School therefore places emphasis on three points: (1) providing diverse viewpoints in research, (2) promoting practical research based on cooperation between industry, government, academia and the public, and (3) accepting students with diverse backgrounds.

The first half of the doctoral program helps students deepen their theoretical understanding of policy-making and evaluation in particular, and acquire multifaceted research techniques to discover and solve problems. In parallel with this, each student engages in thematic research on a specific policy issue, while receiving instruction from a number of faculty members with different backgrounds. Through this approach, the first half of the doctoral program aims to develop individuals with practical and advanced policy-making skills. Meanwhile, the second half of the doctoral program aims at producing specialized researchers capable of elucidating various issues/problems in present-day society and creating innovative knowledge conducive to problem-solving, while building on the theoretical views, multifaceted research techniques and practical training that are provided during the first half of the program. To produce such researchers, the second half of the doctoral program provides effective research guidance to help students prepare dissertations, together with a clear explanation of the process of acquiring a doctoral degree.

In an effort to attain the abovementioned philosophy and goals, the Graduate School of Policy Studies

organizes the Research Consortium as an institution for research cooperation between industry, government and academia, with the aim of promoting research cooperation and human resource exchange with private businesses, research institutes, national/local government bodies and other organizations. Comprising members from business and other organizations, as well as the Graduate School's faculty and students, this consortium holds general meetings in May every year, as well as commemorative projects. Through this and other efforts, the Graduate School strives to fulfill its philosophy and goals. [1-35]

As described above, the Graduate School of Policy Studies has set appropriate philosophy and goals, in light of the tradition it has developed since its establishment.

♦ Graduate School of Language, Communication, and Culture

The Graduate School of Language, Communication, and Culture defines its philosophy as making a contribution to society by producing, under KGU's basic philosophy, individuals with advanced language communication skills who possess rich humanity and a global/cultural outlook based on the University's founding spirit, along with a high level of academic expertise.

To realize this philosophy, the first half of the doctoral program helps students develop advanced language communication skills, based on which it promotes comprehensive research on language, communication and culture by providing opportunities to conduct research in the following fields: Linguistic Science, which investigates real situations regarding language and its usage; Cultural Linguistics, which studies the deep relationship between language and culture; Linguistic Education, which explores the methodology for effective education in language communication skills; and Japanese-language Education, which researches methods for instructing Japanese as a foreign language. In the second half of the doctoral program, the breadth of knowledge and research abilities developed during the first half of the program culminate in highly advanced research activities specializing in the theoretical elucidation of language communication skills. While receiving guidance for preparation of doctoral dissertations, students are encouraged to further deepen their research from a comprehensive and specialized perspective, and thereby contribute to the development and deepening of the academic field of language, communication and culture.

These goals are stipulated in the Schedule to Chapter 1, Article 3, Paragraph 3 of the Kwansei Gakuin University Graduate School Regulations, "Objectives concerning the fostering of human resources and other objectives of carrying out education and research." [1-22]

Based on the abovementioned philosophy and goals of the first and second half of the doctoral program, the Graduate School ensures that subjects for developing language communication skills are primarily instructed by native speakers, and that class instruction is given in the target language, in principle. Through this approach, the Graduate School aims to turn out students equipped with advanced language communication skills befitting graduate students. The Graduate School also aims at fostering researchers with excellent research abilities, by providing finely-tuned research guidance for each student. Regarding the Japanese-language Education program, assuming that students will teach as Japanese language instructors in due course, the Graduate School provides them with opportunities to observe actual Japanese classes, with the aim of producing students with the practical ability to independently design Japanese-class instruction plans and implement them.

♦ Graduate School of Human Welfare Studies

1) Philosophy

The philosophy and goals of the Graduate School of Human Welfare Studies are defined, as described below, in the statement of purpose of its establishment, which was submitted to MEXT in 2007: With a view to addressing the increasingly complex social welfare-related issues and problems that arise in "transactions between humans and society (environment)," Kwansei Gakuin University has established

the Graduate Department of Human Welfare Studies, in the Graduate School of Human Welfare Studies, as a base of graduate education and research capable of addressing such issues and problems from various aspects, such as a wider range of research and education, and thereby making a valuable contribution to society. [1-36)] In AY 2011, the Graduate School made public the basic philosophy behind its curriculum via KG's official website, after repeated discussions concerning the Graduate School's philosophy and goals at meetings of the Graduate School Committee for Deliberation of Issues, and the Graduate Faculty Board. Specifically, while standing on the basis of KG's founding spirit, i.e., education based on Christian principles, and of the School Motto, "Mastery for Service," the Graduate School aims to develop in students the ability to thoroughly analyze social, psychological, political and economic issues/problems that are becoming increasingly diverse, against the background of ever-changing values amid rapid globalization and the rapid aging of society combined with a declining birthrate. The Graduate School also develops in students high level practical and empirical research skills conducive to solving various problems, by employing an interdisciplinary approach resting on social welfare studies. Through these efforts, the Graduate School aims to foster researchers and other professionals capable of playing a leading role not only in the scope of conventional social welfare studies but also in other related fields. This is what the Graduate Department of Human Welfare Studies in the Graduate School of Human Welfare Studies pursues as its educational and research goals (mission). The first half of the doctoral program provides education in fields regarding human welfare, while placing emphasis on the development of individuals who possess high levels of scholarship and advanced specialized knowledge, as well as research, analysis and policy-making skills, and who can contribute to society by employing their specialized abilities for a variety of purposes. The first half of the doctoral program also provides research guidance and education, in consideration of advancement to the second half of the program.

2) Goals and objectives

The first half of the doctoral program defines its educational and research goals as the development of individuals with high level specialized knowledge and problem-solving abilities, while the second half of the program defines them as the development of individuals with advanced and creative research abilities. As the basic philosophy of the Graduate School's curriculum, eight specific items are designated for the first half of the program, and five for the second half of the program. [1-36)] The Graduate School's objective concerning the fostering of human resources is specified in the Schedule to Chapter 1, Article 3, Paragraph 3 of the Kwansei Gakuin University Graduate School Regulations: "The first half of the doctoral program provides education in fields regarding human welfare, aiming at equipping students with high levels of scholarship and advanced specialized knowledge, as well as research, analysis and policy-making skills, and thereby developing individuals who can contribute to society by employing their specialized abilities for a variety of purposes in society." "The second half of the doctoral program aims at developing individuals who are equipped with advanced research abilities in the field of human welfare, and who can acquire a doctoral degree based on the inherited knowledge of academic research and the students' own original research." [1-22)]

3) Educational objectives

Specific educational objectives are as follows:

[The first half of the doctoral program]

(1) Development of the ability to understand, and realize in practice, the values of KG's founding spirit — education based on Christian principles, and the philosophy of the School Motto, "Mastery for Service"; (2) Acquisition of the values, ideas, theories and history that underlie human welfare, as well as its academic methods; (3) Research in the field of social welfare studies regarding children, the elderly, the disabled and others; (4) An understanding of theories regarding social work, and development of the ability to analyze and develop methods for social work practice; (5) Acquisition of

the ability to analyze and solve problems regarding social welfare policies, social security, social welfare-related administration and public finance, and international welfare; (6) An understanding of, and development of practical abilities regarding essential issues concerning the life and death of human beings, as well as theories concerning health, sports and the human body; (7) Acquisition of research techniques and analytical and policy-making skills in fields regarding human welfare; and (8) Development of the ability to supervise relevant specialist workers.

[The second half of the doctoral program]

(1) Development of individuals who understand Christian principles and the philosophy of the School Motto, "Mastery for Service," as well as the values of social welfare, and who will be able to take a leadership role in contributing to academic advancement and the well-being of people living in contemporary society, by conducting research and educational activities regarding human welfare; (2) Acquisition of knowledge of scientific methodology regarding human welfare; (3) Cultivation of the ability to analyze and conceptualize issues and problems regarding human welfare from a scientific viewpoint, by reading/authoring relevant papers, books and other materials available/published domestically and internationally; (4) Development of individuals capable of practicing advanced quantitative and qualitative research techniques in various fields; and (5) Fostering of researchers.

Since its establishment in April 2008, the Graduate School of Human Welfare Studies has conducted educational and research activities in accordance with the aforementioned philosophy and goals, turning out quite a number of capable individuals with academic degrees (Master of Arts in Human Welfare Studies: 29 students; Doctor of Philosophy in Human Welfare Studies: 11 students). [1-37] In this context, the philosophy and goals of the Graduate School of Human Welfare Studies are appropriate.

These philosophy and goals are being constantly reviewed by the Graduate School Committee for Deliberation of Issues and the Graduate Faculty Board, in an effort to accommodate changes in social needs resulting from changes in social and other situations. Based on such review efforts, in AY 2012, the Graduate School added new subjects and employed part-time instructors, etc., thereby enhancing the quality of its curriculum in line with the Graduate School's philosophy and goals. [1-38]

The basic philosophy of the Graduate School's curriculum is made public via KG's official website. [1-39]

♦ Graduate School of Education

The Graduate School of Education, founded in April 2009, defines its philosophy, goals and educational objectives as described below. [1-40]p1-3 Fig. 1

The Graduate School of Education defines its basic philosophy as "the understanding of children," while emphasizing KGU's philosophy, i.e., the cultivation of students' character based on the principles of Christianity. The Graduate School also sets three key educational concepts: "ability to execute," "ability to educate" and "leadership":

Ability to execute: the capability to practice educational activities in the extensive field of education, with a devoted attitude, affection for children and an excellent ability to teach

Ability to educate: the capability to educate and support children, with a high sense of mission and substantial knowledge and competence

Leadership: possession of comprehensive judgment, wider vision, thoughtfulness, rich humanity, sensitive awareness of human rights, and great communication ability; and the capability to effectively make use of these qualities in practical settings

The Graduate School's educational and research goal is to equip students with these three "strengths" and develop them into educators (specialized educators) or researchers who can tackle the complex and challenging educational problems of today, while standing on the basis of "the understanding of children," and who can take a leadership role based on a high level of expertise. This goal is stipulated in the

Schedule to Chapter 1, Article 3, Paragraph 3 of the Kwansei Gakuin University Graduate School Regulations.

While the Graduate School has continued educational and research activities under the abovementioned philosophy and goal, the Graduate School has reviewed its philosophy, goals and educational objectives in accordance with its reorganization scheduled for AY 2013. The two-field structure, which consisted of the fields of Early Childhood Pedagogy and Applied Pedagogy that had comprised the Graduate School since its establishment, was decided to be reorganized into a three-course structure comprising the Early Childhood Education Course, the Elementary and Secondary Education Course and the Applied Education Course. Via this structure, the Graduate School aims to develop individuals who possess a highly specialized knowledge and the ability to develop theories, with clear focus on education receivers and the level of content specialization, and who can provide specific support well-adapted to the realities of education. This revision has made the Graduate School's philosophy and goals more definite.

♦ Law School

The Law School lays down its philosophy and goals as described below, which is made public on KG's official website. [1-41] Its "objective concerning the fostering of human resources and other objectives of carrying out education and research" are stipulated in the Schedule to Chapter 1, Article 2, Paragraph 2 of the Kwansei Gakuin University Professional Graduate School Regulations. [1-42]

<Philosophy>

As a professional graduate school (graduate law school) specializing in fostering advanced specialized professionals working in the "three legal professions" (judges, public prosecutors and lawyers), Kwansei Gakuin University Law School pursues the philosophy of supporting the legal community of the 21st century, by fostering legal professionals who can contribute to society. To this end, the Law School helps students acquire specialized knowledge and cultivate their rich humanity, a sense of responsibility, and a high level of ethics.

<Legal professionals to be fostered>

"Human rights-sensitive legal professionals supportive of ordinary citizens," "Legal professionals with strength in corporate legal affairs" and "Legal professionals who can effectively work in the international arena"

"Human rights-sensitive legal professionals supportive of ordinary citizens":

Amid an increasingly complex and diverse society, there is a growing need for pro- citizen legal professionals who can serve society from the standpoint of the socially vulnerable. Grounded in its over 100-year-old heritage of education based on Christian principles, Kwansei Gakuin fosters legal professionals who possess not only a profound legal knowledge but also a firm sense of social responsibility and ethics, and a great sensitivity to human rights, and who can thus contribute to the well being of ordinary citizens.

"Legal professionals with strength in corporate legal affairs":

Currently, legal matters related to business activities are becoming increasingly complex, highly specialized and diverse. With this as a background, demand is rapidly increasing for legal professionals equipped with profound legal expertise especially in business laws and corporate legal affairs. Given the need from the viewpoint of corporate management, demand for corporate lawyers with such specialized legal knowledge is expected to grow even further. As an academic institute that has produced a large number of excellent human resources actively working in the business/industrial community, Kwansei Gakuin University aims to develop legal professionals with a wider vision who are equipped with legal knowledge, together with an understanding of business administration and economics, and who are expected to work as indispensable specialists in the business/industrial world.

"Legal professionals who can effectively work in the international arena":

In today's increasingly globalized society, global-minded legal professionals versed in foreign laws are highly sought after, against the background of the increasing number of crimes and commercial disputes involving an international aspect. The development of individuals who possess knowledge of foreign laws and a global mindset is achievable by exploiting the features of Kwansei Gakuin, an academic institution characterized by excellent language education and a highly international perspective. KG Law School not only equips students with practical knowledge of Japanese laws; it also provides them with opportunities to study abroad, and thus develops legal professionals who will be able to effectively work in the international arena, acting as a bridge between Japan and overseas countries and regions.

<Goal>

The Law School aims to fully develop in students the basic abilities and qualifications generally required of legal professionals for practical work in any of the three legal professions. In parallel with this, the Law School also aims to develop legal professionals who possess a reliable capability to address increasingly diverse, specialized and international legal issues, who can embody the School Motto, "Mastery for Service," in various work situations and processes, and who can thus make a positive contribution to society.

<Objectives concerning the fostering of human resources and other objectives of carrying out education and research>

As a professional graduate school (graduate law school) specializing in fostering advanced specialized professionals working in the three legal professions, the Law School aims to develop legal professionals with advanced expertise and high ethical standards who can respond to diverse legal needs in present-day society, performing "good work" befitting individuals with the title "legal professional," as human rights-sensitive, pro-citizen legal professionals embodying the spirit of "Mastery for Service."

<Educational objectives>

(1) Equipping students with basic knowledge that enables them to address the extensive and increasingly diverse field of law, as well as with advanced knowledge in highly specialized disciplines

(2) Integrating "theory," a capability to examine a given issue based on advanced legal analysis, and "practice," a capability to take specific action and find a solution to the issue

(3) Providing a learning system with high standards capable of responding to the diverse needs of individual students, in accordance with their specific objectives and fields of activity, by consistently providing small-group education, a diverse array of subjects, lectures given in English, etc.

♦ Institute of Business and Accounting

The Institute of Business and Accounting operates as a professional graduate school comprising the Business School and the Accounting School, as well as the Graduate Department of Advanced Management, which provides education for the second half of the doctoral program. Each school and program lays down their philosophies and goals, along with "objectives concerning the fostering of human resources and other objectives of carrying out education and research." These objectives are stipulated, for the professional graduate school, in the Schedule to Chapter 1, Article 2, Paragraph 2 of the Kwansei Gakuin University Professional Graduate School Regulations, [1-42] and for the Graduate Department's second half of the doctoral program, in the Schedule to Chapter 1, Article 3, Paragraph 3 of the Kwansei Gakuin University Graduate School Regulations. [1-22]

Business School

<Philosophy>

In Western and Asian countries and regions, a large number of business schools are operated to foster individuals with the ability to engage in business administration as advanced specialists. In Japan, with increased public expectations for Japanese–style business schools as a background, there was a growing

need for the establishment of additional graduate schools designed to research business issues from a scientific perspective and equip students with expertise in business administration. This need was also shared by Japanese businesses, for which this was, and still is, one of the major concerns to be addressed with high priority, in an effort to accommodate the globalized business environment in which they find themselves. To respond to this need, the Business School was founded under the philosophy "integrating Japanese-style management and global visions, while achieving high levels of expertise."

<Goals>

The Corporate Strategic Management Course, intended for mid-career professionals, aims at developing advanced professionals adapted to the globalized business environment in which Japanese businesses operate, by providing opportunities for coursework and seminar subjects, such as theme research, primarily on weekday evenings and weekends. The International Management Course, intended for businesspersons seeking to expand their field of work outside of Japan, aims at not only developing business expertise in students but also the capability to perform business activities in foreign languages, especially in English. The Business School thus provides a world-class MBA education, aiming at helping students cultivate their ability to handle a variety of situations in their business activities.

<Objectives concerning the fostering of human resources and other objectives of carrying out education and research>

Advanced specialized professionals to be fostered in the Business School are "businesspersons who embrace a high level of professional ethics based on KG's founding spirit, and who are internationally competitive according to global standards." The Business School comprises the Corporate Strategic Management Course and the International Management Course. The Corporate Strategic Management Course aims at developing advanced professionals adapted to the globalized business environment in which Japanese businesses operate. The International Management Course aims at not only developing business expertise in students but also the capability to perform business activities in English.

Accounting School

<Philosophy>

With economic activities becoming increasingly advanced, complex and global, the importance of accountancy is rising in society. Certified public accountants (CPAs) are playing a significant role as professionals assuming the task of audit certification, the operation of which needs further enhancement both quantitatively and qualitatively; as well as the tasks of accounting and taxation, which are becoming even more diversified. Expectations for accounting and audit responsibilities are growing, not only in the private sector but also in the public sector, including the national and local governments, and accordingly, the development of CPAs and professional accountants who can meet such expectations is an issue of importance. The Accounting School aims to foster professional accountants who can meet such social expectations and needs, defining its philosophy as "practical education based on a global outlook and advanced theories."

<Goals>

Since the foundation of Kwansei Gakuin College's Department of Commerce in 1912, accounting education and research at Kwansei Gakuin University has consistently rested upon American-style accounting systems. The traditions and high standard of accounting education and research at KGU are widely known both inside and outside the University. KGU's educational and research efforts have been carried out from a global perspective, and this University's attitude has attracted much attention, especially in recent years. The University has actually turned out a large number of outstanding educators and researchers in the fields of financial accounting, international accounting, management accounting, audit, environmental accounting and public-sector accounting. The Accounting School will continue to conduct educational activities in conformity with the International Education Standards

(IES) provided by the International Federation of Accountants (IFAC), and will strive to foster CPAs and other professional accountants who are equipped with a global outlook and capable of making a positive contribution to the world. The goal of the Accounting School is to "foster certified public accountants and other professional accountants who can contribute to the world according to global standards," based on the traditions and vision of KGU.

<Objectives concerning the fostering of human resources and other objectives of carrying out education and research>

Advanced specialized professionals to be fostered in the Accounting School are "professional accountants who embrace a high level of professional ethics based on KG's founding spirit, and who can make a positive contribution to the world, according to global standards." The Accounting School comprises two courses: the Corporate Accounting Course and the Local Government Accounting Course. The Corporate Accounting Course is intended to foster certified public accountants, as well as individuals who work for businesses as accounting and financial experts. The Local Government Accounting Course is intended to foster accounting and administrative-management specialists for local governments. Through educational activities in these courses, the Accounting School aims at developing professional accountants with a high level of professional ethics, as well as a global outlook and insight.

Graduate Department of Advanced Management (The second half of the doctoral program)

<Philosophy and goals>

The philosophy and goals of the Graduate Department of Advanced Management, which provides education for the second half of the doctoral program, is to discover solutions to a range of issues and problems in the advanced field of business, and to promote both theoretical research and applied research in the said field.

<Objectives concerning the fostering of human resources and other objectives of carrying out education and research>

The Graduate Department of Advanced Management (the second half of the doctoral program) aims at promoting both theoretical research and practical, applied research, while placing emphasis on discovering solutions to a range of issues and problems in the advanced field of business.

Students who have completed the Graduate Department's program are assumed to primarily work as:

(1) members of top management teams and executives in businesses; senior managers in local governments and other administrative bodies
(2) researchers in private and public research institutes, etc.
(3) specialists with high level consulting skills
(4) "researcher faculty" members (academic staff with research experience) or "professional faculty" members (academic staff with practical experience) who are involved in education at professional graduate schools etc.

(2) Are the philosophies and goals of the University, its schools, graduate schools and other organizational units familiar to members of the University (faculty, staff and students), and also disclosed to the public?

Whole University	1-1-(2)

The Mission Statement, KG's Ideals for its Graduates, and its Ideals for the University are specified in the brochure issued in April 2009, "Kwansei Gakuin New Strategic Plan 2009-2018," as well as on the University's official website, [1-2)] and thus are widely disseminated to the public. The contents of this statement and these ideals were reaffirmed not only within the University but also throughout the whole of

KG, on the occasion of the ceremony commemorating KG's foundation held September 2009. The said contents are communicated to KGU members regularly in the Chapel Hour held by each School, in classes of the common University-wide subject "Kwan-Gaku studies," and other occasions. In April 2010, a name card-sized leaflet specifying the content of the Mission Statement "Mission & Ideals" was distributed to students and other individuals concerned.[1-43]

In 2011, the brochure "The Spirit of Kwansei Gakuin" (*Kagayaku jiyu: Kwansei Gakuin sono seishin to riso*; literally, "Shining freedom: the spirit and ideals of Kwansei Gakuin") was issued, with the objective of re-familiarizing University members with KG's founding spirit.[1-44] This brochure contains information regarding the history of Kwansei Gakuin, the Mission Statement, the worldwide missionary journey carried out by the founder, Walter Russell Lambuth, the commentary on the School Motto, "Mastery for Service," explained by its original advocate, C. J. L. Bates, himself, an introduction to the leading figures who formed Kwansei Gakuin, and the school symbol and emblem. The brochure provides a Japanese translation of the said commentary essay on the School Motto written by Bates, serving to clearly convey and reconfirm the essential meaning of the School Motto to the University's faculty and staff, as well as to other individuals concerned.

In the brochure, the section regarding the abovementioned important figures contains a brief introduction to John Wesley (1703~1791), founder of the Methodist Movement; James W. Lambuth (1830~1892) and Mary I. Lambuth (1833~1904), parents of KG's founder; Yoshikuni Yoshioka (1862~1948), the second Chancellor; and W. M. Vories, architect of the buildings on Nishinomiya Uegahara Campus. This brochure serves as a medium readily available at hand for learning about the history of KG.

Meanwhile, "objectives concerning the fostering of human resources and other objectives of carrying out education and research" are laid down in the Schedule to each of the regulations of the University, Graduate School and Professional Graduate School.[1-6),1-22),1-42]

Schools   1-1-(2)

♦ School of Theology

The School of Theology regularly informs students of its philosophy and goals by providing relevant links on the top page of the "General Course Information Website," which is visited by students when they develop a study plan for the semester. In AY 2010, the School developed the subject "Methodist Tradition and the School of Theology" (required elective subject) intended for learning about the School's philosophy and goals.[1-45] While this subject has just begun to be provided in AY 2011, the School is convinced that the subject effectively functions as a new opportunity for students to be exposed to the School's philosophy. For faculty and staff, the philosophy and goals are reconfirmed at meetings of the Self-assessment Committee (School) and the School of Theology Undergraduate Faculty Board during the annual self-assessment process.[1-46] For the general public, including students preparing for the entrance examination for the School, the philosophy and goals are disclosed via the School's section on KG's official website.[1-7] The philosophy and goals are also specified in the University Regulations. The text describing the philosophy etc., is modified and listed in the Schedule to the Regulations, together with those of other Schools.[1-6]

♦ School of Humanities

The philosophy and goals of the School of Humanities are made public via the School's section on KG's official website, under the titles "Objectives concerning the fostering of human resources and other objectives of carrying out education and research" and "Philosophy, goals and educational objectives".[1-9]

Moreover, information regarding KGU's philosophy and goals, the Qualities Expected of KG Graduates, and the School's objective of developing human resources is concisely explained at the beginning of the annually prepared "School of Humanities Course Guide," in order to help students efficiently understand such information. For new entrants to the School, its philosophy and goals are communicated on the occasion of the School of Humanities Guidance for New Entrants held soon after their entry to the University. The philosophy etc., are conveyed by the Dean of the School in his/her greetings, and by the School's Associate Dean of Academic Affairs in his/her speech. [1-47)Beginning]

♦ School of Sociology

The philosophy, goals and educational objectives of the School of Sociology (as well as its Diploma Policy stipulating the abilities students are expected to acquire by the time they graduate) are disseminated and made public both internally and externally (i.e., to University members and the general public) via the Course Guide [1-48)] and the School's section on KG's official website.[1-10)]

The School promotes dissemination and understanding of the School's philosophy and goals, by taking opportunity of the School's orientation for new entrants, and of the School's explanatory meetings held as an open house event for those considering taking the entrance examination for the School. For students currently attending the School, such promotion efforts are made by using the occasion of School Chapel (Tuesdays, Wednesdays and Thursdays; 9:35 a.m.~10:05 a.m.) and via course subjects ("basic seminar" "sociology relay lecture A/B"). For the guarantors of students, the School explains, and seeks their understanding of, the philosophy and goals in the Education Meeting held annually.

In AY 2011, the School held a meeting inviting part-time instructors who teach in the School's classes (the meeting for the "enhancement of educational quality at the School of Sociology"). This meeting provides an opportunity for the said instructors to exchange views with full-time faculty members concerning a variety of educational issues in the School, as well as to learn and understand the School's philosophy and goals. [1-49)]

♦ School of Law and Politics

The philosophy and goals of the School of Law and Politics, which have been set with "Social Approach" as their essence, are made public in the form of their original, full text, via KG's official website[1-11)] and the Course Guide.[1-50)p.23-25] They are also introduced to University members and the general public via brochures introducing the School[1-51),1-52)p.65 · 66] and other various media, while their text is adapted to each medium in an appropriate form. For students, the philosophy and goals are instilled through the Dean's greetings, orientation events, Chapel Hour, the start-up seminar and other occasions. For those considering taking the entrance examination for the School, the philosophy and goals are introduced at open house events, explanatory meetings and other occasions. The philosophy and goals are also introduced in the "Fifty Years' History of the School of Law and Politics, Kwansei Gakuin University"[1-53)] and other basic literature and documents, as well as in the School's written introduction sent to the Supporters' Association. [1-54)]

♦ School of Economics

The philosophy and goals of the School of Economics are specified in the Course Guide distributed to students in all years of study in spring every year. They are communicated to students, together with the process, procedure and internal regulations regarding coursework, and other related information. (For the Guide for AY 2012, the content was limited to the Diploma Policy, the curriculum structure and its implementation policy.) [1-55)p.17]

The philosophy and goals are also communicated to students in the Dean's lecture delivered at the School's oath administration ceremony, which is held independently by the School upon the entrance of new students. In Chapel Orientation (service), the Dean explains the School's philosophy and educational policy. In Chapel Hour, each academic staff member is given the opportunity to convey his/her stance and philosophy on the education he/she provides.[1-56] Basic seminar classes for first-year students are conducted by each academic advisor as part of the first-year, introductory education for new students who are setting out to study economics. These classes feature the advisor's field of specialization and the characteristics of his/her education.

The School's philosophy and goals are posted, and made accessible to the public, via KG's official website. For those considering taking the entrance examination for the School, the philosophy and goals are explained in the School explanatory sessions held as open house events and the explanatory meetings held at high schools. For faculty and staff, while the philosophy and goals are basically disseminated via the website, they are also communicated in the Undergraduate Faculty Board and other committee meetings if it is recognized as necessary by the Dean's Office Committee.

♦ School of Business Administration

The philosophy and goals of the School of Business Administration are specified in, and disseminated to University members and the general public via the sections "Philosophy, goals and educational objectives" and "Educational philosophy" in the School's section on KG's official website[1-57] and the Course Guide,[1-58)p.2] with almost the same content as that provided in Section 1-(1). Regarding the School's fundamental educational philosophy, "the development of businesspersons equipped with genuine creativity," the School recognizes that special efforts must be made to fully familiarize School members (the faculty, staff and students) with this philosophy, without only relying on dissemination via the website. In view of this need, the Dean usually provides instructions regarding the philosophy at the entrance ceremony and on other occasions where School members assemble in one place. The educational philosophy is also disseminated to School members via the University's brochure "Sora no Tsubasa" (literally, "Wings of the Sky"),[1-59)p.86] as well as the Curriculum Guide,[1-60] a booklet that was prepared upon revision of the curriculum in AY 2012 and which explains the philosophy on the cover page. The said educational philosophy is also disseminated to those considering taking the entrance examination for the School, especially high school students, as well as to the general public, by taking various opportunities, such as Education Meetings held in many locations nationwide, the School's explanatory meetings held at partner schools etc., explanatory sessions provided as open house events, and meetings during visits to designated schools. The School's educational philosophy is disseminated repeatedly and continuously, resulting in gradual absorption as tacit knowledge, especially among School members.

♦ School of Science and Technology

The philosophy and goals of the School of Science and Technology are made public via the School's section on KG's official website.[1-15] Their contents are read out at the first Undergraduate Faculty Board meeting in each academic year, so that the faculty are re-familiarized with them. On that occasion, their appropriateness is also verified. For students, the School specifies its philosophy and goals and the "Qualities Expected of KG Graduates" in the Course Guide,[1-14)p.3] which is distributed to students and used in the course guidance to communicate such information to new entrants to the University. In the first Chapel Hour in each semester, the Dean delivers a lecture to students on topics related to the School's educational policy.[1-61]

♦ School of Policy Studies

The philosophy and goals of the School of Policy Studies are stipulated in the Schedule to the Kwansei Gakuin University Regulations.[1-6] They are also disseminated in various forms to University members and the general public, via brochures introducing the School,[1-17)p.2] the School's section on KG's official website[1-62] and other media. Particularly for first-year students, the philosophy and goals are explained in the orientation for new entrants, during Chapel Hour and on other occasions. In basic seminar classes, specific handbooks and other media are employed to instill the philosophy and goals in new students.[1-63] For those considering taking the entrance examination for the School, the philosophy and goals are explained at open house events. As part of the tangible effort to express the School's philosophy and goals to the general public, the School holds a Research Fair, which is open to the public, and where students have the opportunity to present their research results. The School also publishes a variety of research results produced at the School. The School thus strives to make its philosophy and goals widely recognized.[1-64),1-65),1-66]

♦ School of Human Welfare Studies

The philosophy and goals of the School of Human Welfare Studies are made public via the School's section on KG's official website,[1-67] and by specifying them annually in the Course Guide,[1-68)p.1-2] the University brochure "Sora no Tsubasa" (literally, "Wings of the Sky")[1-59)p.92-93] and other media.

While many of these media are intended for the faculty, staff, parents (guarantors), the Supporters' Association and the Alumni Association, they are also used as public relations tools, aimed at those preparing for the School's entrance examination, as well as for new entrants to the University. The School and its departments prepare their own brochures, leaflets and other media as part of their public relations effort, and use them on every possible occasion to communicate their philosophies and goals to the public.[1-69] For potential test takers for the School's entrance examination, the School frequently communicates the philosophies and goals of the School and its departments by providing the School's/departments' information magazines, and via oral explanations delivered at trial lectures and explanatory meetings held at high schools, open house events, and the said lectures and meetings held on campus for high school students. Students currently attending the School are familiarized with its philosophy and goals via the School's orientation for new entrants, Chapel Hour, and instructions to the introductory subject class provided by each department.

♦ School of Education

The philosophy, goals and educational objectives of the School of Education are clearly explained in the "School of Education Course Guide"[1-70)p.16] which is distributed to students at the beginning of each academic year. The philosophy and other information are also provided in the School's section on KG's official website.[1-71] The School's philosophy and goals are explained in public relations magazines intended for those considering taking the entrance examination for the School.

For students currently attending the School, the philosophy and goals are communicated via the Dean's message delivered at the School's entrance ceremony. In Chapel Hour, the School's Chaplain, Dean, faculty and other members communicate the philosophy and goals, while contextualizing them in accordance with the themes of the lectures and messages delivered on the day. [Chapel Hour: Chapel Hour is held for 30 minutes between the first period and the second period of the class schedule. The Chaplain and chapel committee members of each school (except the School of Theology) play a leading role in operating various programs independently organized by each school, such as lectures by the school's faculty/staff members, students, and guest speakers; "English Chapel" primarily led by Missionaries; "tour of praise" services by student music groups, such as chapel organists, choirs, hand bell groups, Baroque

ensembles and gospel choirs. On Nishinomiya Seiwa Campus, Chapel Hour is held every day during the semester.] In consideration of the characteristics of the School of Education, the School provides a detailed explanation regarding its philosophy and goals on occasions where guidance is given for various practicums and job placement seminars.

♦ School of International Studies

The University Regulations stipulate the philosophies and goals of all Schools, which are disclosed on KG's official website. The philosophy and goals of the School of International Studies are also posted in the School's section on the same website. [1-73)]

All students currently studying at the School of International Studies are given the Course Guide distributed in April every year. The Guide explains to readers "the significance of learning at the School of International Studies" and "the basic philosophy regarding the curriculum." [1-72)p.1]

The philosophy and goals of the School's educational and research activities are specified in the University brochure intended for those preparing for the entrance examination, so as to proactively disseminate them before such prospective students enter the University. [1-74)p.90]

For the convenience of English speakers who currently attend the School or who are considering taking the entrance examination for the School, the abovementioned information is also provided on the School's English web pages, so that the same information is disseminated among English-speaking students etc.

Graduate Schools	1-1-(2)

♦ Graduate School of Theology

The Graduate School of Theology regularly informs students of its philosophy and goals by providing relevant links on the top page of the "General Course Information Website (for Graduate Students)," which is visited by students when they develop a study plan for the semester. For the faculty and staff of the Graduate School (and the School), the philosophy and goals are reconfirmed by members of the Self-assessment Committee (Graduate School) and the Graduate School's Graduate Faculty Board during the annual self-assessment process. (Such reconfirmation is conducted jointly with the School of Theology Undergraduate Faculty Board, in consideration of the relationship with the School regarding related measures taken at the School.[1-46)]) For the general public, including students preparing for a Graduate School's entrance examination, the philosophy and goals are disclosed via the Graduate School's section on KG's official website. [1-23)] The philosophy and goals are also specified in the Graduate School Regulations. The text describing the philosophy etc. is modified and listed in the Schedule to the Regulations, together with that of other Graduate Schools.[1-22)]

♦ Graduate School of Humanities

The philosophy and goals of the Graduate School of Humanities are made public via the School's/Graduate School's section on KG's official website, under the titles "Objectives concerning the fostering of human resources and other objectives of carrying out education and research" and "Philosophy, goals and educational objectives".[1-24)] Moreover, the annually prepared Graduate School Course Guide contains a page introducing the "General Course Information Website," reminding students to read through the descriptions of the philosophy and goals introduced on the website. [1-75)p.6]

Since the Fall Semester of AY 2011, the Graduate School of Humanities has independently conducted a class evaluation survey, "student evaluation of teaching," distributed to its graduate students. The survey contains questions such as: "Do you know the philosophy and goals of Kwansei Gakuin University?" and

"Do you know the philosophy, goals and educational objectives of the Graduate School of Humanities?" Using this survey, the Graduate School accumulates data concerning students' awareness of the philosophy and goals, etc., striving for further dissemination of such information among its members. [1-76]

♦ Graduate School of Sociology

The philosophy and goals of the Graduate School of Sociology are communicated to those considering taking the entrance examination for the Graduate School, via the brochure "Kwansei Gakuin University Graduate School Guide," [1-77)p.10] as well as in the explanatory meeting for prospective Graduate School students. For students currently attending the Graduate School, the philosophy etc., are explained in the Graduate School's orientation events, as well as in its section on KG's official website. [1-26] The Diploma Policy is also made public via the same page on the official website. [1-78]

As a public relations activity focusing on student admission, the Graduate School holds an explanatory meeting for prospective students in spring every year. On this occasion, the Graduate School introduces itself and its philosophy and goals to the participants.

♦ Graduate School of Law and Politics

The philosophy and goals of the Graduate School of Law and Politics are made public in the form of their original, full text to University members and the general public via the Graduate School's section on KG's official website, [1-27] the Graduate School Course Guide [1-79)p.8 · 9] and other media. They are also introduced by a variety of media, while specific expressions are amended in accordance with the context of each medium, on the basis of the essential content of the said original text. For instance, the philosophy and goals are represented in the description of the Admission Policy, which is specified in the entrance examination guide. [1-80] For students, the philosophy and goals are communicated via the Dean's greetings, orientation events and other occasions. They are also introduced in the "Fifty Years' History of the School of Law and Politics, Kwansei Gakuin University" and other basic literature and documents. [1-53]

♦ Graduate School of Economics

The philosophy and goals of the Graduate School of Economics are specified in the Course Guide, which is distributed to students in all years of study in spring every year. [1-81)p.3]

As in the case of the School of Economics, the philosophy and goals of the Graduate School are posted, and made accessible to the public, via KG's official website. [1-28] In addition to this, for those considering taking the entrance examination for the Graduate School, the philosophy and goals are explained in the explanatory meeting for the entrance examination. For faculty and staff, the philosophy and goals are also communicated at Graduate Faculty Board meetings, if recognized as necessary by the Graduate School Administration.

♦ Graduate School of Business Administration

The educational philosophy of the Graduate School of Business Administration is made public and disseminated both internally and externally via the Graduate School's section on KG's official website, [1-82] the entrance examination guide, [1-30] the Graduate School of Business Administration Course Guide [1-29)p.2] and other means. In Kwansei Gakuin University Graduate School Guide, [1-77)p.16] the educational philosophy is specified and disseminated to those preparing for the entrance examination for the Graduate School, with slight variations in the wording. For instance, the educational philosophy is worded as "the development of researchers with a high level of insight and analytical skills" for the Research Course; and as the "development of individuals equipped with a knowledge base conducive to elucidating phenomena/events observed in practical work" and the "development of professionals with specialist

knowledge who are able to assume a pivotal position in top management" for the Specialized Academic Course. After the entrance of new students, the Graduate School explains and familiarizes them with the educational philosophy, via the Dean's greetings delivered at the entrance ceremony, as well as the course guidance.

♦ Graduate School of Science and Technology

The philosophy and goals of the Graduate School of Science and Technology are made public via the Graduate School's section on KG's official website.[1-15] Their contents are read out in the first Graduate Faculty Board meeting in each academic year, so that the faculty are re-familiarized with them. On that occasion, their appropriateness is also verified. For students, the School takes the opportunity afforded by the orientation and course guidance held for new entrants to impart the philosophy and goals to the new students, and to prepare them for studying at the Graduate School. [1-83]

♦ Graduate School of Policy Studies

The philosophy and goals of the Graduate School of Policy Studies are made public via the Graduate School's section on KG's official website.[1-34] For students, the Graduate School communicates and instills its philosophy and goals via the orientation for new students, Master Seminar classes and other occasions.

Efforts are also made to obtain wider understanding of the Graduate School's philosophy and goals, as well as of their underlying concept of "human ecology," by means of general meetings and commemorative projects organized by the Research Consortium, an institution for research cooperation between industry, government and academia[1-35]; the academic journal "Journal of Policy Studies"; and e-mail newsletters.

♦ Graduate School of Language, Communication, and Culture

The philosophy and goals of the Graduate School of Language, Communication, and Culture are provided in the Graduate School brochure[1-85)p.1] and on KG's official website,[1-86] in order to make them widely known to the faculty, staff and students, as well as to the general public, including potential test takers for the Graduate School's entrance examination. The Course Guide contains a page introducing "[Graduate School] General Course Information Website," [1-87)p.2 · 9] so as to facilitate familiarization of the Graduate School's philosophy and goals by new entrants.

♦ Graduate School of Human Welfare Studies

Regarding the philosophy and goals of the Graduate School of Human Welfare Studies, detailed information is provided for both internal and external entities, via the section "Entrance to the Graduate School" provided in the Graduate School's section on KG's official website.[1-88] The Graduate School's philosophy and goals are also introduced, along with its educational and research activities, in the School bulletin "Human Welfare"[1-89] and the academic journal "Japanese Journal of Human Welfare Studies,"[1-90] which the School of Human Welfare Studies has issued ever since its establishment, and which are distributed to undergraduate and graduate students, University Libraries and external research institutes.

The Graduate School holds semiannual explanatory meetings for undergraduate students of the School of Human Welfare Studies and KGU's other Schools, providing detailed information regarding the Graduate School's philosophy and goals, as well as its entrance examination.

♦ Graduate School of Education

The philosophy, goals and educational objectives of the Graduate School of Education are disseminated

to students via the Graduate School's section on KG's official website.[1-71] The Graduate School's philosophy and goals are also explained in documents intended for those considering taking the entrance examination for the Graduate School.

For students currently attending the Graduate School, the philosophy and goals are communicated via the Dean's message delivered at the Graduate School's entrance ceremony.

♦ Law School

(1) Dissemination to students

The Law School specifies, in its section on KG's official website, information regarding the Law School's philosophy, the type of legal professionals to be fostered, its goals, and educational objectives.[1-41] Such information is also communicated by the Dean to new students at the pre-entrance guidance (held three times in AY 2012)[1-91] and the oath administration ceremony for new entrants,[1-92] as well as in the special course provided for new students.[1-93] The Law School also gives special consideration to ensuring that students are familiarized with such information via instructions and advice given when they choose subjects to study and when they explore a career path, as well as via lecture sessions.

(2) Dissemination to the faculty

Prior to the establishment of the Law School, many of the current faculty members (21 out of 30 full-time faculty members, including deemed full-time faculty members) participated in the preparatory committee and curriculum planning meetings for the establishment of the School. On such occasions, they repeatedly discussed, and therefore became fully familiarized with the philosophy and educational content of the School. For academic staff members who join the faculty now, after the establishment of the School, the philosophy and other information regarding education are fully imparted during their employment interview, and, after joining the faculty, via the orientation for new students, which they are requested to participate in and observe.

(3) Dissemination to the public, including applicants for admission to the Law School

Information regarding the Law School's philosophy, the type of legal professionals to be fostered, its goals, and educational objectives is disseminated to the public via the School's section on KG's official website.[1-41] The philosophy, the type of legal professionals to be fostered and other related information are also communicated in explanatory meetings held inside and outside the University, helping to make such information widely known. [1-94]

♦ Institute of Business and Accounting

The philosophy and goals of the Institute of Business and Accounting are made public via KG's official website.[1-95] In explanatory meetings regarding its entrance examination, the Institute uses the entrance examination guide[1-96],[1-97] and other introductory brochures[1-98] to communicate the philosophies and goals of the University and the Institute to prospective test takers.

(3) Are regular examinations conducted regarding the appropriateness of the philosophies and goals of the University, its schools, graduate schools and other organizational units?

Whole University	1-1-(3)

The philosophies and goals are reviewed annually in the process of the University Self-assessment that

is conducted at each school and other organizational unit under the initiative of the University Self-assessment Committee. [1-99)]

As described in Section 1-(1), the Mission Statement, KG's Ideals for its Graduates, and its Ideals for the University were clearly defined, upon formulation of the New Strategic Plan. They were drawn up after adequate discussions, and accordingly, their examination is not necessary for the time being, while the University will review them, as necessary, in accordance with any changes in the social situation involving the University. In 2011, KG set up the Inclusive Community Promotion Committee, with the aim of establishing a "Learning Community" grounded in the diversity characterizing KG. [1-100)]

With the establishment of this committee, a system was devised that enabled each organizational unit on each campus to work on further development of the Mission. In AY 2012, the committee conducted a "survey concerning 'Inclusiveness'," which was distributed to approximately 400 KG members, including students ranging from junior high school to graduate school students, as well as faculty and staff members. [1-101)]

Schools	1-1-(3)

♦ School of Theology

Upon development/review of the three policies (Diploma Policy, Curriculum Policy and Admission Policy) and pertaining measures regarding the School of Theology's undergraduate education, the School's philosophy and goals are consistently referred to by the Curriculum Research Committee (School) led by the School's Associate Dean of Academic Affairs (a faculty member in charge of academic affairs) and the Entrance Examination Review Committee (School). Through this process, the appropriateness of the philosophy and goals is reconfirmed. The said appropriateness is also examined in the annual self-assessment process by the Self-assessment Committee (School) under the responsibility of the Dean, along with examination of the progress in related measures. The results are verified by the School's Undergraduate Faculty Board, and then reported to the Internal Third-party Committee. [1-102)]

♦ School of Humanities

The appropriateness of the philosophy and goals of the School of Humanities is examined annually by the School of Humanities/Graduate School of Humanities Self-assessment Committee. [1-103)] Regarding the ideal operation of the School of Humanities, views are regularly exchanged in the School Committee, which consists of School Committee members elected from among the Undergraduate Faculty Board members (2 from the Department of Culture and History, 1 from the Department of Integrated Psychological Sciences, and 2 from the Department of Literature and Linguistics; the term of office is two years.), as well as School Administration members (Dean, Associate Dean of Academic Affairs, and Associate Dean of Student Affairs). In the latest School Committee meeting, members reconfirmed the appropriateness of the School's "objective concerning the fostering of human resources and other objectives of carrying out education and research" upon introduction of the TOEIC test in the School's program. [1-104)] The School also conducts Faculty Development Workshops on a regular basis, expecting all faculty members to participate in them. In the workshop held in March 2012, participants reconfirmed the appropriateness of the School's philosophy and its "objective concerning the fostering of human resources and other objectives of carrying out education and research" during the discussion regarding "graduation theses" as the common theme. [1-105)]

♦ School of Sociology

The appropriateness of the philosophy and goals of the School of Sociology is examined annually by the

School of Sociology/Graduate School of Sociology Self-assessment Committee (comprising the School Administration, and Convener) [1-106], and the results are reported to the Undergraduate Faculty Board. [1-107),1-149]

Examination is also conducted at the School of Sociology Meeting that is held at the end of each academic year. The meeting discusses "Enhancing the quality of School education," a common theme adopted since AY 2009, a process in which the appropriateness of the Diploma Policy and Curriculum Policy is also examined. [1-49]

In AY 2010, as part of the project commemorating the School's 50th anniversary, a series of symposiums was held under the common theme "Education at the School of Sociology," examining the School's educational operation and objectives. [1-108]

♦ School of Law and Politics

Self-assessment at KGU employs the evaluation criteria/standards pursuant to the University Standards set by the Japan University Accreditation Association (JUAA). At the School of Law and Politics, annual self-assessment based on the said criteria/standards is performed by the School of Law and Politics Self-assessment Committee, under the responsibility of the Dean, including consideration of the appropriateness of the philosophy and goals. Based on the need for improvement recognized in the annual self-assessment process, the School has reviewed the descriptions of its philosophy, goals and the three policies (Diploma Policy, Curriculum Policy and Admission Policy), and has improved a range of documents, including the Diploma Policy.[1-109] Based on this review experience, in AY 2012, the School set out to clarify the overall procedure of regular examination regarding such documents.[1-110),1-111] Meanwhile, in AY 2012, the School distributed to new students a survey that included questions asking why they chose KGU's School of Law and Politics in particular. Analysis of the answers to these questions is expected to provide a factual basis for evaluating the appropriateness of the School's philosophy and goals.

♦ School of Economics

As part of the University-wide effort of annual self-assessment, the School of Economics regularly examines the appropriateness of its philosophy and goals, in the process of evaluating progress regarding the range of objectives set for the assessment.[1-112] In the examination procedure, including preparation of progress reports, the School of Economics/Graduate School of Economics Self-assessment Committee first prepares a draft report, and then the School Administration (Dean's Office Committee) evaluates the progress.

The entity in charge of the examination process is the incumbent School Administration (Dean's Office Committee) for each academic year. The appropriateness of the philosophy and goals, and the correlation between objectives and indicators are checked by the School Administration (Dean's Office Committee), based on the draft evaluation compiled by the School of Economics/Graduate School of Economics Self-assessment Committee. Any disagreement concerning examination is put on the agenda of an Undergraduate Faculty Board meeting, as necessary.

♦ School of Business Administration

As described in the previous section, the educational philosophy of the School of Business Administration was defined after repeated and thorough discussions by the Undergraduate Faculty Board and other relevant committees. The School regularly examines not only the philosophy itself but also whether and how the philosophy has been realized. The curriculum revision in AY 2012 was an outcome of such examination efforts. Examination organizations include the Future Vision Committee, the

Curriculum Committee and the Faculty Development (FD) Committee.[1-113] In the School, a system is in operation by which the School's basic operational affairs associated with the philosophy are examined and improved by the relevant committees; for instance, issues regarding the entrance examination are handled by the Entrance Examination Review Committee, and issues regarding faculty organization, which is discussed in a later chapter, are handled by the Personnel Committee. For the purpose of examining class operation, a "student evaluation of teaching" system has been established. Meanwhile, annual self-assessment is conducted across the University, based on the criteria/standards pursuant to JUAA's University Standards. As part of this University-wide effort, annual self-assessment at the School of Business Administration is conducted by the School Administration and the School of Business Administration Self-assessment Committee, under the responsibility of the Dean, including consideration of the appropriateness of the School's philosophy and goals. Based on the results, improvements are made toward the assessment in the following year.

♦ School of Science and Technology

The appropriateness of the philosophy and goals of the School of Science and Technology is examined in the process of self-assessment, which is annually conducted on the basis of the criteria/standards pursuant to the JUAA's University Standards.[1-114] The said appropriateness is also examined in the first meetings of the Dean's Office Committee and the Undergraduate Faculty Board in each academic year.[1-115] The consistency between the philosophy and goals and the "Qualities Expected of KG Graduates," which were defined by the University in June 2011, was examined as part of the process to formulate the Curriculum Policy and the Diploma Policy; these policies were shaped in a manner that is able to guarantee the said Qualities. As a consequence of these examination efforts, the School modified the wording of its philosophy and goals by adding the expression "science and technology" so as to make the philosophy and goals more appropriate and definite.

♦ School of Policy Studies

The School of Policy Studies conducts self-assessment annually based on the evaluation criteria/standards pursuant to the JUAA's University Standards.[1-116] After its establishment, the School was expanded by adding the Graduate School in 1999, the Department of Applied Informatics in 2002, and the Departments of International Policy Studies and Urban Studies in 2009. Upon establishment of each of these organizational units, the School reexamined the appropriateness and effects of the philosophy and goals. Especially after the introduction of the four-department structure in 2009, the School increased its efforts to constantly examine the appropriateness of the philosophy and goals adopted by the School and each department, as well as to embody the examination results in curriculum revision and other improvements, based on the School of Policy Studies' Motto, "Think globally, act locally."

♦ School of Human Welfare Studies

Due to the short lapse of time since its establishment, for the past three years, the School of Human Welfare Studies managed to have opportunities (meetings) to exchange views on whether the School's initial philosophy and goals were being realized steadily toward its "completion," the academic year in which the School was expected to produce its first graduates. Based on discussions at those meetings, in AY 2010, each department initiated development of "model curriculums." The School's regular examination efforts resulted in a new curriculum developed for AY 2012. Under the new curriculum, in addition to the curriculum for specialized education subjects, the School provides several broadly-categorized model curriculums for each department: the Department of Social Work provides four models emphasizing "acquisition of qualifications for admission to the Certified Social Worker

Examination," "acquisition of qualifications for admission to the Psychiatric Social Worker/Certified Social Worker Examinations," "welfare society micro," and "welfare society macro"; the Department of Social Organization Development provides four models emphasizing "social organization development," "international contribution," "social contribution," and "community contribution"; and the Department of Holistic Human Sciences provides three models emphasizing "mental and spiritual aspects," "physical aspects," and "acquisition of a health and physical education license."

Based on the new curriculum, each department sets learning objectives to be pursued and ideal objectives to be achieved, while presenting students with model curriculums that lead to attaining such objectives. The School and each department have thus undertaken efforts to make their philosophies and goals more thorough and concrete. [1-117)]

♦ School of Education

In parallel with the planning for its reorganization scheduled for AY 2013, the School of Education reviewed and re-defined its philosophy and goals.

The School examines the appropriateness of its philosophy and goals by conducting annual self-assessment based on the evaluation criteria/standards pursuant to the JUAA's University Standards.

♦ School of International Studies

The School of International Studies conducts self-assessment annually based on the evaluation criteria/standards pursuant to the JUAA's University Standards. The appropriateness of the School's philosophy and goals is discussed and reconfirmed at its Undergraduate Faculty Board meeting on an annual basis. To maintain the continuity of the discussion, the content is recorded for reference for the meetings to be held in subsequent years. The latest such discussion was held at the Undergraduate Faculty Board meeting on April 13, 2012. [1-118)]

Graduate Schools 1-1-(3)

♦ Graduate School of Theology

The appropriateness of the philosophy and goals of the Graduate School of Theology was reviewed in the process of formulating the Diploma Policy in AY 2010. The philosophy and goals were also consistently referred to by the Curriculum Research Committee (Graduate School) led by the Graduate School's Associate Dean of Student and Academic Affairs (a faculty member in charge of academic affairs), during the process of developing the Curriculum Policy (AY 2011), and upon development/review of related measures. Through this process, the appropriateness of the philosophy and goals was reconfirmed. The said appropriateness is also examined in the annual self-assessment process by the Self-assessment Committee (Graduate School) under the responsibility of the Dean, along with examination of the progress in related measures. The results are verified by members of the Graduate School's Graduate Faculty Board (such examination is conducted jointly with the School of Theology's Undergraduate Faculty Board, in consideration of the relationship with the School regarding related measures taken at the School), and then reported to the Internal Third-party Committee. [1-119)]

♦ Graduate School of Humanities

The appropriateness of the philosophy and goals of the Graduate School of Humanities is examined annually by the School of Humanities/Graduate School of Humanities Self-assessment Committee. [1-120)] The Graduate School's Diploma Policy and other relevant issues are also examined regularly by the

Graduate School Committee for Deliberation of Issues, which consists of members chosen from the three Graduate Departments (2 from the Graduate Department of Culture and History, 1 from the Graduate Department of Integrated Psychological Sciences, and 2 from the Graduate Department of Literature and Linguistics; subject to appointment by the Dean; the term of office is one year), as well as the Graduate School Administration members (Dean, Associate Dean of Student and Academic Affairs, and Assistant Dean of Student and Academic Affairs). [1-121]

♦ Graduate School of Sociology

The appropriateness of the philosophy and goals of the Graduate School of Sociology is examined annually by the School of Sociology/Graduate School of Sociology Self-assessment Committee (comprising the Graduate School Administration, and Convener). The results are reported and verified at the Graduate School's Graduate Faculty Board meeting. [1-122]

♦ Graduate School of Law and Politics

Self-assessment at KGU employs the evaluation criteria/standards pursuant to the JUAA's University Standards. At the Graduate School of Law and Politics, annual self-assessment based on the said criteria/standards is performed by the School of Law and Politics/Graduate School of Law and Politics Self-assessment Committee, under the responsibility of the Dean, including consideration of the appropriateness of the philosophy and goals. Based on the need for improvement recognized in the self-assessment process, in AY 2011, the Graduate School reviewed the descriptions of its philosophy, goals and the three policies (Diploma Policy, Curriculum Policy and Admission Policy), and added improvements to the Diploma Policy.[1-123] Based on this review experience, in AY 2012, the Graduate School renamed the Graduate School Committee for Deliberation of Issues as the "Graduate School Operation Committee," and established a system by which this new committee annually reviews the abovementioned documents as part of its agenda, and reports the results to the Graduate Faculty Board for regular examination. [1-110),1-111]

♦ Graduate School of Economics

Similar to the procedure in the School of Economics, the Graduate School of Economics regularly examines the appropriateness of its philosophy and goals in the process of evaluating progress regarding the range of objectives set for annual self-assessment. [1-112]

Specifically, upon evaluation of progress regarding the specific objectives, the School of Economics/Graduate School of Economics Self-assessment Committee first prepares a draft progress report, and then the Graduate School Administration evaluates the progress. The entity in charge of the examination process is the Graduate School Administration led by the Dean of the Graduate School (being the School's Dean). The appropriateness of the philosophy and goals, and the correlation between objectives and indicators are checked by the Graduate School Administration (Dean's Office Committee), based on the draft evaluation compiled by the School of Economics/Graduate School of Economics Self-assessment Committee. Any disagreement concerning examination is put on the agenda of a Graduate Faculty Board meeting, as necessary.

♦ Graduate School of Business Administration

The purpose of the Graduate School of Business Administration Self-assessment Committee is to examine the appropriateness of the Graduate School's philosophy and goals on a regular basis, as part of the University-wide effort of annual self-assessment.

In the process of reporting progress regarding the range of objectives set for the abovementioned

assessment, the Graduate School of Business Administration Self-assessment Committee prepares a draft progress report for the relevant check and evaluation. The entities in charge of the examination process are the Graduate School Administration led by the Dean of the Graduate School (being the School's Dean), as well as the Graduate School of Business Administration Self-assessment Committee. Issues regarding examination are proposed and discussed at the Graduate School's Graduate Faculty Board meeting, as necessary. [1-113)]

♦ Graduate School of Science and Technology

The appropriateness of the philosophy and goals of the Graduate School of Science and Technology is examined in the process of self-assessment, which is annually conducted on the basis of the criteria/standards pursuant to the JUAA's University Standards. [1-114)] The said appropriateness is also examined in the first meetings of the Dean's Office Committee and the Graduate Faculty Board in each academic year. [1-124)] As in the case of the School of Science and Technology, the Graduate School's philosophy and goals were also revised to make them more appropriate and definite.

♦ Graduate School of Policy Studies

The Graduate School of Policy Studies conducts self-assessment annually based on the evaluation criteria/standards pursuant to the JUAA's University Standards. [1-125)] As in the case of the School of Policy Studies, since the establishment of the Graduate School's Master's program (the first half of the doctoral program) in 1999, the Graduate School repeated the examination and review of its philosophy and goals upon establishment of new departments at the School of Policy Studies (i.e., Departments of Applied Informatics, International Policy Studies, and Urban Studies). [1-34)]

In AY 2011, the Graduate School drastically revised its curriculum. The outcome of the revision is currently being examined primarily by the School's Future Vision Planning Committee and other entities. This examination effort has highlighted several issues to be considered henceforth, such as (1) review of the Graduate School's curriculum upon "completion" of the new undergraduate Departments of International Policy Studies and Urban Studies (i.e., when these departments produce their first graduates); (2) curriculum revision in accordance with changes in the circumstances surrounding the University and the Graduate School; and (3) establishment of a joint research arrangement involving industry, government, academia and the public, based on cooperation with external institutes. While addressing these issues, the Graduate School will take every possible opportunity to continue to examine its philosophy and goals.

♦ Graduate School of Language, Communication, and Culture

In connection with the University Evaluation, the Graduate School of Language, Communication, and Culture prepares a progress report on an annual basis. The Graduate School Administration Meeting takes this opportunity to examine whether the Graduate School's philosophy and goals are relevant to the current situation.

One of the outcomes of this examination effort is the Japanese-language Education Program established in 2007. While this program did not exist at the time of the Graduate School's establishment in 2001, the program was launched as a reform aiming at fostering teaching staff to promote Japanese-language education, in an effort to respond to the gradual increase in demand for such education intended for foreigners.

Another outcome is the curriculum reform implemented in 2012 (this year) in the field (program) of Linguistic Education. The Graduate School reviewed the names of all subjects in the field, renaming them in order to represent the class content more clearly, and also introduced additional subjects. [1-126),1-127)]

♦ Graduate School of Human Welfare Studies

The appropriateness of the philosophy and goals of the Graduate School of Human Welfare Studies has been examined regularly (approximately every two months) since its establishment by the Graduate School Committee for Deliberation of Issues, which comprises six members. Issues discussed at the committee meetings are reported to, and discussed by the Graduate Faculty Board. As such, constant efforts have been made to examine the appropriateness of the philosophy and goals. At the Committee and Board meetings the said appropriateness has been tirelessly examined, especially in light of the changes in social needs resulting from changes in the social situation, and also from the perspectives of human welfare-related practice and research/academic activities. These efforts resulted in the addition of new subjects in AY 2012.[1-38] The Graduate School conducts self-assessment based on the evaluation criteria/standards pursuant to the JUAA's University Standards.

♦ Graduate School of Education

In parallel with the planning for the School of Education's reorganization scheduled for AY 2013, the Graduate School of Education also reviewed its philosophy and goals, and adopted a new philosophy regarding human resources development.

The Graduate School examines the appropriateness of its philosophy and goals by conducting annual self-assessment based on the evaluation criteria/standards pursuant to the JUAA's University Standards.

♦ Law School

As part of the University-wide effort of annual self-assessment, the appropriateness of the philosophy and goals of the Law School is examined and evaluated by the Law School's Administration and the Committee for Self-assessment and Faculty Development, under the responsibility of the Dean. Based on the results, improvements are made regarding the check and evaluation in the following year.[1-128] In AY 2011, the Law School introduced an external evaluation system, in which the School receives advice regarding the ideal legal professionals required by society, and the challenges to be addressed by KGU.[1-129]

♦ Institute of Business and Accounting

KGU annually prepares a "self-assessment: progress report" in connection with the University Evaluation.[1-130] During this process, views are exchanged regarding the appropriateness of the philosophy and goals at each School/Graduate Department of the Institute of Business and Accounting. The Professional Graduate School Graduate Faculty Board [1-131] and the Graduate Faculty Board[1-132] examine whether the Institute's philosophy and goals are relevant to the current situation.

2. Check and Evaluation

(1) Matters showing improvement

Whole University	1-2-(1)

By providing information regarding the Mission Statement via KG's official website, its content became more readily accessible.

The name card-sized leaflet "Mission & Ideals" was distributed in April 2010.[1-43] Since this was very

well-received, the University subsequently reprinted it.

The brochure published in 2011, "The Spirit of Kwansei Gakuin" (*Kagayaku jiyu: Kwansei Gakuin sono seishin to riso*, literally "Shining freedom: the spirit and ideals of Kwansei Gakuin") [1-44] is used, and well-received, as a teaching material in the compulsory subject "Christian Studies" in each School. This brochure is distributed not only to students, faculty and staff, but also to high school students and other visitors to KGU. The University receives many positive comments about this brochure, including one that expressed appreciation for its concise explanation of KG's history and mission.

Schools   1-2-(1)

♦ School of Sociology

The School of Sociology Meeting held at the end of each academic year produces positive outcomes. [1-49]

At the symposiums held in AY 2010 as part of the commemorative project for the School's 50th anniversary, as well as at the meetings to which part-time instructors were invited, the discussions were joined by diverse participants, including not only full-time faculty members but also part-time instructors, graduate students, and individuals engaged in sociology education at other universities. These discussions provided a good opportunity for participants to share their knowledge regarding the starting point of the School's undergraduate education and the challenges faced in its current situation, as well as to examine and become more familiar with the School's philosophy and goals. [1-108]

♦ School of Law and Politics

First, the School of Law and Politics has enhanced the consistency between its philosophy and goals, educational objectives, Diploma Policy and other documents. (For example, in AY 2010, the previous philosophy and goals, which had focused on implementation targets, were revised to more appropriately describe the philosophy and goals of the School. In AY 2011, the School made improvements so that the Diploma Policy and other policies were framed in line with the philosophy etc.)

Second, the School has improved and put into practice a system for regular examination of the philosophy and goals, etc. [1-110),1-111]

♦ School of Science and Technology

The philosophy and goals of the School of Science and Technology are discussed annually at the Undergraduate Faculty Board meetings. This has resulted in the permeation of the philosophy and goals as common knowledge even among a large number of new faculty members who were employed upon the establishment of new departments in AY 2009. Consequently, this facilitated the revision of the School's philosophy in AY 2012; the revision was made so that the philosophy expresses more clearly the fact that the School conducts a wide range of education and research, from basic research to applied research. [1-115]

♦ School of Policy Studies

Since its establishment, the School of Policy Studies has examined its philosophy and goals, as well as their outcomes, and has striven to disseminate them to University members (faculty, staff, and undergraduate and graduate students), as well as to the general public, by employing a variety of means. This effort has ultimately helped both undergraduate and graduate students to develop the diverse knowledge and skills (in research, presentation, etc.) required for their careers after graduation/completion. [1-63] The said effort has also led to satisfactory results regarding students' employment at businesses and other organizations. [1-17)p.13-14,1-133] The permeation of the philosophy and

goals among students is evidenced by the fact that many students engage in social contribution activities while in school in quite a number of fields, such as community building, welfare activities and disaster assistance, as well as volunteering in developing nations, especially involving efforts to help alleviate poverty. [1-134)]

♦ School of Education

Upon the reorganization of the School of Education and the Graduate School of Education scheduled for AY 2013, their philosophies and goals were reviewed and redefined more clearly.

Graduate Schools   1-2-(1)

♦ Graduate School of Humanities

The Graduate School of Humanities conducts the "student evaluation of teaching" survey. In the survey, conducted in Fall Semester of AY 2011, the Graduate School first incorporated questions asking whether respondents knew "KGU's philosophy and goals" and "the Graduate School's philosophy, goals and educational objectives." The results indicated that 65 percent of the responding graduate students knew KGU's philosophy and goals, and 50 percent knew the Graduate School's philosophy, goals and educational objectives. Presumably, the students voluntarily obtained information regarding the philosophies, etc., by referring to KG's official website and other media. It is understood that as a result of making such information publicly available, the information is being instilled in students even further. [1-135)]

♦ Graduate School of Law and Politics

In the Graduate School of Law and Politics, a range of efforts are being promoted in an integrated manner with the School of Law and Politics.

♦ Graduate School of Science and Technology

The philosophy and goals of the Graduate School of Science and Technology are discussed annually at the Graduate Faculty Board meetings subsequent to the Undergraduate Faculty Board meetings. This has contributed to greater recognition regarding consistency in the philosophies and goals between the School and the Graduate School. Consequently, as in the case of the School, the Graduate School's philosophy was revised in AY 2012 so that the philosophy expresses more clearly the fact that the Graduate School provides education through advanced research activities, from basic research to applied research.

♦ Graduate School of Language, Communication, and Culture

The academic year of 2012 marks the 12th anniversary of the Graduate School of Language, Communication, and Culture, since the establishment of the first half of the doctoral program in 2001. As of the end of AY 2011, the total number of students who completed this stage of the program reached 254, many of whom embarked on a career in teaching English at junior high schools, high schools, universities, professional training colleges and other institutes; obtained employment at private businesses; or returned to their previous workplace. Regarding the second half of the doctoral program, the year 2012 is the 10th year since its establishment in 2003. Thus far, 10 students have acquired a doctoral degree (doctorate by coursework) through this program. These results constitute one of the outcomes of the Graduate School's efforts, in which it has fully familiarized University members (faculty, staff and students) as well as the general public with its philosophy and goals, while putting the philosophy and goals into practice in an appropriate manner. [1-136)]

♦ Graduate School of Education

Upon the reorganization of the School of Education and the Graduate School of Education scheduled for AY 2013, their philosophies and goals were reviewed and redefined more clearly.

(2) Matters that need to be improved

Whole University	1-2-(2)

To determine the extent to which the Mission Statement, KG's Ideals for its Graduates, and its Ideals for the University were understood by students, faculty and staff, the University previously planned to conduct a survey to measure the status of permeation and recognition of their contents, and to disclose the results. However, during the planning process, the discussion concentrated on how the scope of respondents should be determined and how the questions for each respondent group should be designed. Eventually, the questionnaire could not be finalized, and the survey was not carried out.

Some point out the difficulty in browsing information provided on the website, such as the New Medium-term Plan, the philosophy of the University, the Mission Statement and the School Motto.

Schools	1-2-(2)

♦ School of Theology

While the philosophy and goals of the School of Theology contain descriptions regarding the four branches (four areas) of the School's specialized field of research,[1-7] it is necessary to thoroughly review the appropriateness of these branches, in light of the development of the new philosophy adapted to the course system, and of the relationship with the fields provided in the Graduate School of Theology.

♦ School of Humanities

In the School of Humanities, examination has not proceeded regarding how the philosophy and goals are recognized by students. It is necessary to explore what specific measures can be taken.

♦ School of Law and Politics

In the School of Law and Politics, basic systems have already been introduced and established. The School will accumulate experience so that the systematized mechanisms operate smoothly, while giving further consideration to the consistency between, and the appropriateness of, the School's various documents, including the philosophy and goals.[1-111]

♦ School of Economics

While the School of Economics independently organizes the oath administration ceremony and orientation events for new entrants, these are conducted in a conventional manner, by giving one-way instructions. It is desirable to conduct this ceremony and these events in a manner suited to recent entrants who join the School via various forms of admission. At a time shortly after their entrance to the School, opportunities must be provided for such entrants, faculty and other School members to jointly discuss and reconfirm the meaning and significance of the philosophy and goals and the Admission Policy. It is also necessary to introduce a four-year educational guidance program, while taking into consideration the difference in academic abilities and sense of purpose displayed by individual students.

♦ School of Science and Technology

The School of Science and Technology conducts education and research based on a philosophy that emphasizes building upon a student's studies in fields of basic research and connecting these to learning in applied research fields. However, the School currently provides a greater proportion of its education in basic research fields than in applied research fields, due to the background of the School's establishment. It is desirable that the School enhance its offerings in applied research fields.

♦ School of Policy Studies

As indicated in Section 2-(1), the philosophy and goals of the School of Policy Studies have thoroughly been absorbed by the faculty, staff and other individuals directly related with the School, as well as by undergraduate and graduate students attending the School. However, the understanding and absorption of its philosophy and goals by external entities have not reached a satisfactory level. This problem is not readily solvable since it involves complex factors. The only solution is to devise and attempt new approaches repeatedly, while reviewing past results and making modifications, as necessary, to factors that have lost relevance in line with the changing needs of the times. Meanwhile, the circumstances surrounding universities have significantly changed, such as the declining birthrate in Japan and the situation whereby universities have more places for admission than applicants. Amid these circumstances, suburban campuses, including KGU's Kobe-Sanda Campus, where the School of Policy Studies is located, are increasingly faced with disadvantages in attracting new students. To cope with this situation, the School is required to make further improvements regarding its philosophy and goals, curriculums and other conditions, with an eye to achieving positive differentiation from other universities/schools. The School is also required to make efforts to obtain wider recognition of its philosophy and goals by those outside the University, and to actively promote social contribution activities. The School must improve its educational and research system aimed at the development of advanced specialized professionals.

♦ School of Education

The School of Education needs to examine the relationship between its philosophy and goals and those of the Graduate School of Education, in consideration of future trends in teacher-training programs.

Graduate Schools   1-2-(2)

♦ Graduate School of Humanities

While the Graduate School of Humanities conducts the "student evaluation of teaching" survey every semester in each academic year, submission rates remain at a low level — approximately 15 percent. Measures must be devised to raise the submission rate.

♦ Graduate School of Law and Politics

At the Graduate School of Law and Politics, efforts concerning its philosophy and goals are made in an integrated manner with the School of Law and Politics. As in the case of the School, the Graduate School will continue its efforts to improve consistency between its documents, including the philosophy and goals, and to ensure smooth operation of a range of systems that have already been introduced. [1-111]

♦ Graduate School of Science and Technology

The Graduate School of Science and Technology conducts education and research based on a philosophy emphasizing cutting-edge research in various fields, from basic research to applied research.

However, the Graduate School currently provides a larger proportion of its education in basic research fields than in applied research fields, due to the background of the Graduate School's establishment. Expansion and enhancement in the fields of applied research are expected. Moreover, while the Graduate School aims to increase the number of students from overseas countries and regions, this has not proceeded as well as expected. [1-137)]

♦ Graduate School of Language, Communication, and Culture

The day and evening course system, which is operated by the Graduate School of Language, Communication, and Culture with the aim of providing a curriculum suitable for working adults, is well-received by students. Meanwhile, the number of entrants to the Theme Research Course has recently been on the decline (AY 2008: 3 entrants; AY 2009: 3 entrants; AY 2010: no entrants; AY 2011: 3 entrants; and AY 2012: no entrants). The Graduate School will set out to conduct a specific examination, in order to identify problems regarding this course, and formulate necessary measures for improvement.

The Graduate School also aims to make further improvements in its learning environment and learning support system. In this respect, in September 2012, the Graduate School increased the number of "common laboratories for students" from one to two, and also made "common laboratories for faculty" (experimental laboratories) available to graduate students for whom the use of experimental facilities is required for their coursework. The Graduate School will monitor the consequences of such efforts for the time being. [1-138)]

♦ Graduate School of Education

The Graduate School of Education needs to examine the relationship between its philosophy and goals and those of the School of Education, in consideration of future trends in teacher-training programs.

♦ Institute of Business and Accounting

Given the rapid changes in the present business environment and social systems, the relevance of the Institute's philosophy and goals to society must be examined more severely.

3. Development Measures for the Future

(1) Matters showing improvement

Whole University	1-3-(1)

Via several media, including "Kwansei Gakuin New Strategic Plan 2009-2013 / Progress Report of the New Medium-term Plan 2009-2013" [1-2)] provided on KG's official website, the educational philosophy of the whole University has been reconfirmed and made familiar to University members repeatedly. The University will increase its efforts so that faculty and staff can always refer to the University's philosophy via such media when they address specific issues.

Schools	1-3-(1)

♦ School of Sociology

The School of Sociology will further develop the School of Sociology Meeting that is held at the end of each academic year, while maintaining "Enhancing the quality of School education" as the common

theme.

♦ School of Law and Politics

Regarding the integrated examination of the philosophy and goals, educational objectives, Diploma Policy and other policies, as well as their dissemination and disclosure, the School of Law and Politics will ensure that each committee in charge properly conducts regular examination and reconfirmation, as stipulated in the relevant documents. [1-110)]

♦ School of Science and Technology

The School of Science and Technology will continue its annual examination of its philosophy and goals at the Undergraduate Faculty Board meetings, with a view to helping faculty members raise their awareness of the philosophy and goals even further.

♦ School of Policy Studies

After its establishment, the School of Policy Studies added the Departments of Applied Informatics, Urban Studies and International Policy Studies, which contributed to improving its educational system, especially in terms of curriculum, allowing the School to deal with the diverse issues and problems in present-day society. The School made great strides toward the establishment of a system to nurture World Citizens, in an effort to realize a society that enables "Coexistence between people and nature, coexistence among people," the School's philosophy.

The School will continue its efforts to realize and review its philosophy and goals, by means of various arrangements beyond the realm of conventional styles of education (e.g., promotion of fieldwork; dissemination and exchange of research results and views at the Research Fair, the Research Consortium and other occasions; promotion of volunteer activities). Regarding realization of its philosophy, the School has made a remarkable improvement by establishing an educational system that encourages students to acquire an attitude of aiming for necessary reform, while fully recognizing reality and reflecting on themselves. [1-134)]

♦ School of Education

The School of Education will specifically review the newly established philosophy and goals by AY 2016, the academic year in which the School is to produce its first graduates under the new organization.

Graduate Schools   1-3-(1)

♦ Graduate School of Humanities

As pointed out in Section 2-(1), the Graduate School of Humanities incorporated questions regarding its philosophy and goals in the "student evaluation of teaching" survey. This enabled the Graduate School to grasp the extent to which students recognize the philosophy and goals.

♦ Graduate School of Law and Politics

The Graduate School of Law and Politics will continue the integrated efforts with the School of Law and Politics.

♦ Graduate School of Science and Technology

The Graduate School of Science and Technology will encourage its faculty and students to further increase their awareness of the philosophy and goals. To this end, the Graduate School will ensure that

each academic advisor explains the philosophy and goals in the first meeting of his/her laboratory's seminar class in each academic year.

♦ Graduate School of Language, Communication, and Culture

Among the efforts made by the Graduate School of Language, Communication, and Culture, those already showing positive effects include the renaming of its subjects and the introduction of new subjects, which were implemented in the first phase of the curriculum reform in the Field of Linguistic Education.

The Field (Program) of Linguistic Education was established in 2001 concurrently with the foundation of the Graduate School. Since then, a large number of outstanding students have been passed through the program. However, after its establishment, similar graduate schools were founded at other universities one after another, including one particular graduate school dealing with a similar field of research, and a graduate school specializing in foreign language pedagogy. Consequently, the number of entrants to the Linguistic Education program of the Graduate School of Language, Communication, and Culture has been on a declining trend. In response to this situation, the "Curriculum Planning Committee for the Field of Linguistic Education" was established under the Curriculum Committee in July 2011, and the new committee reviewed the names of all the pre-existing subjects, and also introduced new subjects, as the first-phase effort of a curriculum reform aiming at reinvigorating the program.

Moreover, as a measure to further enhance the Field of Cultural Linguistics, the "Curriculum Planning Committee for the Field of Cultural Linguistics" was established in June 2012. As a result of the discussions at this committee, it became possible to propose a drastic reform of the curriculum. [1-127),1-139)]

♦ Graduate School of Education

The Graduate School of Education will examine the relationship between its philosophy and goals and those of the School of Education by AY 2016 — the academic year in which the School is to produce its first graduates under the new organization, while considering future trends in teacher-training programs promoted by the national government.

(2) Matters that need to be improved

Whole University	1-3-(2)

KG's official Web site provides information regarding the New Medium-term Plan, the philosophy of the University, the Mission Statement, the School Motto and other related matters. The University will make improvements so as to be able to determine the extent to which their contents and concepts are recognized by KG members, and also to make necessary information more readily searchable on the website.

Schools	1-3-(2)

♦ School of Theology

Regarding the four branches (four areas) of the specialized field of research in the School of Theology, the School will restructure them so that they will reflect the School's current educational objectives and the purpose of human resources development more clearly. (The School will restructure them by AY 2013, in consideration of the philosophy of the course system, and consistency with the faculty organization, the fields provided in the Graduate School of Theology, and other factors.)

♦ School of Humanities

The School of Humanities conducts the "student evaluation of teaching" survey for its undergraduate students every semester. The School plans to set additional questions to ask about the philosophy and goals, or distribute a separate questionnaire.

♦ School of Law and Politics

To raise awareness of the philosophy and goals, the School of Law and Politics will explore and implement necessary measures via the Public Relations Committee etc.; for instance, the School will explore the possibility of using Chapel Hour and the lecture meetings at the Society of Law and Politics, and will put into practice any measures possible.

The School aims at accumulating experience so as to ensure smooth operation of its systematized mechanisms, while giving consideration to consistency between, and the appropriateness of, the School's various documents. To this end, the School will review relevant matters in the process of annual self-assessment.

♦ School of Economics

To introduce a new orientation style unique to the School of Economics, the School will hold the current meetings with entrants who join the School based on the admission method emphasizing students' characteristic abilities as a continuous series of meetings, not as a one-time meeting. Through such meetings and other opportunities, the School will collect necessary information for a new approach, and will help faculty and staff raise their awareness of it. [1-140]

♦ School of Science and Technology

Based on the "measures to reinforce and enhance the field of science with a view to increasing the number of students" [1-141] specified in the New Medium-term Plan, the School of Science and Technology will add new departments dealing with fields of applied research.

♦ School of Policy Studies

The School of Policy Studies will make improvements in the following matters:

(1) The School will introduce measures for further permeation and dissemination of its philosophy and goals to those outside the University, with a particular focus on the dissemination of information to potential test takers for the School's entrance examination and their parents (general citizens) and to educational institutions, in order to attract undergraduate and graduate students who agree with the School's philosophy and goals. To achieve this, the School will strengthen its information dissemination efforts by employing a variety of events, publications, the website and other media, and will also increase the number of relevant educational campaigns for the public, and strengthen the School's commitment to such efforts. The School will then establish a system to review the philosophy and goals constantly, while monitoring reactions from those outside the University.

(2) To realize its philosophy and goals, the School will reinforce its educational and research structure, promoting the establishment of a joint research arrangement and network connecting industry, government, academia and the public. In parallel with this, the School will strengthen the linkage between its undergraduate education and graduate education, with a view to fostering advanced specialized professionals via a consistent education continuing from undergraduate to graduate programs. The School will also promote social contribution activities.

♦ School of Education

The School of Education will review its philosophy and goals so as to adapt them to the forthcoming reform of the teacher-training system that is expected in the near future.

Graduate Schools 1-3-(2)

♦ Graduate School of Humanities

Regarding the "student evaluation of teaching" survey, the Graduate School of Humanities will involve academic advisors in collecting survey sheets from their students. The Graduate School will thereby make improvements to substantially accumulate response data regarding its philosophy and goals.

♦ Graduate School of Law and Politics

Regarding matters for improvement shared in common with the School of Law and Politics, the Graduate School of Law and Politics will examine relevant matters in the process of annual self-assessment.

♦ Graduate School of Science and Technology

In response to the departmental increase planned in the School of Science and Technology, the Graduate School of Science and Technology will also expand and enhance its fields of applied research. Regarding the acceptance of non-Japanese students, the Graduate School launched, in the Fall Semester in AY 2012, the International Master's Program provided only in English (the Program of "Integrated Science and Technology" for International Students), and will thus actively accept students from overseas countries and regions. [1-142)]

♦ Graduate School of Language, Communication, and Culture

Regarding the day and evening course system, the number of entrants to the Theme Research Course has recently been on the decline. To make improvements in this area, the Graduate School of Language, Communication, and Culture will consider the following points:

(1) The biggest problem in the Theme Research Course lies in the difficulty in providing in-depth research guidance under the framework of collective guidance by the Advisory Committee. The Graduate School will first set out to enhance the research guidance for theme research students.

(2) Despite the effort described in the previous paragraph (1), it may be the case that the fundamental necessity of the Theme Research Course has been decreasing. In this respect, the Graduate School plans to hold a series of Faculty Development (FD) Seminars focusing on theme research.

Regarding improvement in the Graduate School's learning environment and learning support system, the Graduate School understands the importance of a follow-up review regarding the current use of "common laboratories for students." The Graduate School will therefore implement such a review.

♦ Graduate School of Education

The Graduate School of Education will review its philosophy and goals so as to adapt them to the forthcoming reform of the teacher-training system that is expected in the near future.

♦ Institute of Business and Accounting

To carefully observe the rapid changes in the present business environment and social systems, especially changes in social expectation for, and trends in, the development of business leaders and certified public accountants, the Institute of Business and Accounting will use the Advisory Meeting

established in AY 2012 to incorporate inputs from those who have completed programs at the Institute and others outside the University into the examination process of the philosophy and goals.

Chapter 2
Educational and Research Organization

1. Current Status

(1) Are the educational and research organizations of the University's schools, departments, graduate schools, graduate departments, attached research institutes and centers, and other organizational units appropriate in light of their respective philosophies and goals?

Kwansei Gakuin University (KGU) consists of 11 Schools and 13 Graduate Schools on four campuses: Nishinomiya Uegahara, Nishinomiya Seiwa, Kobe-Sanda and Osaka Umeda. KGU has also established libraries, research institutes and centers, and temporary "Research Centers for Specific Projects" as organizations supporting its education and research.

KGU has adopted the following philosophy: "The University aims to broadly bestow knowledge on students and thoroughly provide education and promote research in specialized arts and sciences, pursuant to the provisions of the School Education Act and the Basic Act on Education, and also to cultivate students' character, based on the principles of Christianity." Under this philosophy, KGU underlines the importance of using each individual's intelligence and all their abundant gifts for the benefit of their neighbors. KGU also aims to foster World Citizens who are equipped with a global mindset and a sense of mission for contributing to society, and this has been emphasized since its foundation. In consideration of this philosophy and these goals, KGU has built its educational and research organizations, while adapting them to the cause of academic advancement and social needs.

The School of Theology has a long tradition from the time of Kwansei Gakuin's foundation. The Schools of Humanities, Law and Politics, Economics, and Business Administration are schools established as successors to the former School of Law and Literature and the School of Commerce and Economics, which operated at the University under the prewar education system. KGU established the School of Science in 1961, in accordance with a policy of the former Ministry of Education, Science and Culture that promoted during the late 1950s and the early 1960s the expansion of university departments specializing in science and engineering. In 1960, a department in the School of Humanities became independent and formed the School of Sociology, as the second of its kind in Japan. KGU newly constructed Kobe-Sanda Campus in 1995, since the total area of the University's school sites had been pointed out as being insufficient by the Ministry of Education, Science and Culture. Established on this new campus concurrently with its opening was the School of Policy Studies. The School of Science was relocated to Kobe-Sanda Campus in 2001, and was reorganized as the School of Science and Technology in 2002. In 2008, KGU established the School of Human Welfare Studies, a school aiming at providing solutions contributing to humans and society, and to enhancement of the quality of "transactions" between humans and society, while responding to the specific needs in the current super-aging society combined with a declining birthrate. In 2009, the University established the School of Education, which is intended to make a contribution to high-quality educational practices, while responding to the need for development of educators, along with community needs. The School of International Studies was established in 2010, for the purpose of responding to the need to develop individuals who can fully display their abilities in the international arena in this increasingly globalized society.

Regarding graduate schools, the Ministry of Education, Science and Culture introduced a system allowing for "independent graduate schools" in 1989. In response, KGU founded the Graduate School of Language, Communication, and Culture in 2001, the parent body of which is the Language Center, with a

view to providing graduate education that is widely open to working adults. Upon the introduction of the professional graduate school system by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), KGU established the Law School in 2004. The University also established the Institute of Business and Accounting (comprising the Business School and the Accounting School) in 2005, after amendment of the Certified Public Accountants Act and enactment of laws regarding accounting schools.

On the basis of the philosophy of the University, each school and graduate school has defined their respective philosophies, based on which they have set their goals and educational objectives. These philosophies, goals and educational objectives constitute the guiding principles of the educational and research activities at each school and graduate school.

KGU operates the University Library on Nishinomiya Uegahara Campus as well as its branch library, "Library and Media Center," on Kobe-Sanda Campus, as facilities to collect, and offer for use, books and materials necessary for educational and research activities at schools and graduate schools.

The following research institutes and centers operate as organizations supporting the University's educational and research activities:

The Institute for Industrial Research (1932) is a research institute specializing in the field of social science, founded to conduct studies and research concerning industry and economics. In addition to conducting research activities, it also functions as a service center for providing information and related materials. The Research Center for Christianity and Culture (1997), a research institute unique to Kwansei Gakuin espousing Christian principles, aims to analyze a variety of issues and problems facing present-day society, from the viewpoint of Christianity. The Institute for the Research of Disaster Area Reconstruction (2005) is Japan's first research institute to have adopted as its research theme restoration and reconstruction after natural disasters. The Institute for Advanced Social Research (2008) was established for the purpose of maintaining and further developing research activities on the theme "Study of 'Social Research for the Enhancement of Human Well-being' toward 'Creating a Society that Values Cultural Diversity'," which came under the 21st Century Center of Excellence Program and subsidized by MEXT for five years from 2003. The Language Center (1992) provides University-wide programs for education in English and 10 elective foreign languages. The Center for Common Educational Programs (2010) provides common University-wide educational subjects. The Institute for Human Rights Research and Education (1995) provides human rights education not only for students but also for faculty and staff members, in an effort to promote human rights education as one of the major pillars of the University's education. The Research Center for Teacher Development (1999) is intended to enhance the University's teacher-training course and facilitate its smooth operation. The Center for Research into and Promotion of Higher Education (2010) is in charge of the planning of necessary measures for promoting educational advancement and ensuring quality assurance in education. The Center for International Education and Cooperation (2005), an organization established to fulfill the objective of developing a global mindset in students, is in charge of programs for international student exchange and international cooperation. The Center for Japanese Language Education (2011) provides international students with Japanese-language education from a University-wide perspective. The Student Support Center (2011) is an organization to support students in their studies and life on campus, comprising the Support Office for Independent Campus Life, which supports students with disabilities in studying in the same manner as other students, and the Office for Student Support and Counseling, which provides students with counseling regarding various problems and worries that they may experience during their campus life. The Center for Career

Planning and Placement (2006) supports students in their job searches and provides career education.

Aside from the abovementioned permanent research institutes and centers, KGU has in place a system to establish ad hoc "Research Centers for Specific Projects," which are organized on a temporary basis to facilitate cross-sectional academic research within the University. As of April 2012, 23 such centers were in operation.

Establishment and reorganization of all facilities and organizations to support the University's education and research are subject to deliberation by the University Senate and the Board of Trustees. The Senate and the Board discuss the abovementioned issues from the viewpoints of whether the facility/organization is in line with the University's philosophy and goals, and whether the facility/organization takes into account trends in the academic research community, as well as social needs. The said facilities/organizations are operated in accordance with the regulations deliberated by the University Senate and the Board of Trustees. [2-1),2-2)]

(2) Are regular examinations conducted regarding the appropriateness of the educational and research organizations?

KGU has established the Kwansei Gakuin University Self-assessment Regulations[2-3)] and related bylaws.[2-4)] Each organization is examined by means of self-assessment, which is conducted on an annual basis.

If reorganization or abolishment of a given organization is necessary, appropriate deliberations and decisions are made by the University Senate. Regarding the Center for Research into and Promotion of Higher Education established in 2010, KGU established, in 2011, the "Review Committee Regarding the Center for Research into and Promotion of Higher Education" under the University Senate, and reviewed the Center's organizational structure and regulations. The appropriateness of research institutes and research centers is evaluated by the Evaluation Committee involving external third-party entities, based on activity reports of the research institutes etc. Regarding the Institute for Industrial Research and the Institute for Advanced Social Research, their activities were evaluated in 2012 by the Council for Organizations for Research and Social Collaboration Promotion, while taking their possible reorganization into consideration. The University Senate reached a decision to have them make improvements in their activities, based on the evaluation results. Regarding Research Centers for Specific Projects, evaluations are conducted by the Evaluation Committee not only in the final year but also at the midterm of the predetermined period of their activities. If the performance of a given Center is not satisfactory, the Center will be abolished subject to a decision by the President of the University.

2. Check and Evaluation

(1) Matters showing improvement

Enhancement of the University's undergraduate education through the establishment of the School of Human Welfare Studies in 2008, the School of Education in 2009, and the School of International Studies in 2010 is extremely significant and relevant to attaining the goal of "fostering World Citizens who are equipped with a global mindset and a sense of mission for contributing to society."

(2) Matters that need to be improved

Educational and research organizations in KGU are independent by function, and duties within each organization are subdivided automatically in accordance with their organizational structures. This system has resulted in a situation where many centers are structured in juxtaposition immediately under the President, and where departments responsible for information systems etc. are scattered throughout the University. This situation does not necessarily contribute to the efficient operation of the University as a whole. Moreover, the independent operation of each organization has led to insufficient communication between organizations, often hampering consistent implementation of various measures by the University.

3. Development Measures for the Future

(1) Matters showing improvement

Setting its sights on acceleration of social contribution via research activities and development of human resources in the field of science, the University will implement the "measures to reinforce and enhance the field of science with a view to increasing the number of students," as specified in the New Medium-term Plan. A plan to add three new departments to the School of Science and Technology by 2015 was adopted at the University Senate meeting held in October 2012. Specific planning is currently underway in preparation for the application for the departments' establishment to be submitted to MEXT.

(2) Matters that need to be improved

To increase efficiency in its organizational operation, KGU is currently preparing for a major reorganization, by which KGU plans to place existing organizations with similar functions under four Organizations (the Organization for Academic Affairs, the Organization for Student Activity Support, the Organization for Information Environment, and the Organization for International Collaboration), each of which has an integrated administrative structure covering a set of necessary functions — planning, management and execution. The University aims to implement the abovementioned reorganization in April 2013.

Chapter 3
Faculty Members and Faculty Organization

Chapter 3 Contents

2. Check and Evaluation
(1) Matters showing improvement
Schools

Graduate Schools

(2) Matters that need to be improved
Schools

3. Development Measures for the Future

(1) Matters showing improvement

(2) Matters that need to be improved

1. Current Status

(1) Does the University clearly define its ideal requirements for faculty members, as well as policies on the organization of its faculties?

Whole University	3-1-(1)

The University's ideal requirements for faculty members

Kwansei Gakuin University (KGU) has established "Regulations for the Appointment of Professors, Associate Professors and Assistant Professors"[3-1)] and "Faculty Selection Criteria,"[3-2)] in which the University clearly defines the abilities, qualifications and other standards it expects of its faculty members. KGU thus recruits, employs and promotes its faculty members based on appropriate criteria, standards and procedures.

For language education, on the basis of its "Understandings on personnel employment and promotion concerning the University-wide system for language education,"[3-3)] KGU lays down "Regulations Regarding Kwansei Gakuin University Associate Lecturers of English,"[3-4)] "Regulations Regarding Special Contract Faculty for Language Education"[3-5)] and "Regulations Regarding Kwansei Gakuin University Full-time Instructors for Language Education"[3-6)] and other regulations. KGU thereby clearly defines the abilities, qualifications and other standards it expects of its academic staff engaged in language education.

Regarding its graduate schools, KGU has set "Selection Criteria for Graduate Faculty and Graduate Academic Advisors"[3-7)] and "Regulations for the Appointment of Faculty Members of Professional Graduate Schools,"[3-8)] in which the University clearly defines the abilities, qualifications and other standards it expects of academic staff teaching at graduate schools.

The abilities, qualifications and other standards KGU expects of fixed-term academic staff in specific fields of study are clearly defined by "Regulations Regarding Special Fixed-term Professors,"[3-9)] "Regulations Regarding Special Contract Faculty,"[3-10)] "Regulations Regarding Kwansei Gakuin University Full-time Faculty for Education in International Cooperation,"[3-11)] "Regulations Regarding Fixed-term Professional Faculty of the Graduate Law School"[3-12)] and "Regulations Regarding Fixed-term Professional Faculty of the Institute of Business and Accounting."[3-13)]

The abilities, qualifications and other standards the University expects of its faculty members are thus clearly stipulated in the array of regulations. Meanwhile, the Chair of the Board of Trustees and the President of the University remarked on the "image of faculty members expected by the University" and the "attitudes and social responsibility of researchers," respectively, as described below:

Yoichi Morishita, Chair of the Board of Trustees
(Excerpt from an address delivered at the inaugural ceremony for new faculty and staff members held on April 1, 2011)

(1) A faculty member who sincerely works at helping students realize their aims and dreams, who strives for better education and research, and who teaches with pride and enthusiasm, while recognizing the development of students as his/her greatest joy

(2) A faculty member who is highly appreciated by the academic community and the public for his/her activities in the particular field of specialization, and accordingly, has firmly established his/her status in that field, who makes a positive contribution to society, and who is respected by the public

(3) A faculty member with personal attractiveness who is equipped not only with scholarship and intelligence but also with the confidence of others, as well as natural virtue

(4) A faculty member who remains a role model for students for their lifetime, and continues to be respected and revered by them as their teacher for the rest of their lives

Takutoshi Inoue, President

(Excerpt from an address delivered at the graduate school entrance ceremony on April 2, 2012)

"Many of you have entered the first or second half of the doctoral program or professional degree program with aspirations to become a researcher or a specialist. To achieve the aspiration, you are beginning to learn specialized knowledge and skills in the discipline you have chosen.

"Some of you may aim to cause a paradigm shift. Others may not wish to go that far, but aim to pursue 'hard academism' (the creation of new knowledge), or you may put greater emphasis on teaching than research, or seek to make a positive contribution in a practical way. Whatever stance you may take, however, I have something that I would like all of you to keep in mind, and something I ask you to do, upon your entrance to graduate school or professional graduate school.

"As you may know, what supported the Industrial Revolution and industrialization, and thus enabled modernization, was the 'division of labor.' Similarly, modern science has developed via the 'division of labor,' or the deepening of specialization in study and research. This is deemed to be a consequence of the awareness that it is difficult or even impossible for a human being, as an imperfect existence, to acquire comprehensive, multi-disciplinary knowledge. This awareness has led to a shift of emphasis from 'philosophy' as taken in a broad sense to 'sciences.' With this as a background, it is increasingly the case today that whether a student studies for a Master's degree or a doctoral degree, he/she cannot obtain a successful outcome unless he/she increases the level of specialization, in other words, narrowing the scope of research and continuing his/her pursuits in that field without even studying related disciplines satisfactorily.

"However, the deepening of specialization creates pitfalls. In 'The Wealth of Nations,' while Adam Smith points out an advantage of the division of labor in that it increases productivity and efficiency, he also emphasizes that the division of labor may lead to a decline in intellectual ability, thereby impairing humanity. To apply this point to the specialization of study and research, it is possible that the deepening of specialization can result in closing, by yourselves, the path leading to comprehensive knowledge, or verity, though some may feel that this word is somewhat obsolete. Indeed, humankind may not be able to reach verity. However, even if this is impossible, is it truly desirable to be content with readily achievable outcomes, without pursuing the path toward verity? The crescent, which we use as the school symbol of Kwansei Gakuin, always develops into a full moon. Importantly, however, even if something is supposed not to develop into a 'full moon,' we must still appreciate the significance of endeavors made by human beings who steadily continue intellectual work to develop the 'crescent' into a 'full moon.' You must keep it in mind that as in the case of the possible loss of humanity through the division of labor, excessive specialization can lead to the loss of many things. There is a way to avoid this, however.

"That is to recognize that the more your research is specialized, the more you should be aware of what the focus of your research is, and what fields the research makes you give up. We often conduct scientific research on the premise of 'ceteris paribus,' or 'all other things being equal.' We must know what the 'other things' that are supposed to be equal are, and must always pay attention to possible changes in the 'other things.' We are now gradually becoming aware that the culture and civilization that have been elaborated by humankind have become too human-centric.

"After the Great East Japan Earthquake that struck the country last year, researchers stressed that many things were 'beyond expectations,' in an attempt to evade their responsibility. The power of human beings is extremely limited, and therefore, it is impossible to 'expect' all things 'beyond expectations.' However, all the more because of this, we must be humble towards nature.

"Given the importance of such reflection, whether as researchers in the making or as full-fledged researchers, we must face nature with a humble attitude, and also be attentive towards nature — the

attitude taken by past scientists about the time modern science originated. I am convinced that it is this humility that will constitute our first step toward establishing a new science, as well as the culture and civilization encompassing this new science. This means, as I mentioned before, that we must restore 'philosophy' to the sciences.

"I have one more important point to add. That is the social responsibility to be fulfilled by researchers. After the Great East Japan Earthquake of last year, the social responsibility of researchers was questioned in connection with the range of problems ensuing from the earthquake. It was questioned whether the national government, as well as researchers referred to as specialists in nuclear power, had really communicated the truth to us. The fact that they did not necessarily seem to have communicated it is why we came to distrust them. We must recognize that this is one of the reasons still making it difficult to solve the range of problems that still exist following the earthquake. At KGU, we will continue to explore the 'truth' and seek 'verity' even though these are often overlooked in present-day society, while always giving full consideration to the social responsibility that accompanies our research outcomes.

"During such efforts, we must always remember the warning on the conceit of us human beings, assuming that we can control and even dominate nature. We must always be respectful to nature, and display a humble attitude toward nature. In terms of this necessity, we faculty members are learners just as you are, and with this in mind, we will strive to continue our research efforts and embody their outcomes in the frontline of our education. In this context, we aim to maintain our education at KGU as 'research-based education.' To fulfill this aim, we will uphold a 'noble stubbornness,' which is also the motto of KGU's sports club association. We will strive, together with you, to return the results of our endeavors to the general public, based on the spirit of KGU's School Motto, 'Mastery for Service'."

Policies on the organization of faculty

Based on the University's faculty system, full-time faculty members (for language education and specialized education) belong to a school or graduate school, in principle. Full-time faculty members engage in education and research, under the Dean of their school, professional graduate school or graduate school, as members of their school's/(professional) graduate school's Undergraduate Faculty Board, Professional Graduate School Graduate Faculty Board, or Graduate Faculty Board, in accordance with the "University Senate Regulations,"[3-14] as well as with the "Undergraduate Faculty Board Regulations,"[3-15] the "Professional Graduate School Graduate Faculty Board Regulations"[3-16] or the "Graduate School Graduate Faculty Board Regulations." [3-17] Faculty members who do not belong to any school or graduate school (at KGU referred to as "faculty members reporting to the President") engage in education and research as academic staff members who belong to a research institute. Assignment of faculty members to each school, graduate school, etc., is reviewed by the University Senate annually.

The University's "Office Organization" regulations [3-18] stipulate the positions of "Dean of Academic Affairs" and "Associate Dean of Academic Affairs"; each school's "Associate Dean of Academic Affairs" and "Assistant Dean of Academic Affairs"; and each graduate school's "Associate Dean of Student and Academic Affairs" and "Assistant Dean of Student and Academic Affairs". The University clearly defines the division of roles and responsibilities necessary to provide education from a University-wide perspective, in accordance with the "Academic Affairs Committee Regulations"[3-19] for undergraduate education, and the "Graduate School Student and Academic Affairs Committee Regulations"[3-20] for graduate education. The "Associate Dean of Academic Affairs" and the "Assistant Dean of Academic Affairs" are assigned to each school, and the "Associate Dean of Student and Academic Affairs" and the "Assistant Dean of Student and Academic Affairs" are assigned to each graduate school. The division of roles and responsibilities necessary to systematically provide education at each school and graduate school is clearly defined by each Undergraduate Faculty Board, Professional Graduate School Graduate Faculty Board, and Graduate Faculty Board.

Schools	3-1-(1)

♦ School of Theology

Regarding policies on faculty organization of the School of Theology, the following understandings are shared among members of the School's Undergraduate Faculty Board:

(1) The School assigns full-time faculty members to each of its fields, i.e., Biblical studies (Old Testament studies, New Testament studies), historical theology, systematic theology (including the philosophy of religion) and practical theology. As far as possible, the School assigns to each of these fields faculty members capable of teaching field-based seminars and special seminars.

(2) The School organizes its faculty by employing primarily Christian church ministers (while emphasizing experience of evangelical church ministry and practical activities at Christian institutions, such as experience as a hospital chaplain) with a view to achieving one of the School's founding principles of its philosophy and goals — the development of missionaries. However, this does not prevent the School from employing non-ministerial Christians for faculty positions in consideration of their fields of specialization, achievements, teaching experience, etc.

(3) Class instruction and educational activities are performed by all members of the School's faculty, in both the Christian Missionary Work Course and the Christian Thought and Culture Course.

The aforementioned shared understandings are approved by the School's Undergraduate Faculty Board in the annual self-assessment process,[3-21] and some of them are stipulated in the "School of Theology internal regulations regarding the Faculty Selection Criteria."[3-22] However, not all such understandings are necessarily presented in a standardized manner. It has been decided to present them, after reorganizing them by the beginning of AY 2013, based on self-assessment and the School's philosophy and goals, in consideration of their relationship with the philosophy and goals and faculty organization policies of the Graduate School of Theology.[3-23] Employment and assignment of the School's faculty members are deliberated at the Personnel Committee (School) and finalized by the School's Undergraduate Faculty Board.

♦ School of Humanities

The "School of Humanities personnel procedures"[3-24] were approved at the School's Undergraduate Faculty Board meeting held on October 10, 2001. Five revisions (minor amendments) have since been made to arrive at the current version of the Procedures, based on which the School implements promotion and new appointment of faculty members. The School does not have "ideal requirements for faculty members" stipulated in written form, since the School consists of three departments and 11 majors, requiring an extremely broad faculty. The "School of Humanities personnel procedures" stipulate matters regarding the structure and roles of the Personnel Committee, election of Personnel Committee members, the structure and functions of the Personnel Screening Subcommittee, formation and functions of the Screening Committee, and other personnel-related procedures. The Procedures have helped ensure the permeation of transparency and rigor into the School's personnel management system.

♦ School of Sociology

Upon faculty employment, the School of Sociology clearly defines, and provides in the application guidelines, the field of specialization, research achievements, teaching experience and other standards required for the position to be filled, while taking the philosophy and goals of the University and those of the School into consideration.[3-25),3-26]

In accordance with the University's regulations for faculty appointment, the School's faculty is

categorized into Professors, Associate Professors, Assistant Professors and fixed-term faculty members. The School's faculty is organized with the policies of (1) enhancing the effect of education in accordance with the curriculum and (2) efficiently carrying out the School's operational functions.

With respect to Policy (1), the School's curriculum is categorized into several subject groups. Instructors in each subject group organize Subject Instructors Meetings, and conduct each group's educational activities in a responsible manner. The representative ("Convener") of each Subject Instructors Meeting also serves as a member of the Curriculum Planning Committee, one of the bodies involved in the operation of the School, and who is responsible for the proper operation of educational activities throughout the School. [3-1),3-27)]

In AY 2012, a Foreign Language Education Committee was newly established within the "Group A" Subject Instructors Meeting, involving all faculty members engaged in language education, regardless of language type. [3-28)]

With respect to Policy (2), various committees are in operation at the School, in accordance with the range of functions necessary for its operation, for instance regarding undergraduate education, student life, admissions and public relations. These committees are supervised by the Dean and the School Administration (comprising the Associate Dean of Academic Affairs, the Assistant Dean of Academic Affairs, the Associate Dean of Student Affairs, the Assistant Dean of Student Affairs, etc.).

Upon organization of its faculty, the School reviews the composition of the faculty, and gives consideration to ensuring a good balance in terms of age, gender, nationality and other factors. To give an example, when the School employed more than 10 faculty members in accordance with the curriculum reorganization implemented in AY 2009, the School Reorganization Preparation Committee developed a personnel plan in consideration of the specific needs of the new curriculum. The abovementioned review and consideration were undertaken by the Personnel Strategy Committee, which supervised, in a cross-sectional manner, the Personnel Selection Committees established for each of the positions to be filled. [3-29),3-30)]

Moreover, when the School employed several faculty members in AY 2011, working groups established under the Dean also undertook the said review and consideration. Furthermore, the School's Future Vision Committee, launched in AY 2012, discusses the desirable faculty composition for the future. [3-31)]

♦ School of Law and Politics

The School of Law and Politics does not have general criteria or standards stipulated in written form regarding the School's ideal requirements for faculty members. Concerning the abilities, qualifications and other standards that the School expects of its faculty, the School has adopted a range of established criteria and standards for faculty employment and promotion, which specifically embody the high levels of research and educational abilities as described in the Standards for Establishment of Universities. Such criteria and standards are stipulated by the University's "Regulations for the Appointment of Professors, Associate Professors and Assistant Professors"[3-1)] and the "Faculty Selection Criteria,"[3-2)] as well as the School's "School of Law and Politics internal regulations regarding the Faculty Selection Criteria,"[3-32)] the "Rules regarding personnel procedures,"[3-33)] the "Agreements regarding the procedures of joint personnel management in accordance with the establishment of the joint course between the School of Economics and the School of Law and Politics"[3-34)] and the "Agreements regarding employment of part-time instructors." [3-35)] These regulations, agreements, etc. stipulate, together with related procedures, the criteria and standards regarding the research achievements and teaching experience that are required of faculty members in order for them to be employed/promoted. The School's ideal requirements for faculty members are represented by these criteria and standards.

The School's policies on the organization of its faculty are as follows: The School's overall faculty organization is supervised by the School's Undergraduate Faculty Board. Regarding specialized fields,

faculty organizations are structured for each of the Department of Law and the Department of Political Science, as well as for each of the subdivided laboratories including those for language education. To accommodate the course system for education, the School holds cross-laboratory "course meetings" to ensure appropriate faculty management. The positions of Missionary and Chaplain are regarded as Professor positions. Thus, the School achieves a staffing conducive to realizing the educational philosophies of the University and the School.

Individual personnel procedures are examined by the Personnel Advisory Committee, from the viewpoint of the School as a whole. This committee reviews existing course offerings, and discusses appropriate faculty composition, with age and other conditions factored in; the abilities required of faculty members; and the recruitment methods to ensure appropriate faculty organization. Upon faculty employment, the Personnel Selection Committee decides specific criteria, standards and policies for employment, based on the views of the Personnel Advisory Committee.

♦ School of Economics

While the School of Economics does not define its ideal requirements for faculty members, it stands on the fundamental premise that the School appoints to its faculty positions academic staff who understand and contribute to realizing the University's philosophy and goals. Upon faculty employment, the School clearly defines, and provides in the application guidelines, the field of specialization, research achievements, teaching experience and other conditions required for the position to be filled. Regarding policies on the organization of its faculty, the School always places great emphasis on smooth operation of the existing curriculum. Accordingly, such policies are finalized by the Undergraduate Faculty Board, based on the results of discussions by faculty groups formed for each field of study, while aiming at ensuring smooth operation of the School's curriculum.

The abilities expected of faculty members (appointment/promotion criteria) are stipulated in the "Faculty Selection Criteria" prescribed by the University and in the "School of Economics/Graduate School of Economics internal regulations regarding faculty selection etc." as described below:

1. Pursuant to Paragraph 2 of the Faculty Selection Criteria, the criteria for selecting Professors, Associate Professors and Assistant Professors in the School of Economics shall be as follows:

Research achievements shall be calculated based on the following:

- Publication of a book of outstanding research authored independently by the candidate: 5 points
- Research paper published in a journal with a rigorous referee process: 3 points
- Research paper published in a journal (including a bulletin) or an academic book: 1 point

If the research paper is jointly written with co-author(s), the points shall be divided by the number of authors.

Research achievements shall be taken into account for the selection process insofar as the relevant books/journals have already been published, in principle; provided, however, that such achievements shall also be taken into account if the relevant books/journals are scheduled to be published by the end of the academic year, and if the completed manuscript, the publication certificate issued by the publisher, and other related documents are submitted by the end of December in the same academic year.

(1) Professor

Selection as Professor shall require outstanding teaching experience of at least five years as Associate Professor, and the acquisition of at least eight points based on the aforementioned research achievement points system after being promoted to Associate Professor. A doctorate is not a requisite for the said selection.

(2) Associate Professor

Selection as Associate Professor shall require outstanding teaching experience of at least three years as Assistant Professor, and the acquisition of at least three points based on the aforementioned research achievement points system after being promoted to Assistant Professor. A doctorate is not a requisite for the said selection.

(3) Assistant Professor

As per the Faculty Selection Criteria

♦ School of Business Administration

In pursuit of realization of its educational philosophy, "The development of businesspersons equipped with genuine creativity,"[3-36] the School of Business Administration organizes its faculty through the adoption of a policy of "securing the faculty members and organization necessary to realize the School's philosophy, based on specific personnel appointment regulations and the Faculty Selection Criteria, in close cooperation with the Graduate School of Business Administration."[3-37]

The Personnel Committee has been established as an organization to handle the School's personnel affairs. This committee comprises five faculty members chosen from among the Undergraduate Faculty Board members via an open election annually. The Personnel Committee is an organization with a high level of independence and authority that is of equal status to the School Administration, facilitating personnel management from a broader perspective overseeing the School as a whole. The Personnel Committee also supervises the recruitment, employment and promotion of fixed-term faculty members, pursuant to the "Regulations Regarding Faculty Members Appointed for a Fixed Term of Office" prescribed by the University.[3-38] Upon the employment of new faculty members, the committee implements recruitment/employment procedures in line with the policies on the organization of the School's faculty. Regarding personnel management in the field of language education, necessary procedures are implemented in cooperation between the Language Center and the Personnel Committee.

♦ School of Science and Technology

Regarding the ideal requirements for faculty members of the School of Science and Technology, all the departments share an understanding that ideal faculty members are those who agree to the philosophy and goals of the School, who have an understanding of education based on Christian principles, and who can channel their efforts into both education and research in natural sciences in a well-balanced manner. This shared understanding is not stipulated in written form. The achievements criteria/standards for evaluating the qualifications and abilities required of each faculty position are stipulated in the "Agreed matters in the School of Science and Technology" (Not for disclosure).

As its policies on the organization of faculty, the School aims to: fully meet the Standards for Establishment of Universities; ensure that full-time faculty members teach core subjects in each department; maintain an appropriate balance in the faculty's fields of research so as to provide a wide range of education; assign assistant instructors for students' experiments and seminars; and actively install native English speakers as language instructors to help students develop their general English communication skills. In addition to these, the School also aims to employ younger academic staff to invigorate its education and research, and actively appoint female faculty members in order to promote gender equality.[3-39]

The division of roles to ensure systematic education is supervised in a responsible manner by each department's Department Meeting for specialized subjects, and by the English Education Committee for English language education. Regarding common cross-departmental specialized subjects, such division of roles is coordinated by the Curriculum Working Group. For faculty employment and promotion, a Personnel Committee is convened subject to the approval of the Undergraduate Faculty Board, and under the responsibility of the Dean, based on the result of discussions by the relevant Department Meeting

regarding to which field a new faculty member should be added.

♦ School of Policy Studies

In the School of Policy Studies, under its basic philosophy "Coexistence between people and nature, coexistence among people,"[3-40] the School's departments pursue educational and research activities in line with their respective themes: [1] New frontier of policy studies (the Department of Policy Studies), [2] Synergy between information media and policies (the Department of Applied Informatics), [3] Remedies for urban renewal (the Department of Urban Studies), and [4] Achievement of Millennium Development Goals (the Department of International Policy Studies). [3-41)p.112~113] As is evident from this array of departments and themes, the School comprises diverse departments beyond the scope of a single discipline and ensures a curriculum design integrating the humanities and sciences, thereby aiming to foster students who possess knowledge in complex fields of study, along with a broader outlook, and who can fully express themselves in both Japanese and English. Accordingly, as the School's ideal requirements for faculty members and policies on faculty organization, the School primarily emphasizes development of a curriculum featuring diverse fields of specialization, underpinned by a faculty composition encompassing diverse disciplines, nationalities and cultures. As of April 2012, approximately 30 percent of the full-time faculty members and Associate Lecturers of English of the faculty were foreign nationals.

Upon faculty selection, the School employs the "Faculty Selection Criteria" prescribed by the University and the "School of Policy Studies/Graduate School of Policy Studies internal regulations regarding faculty selection etc." [3-42] Regarding employment and promotion, in an effort to ensure foresighted personnel planning with a long-term perspective, the School has established the Supplementary Personnel Appointment Selection Committee, where fair and rigorous screening of candidates is conducted. To facilitate active employment of non-Japanese faculty members, the School provides recruitment information in English via KG's official website and other media, as necessary. [3-43]

♦ School of Human Welfare Studies

1) Ideal requirements for faculty members

The School of Human Welfare Studies defines its ideal faculty as (1) teaching staff in conformity with the educational objectives of each department, (2) foreign language instructors helping students to develop a wider vision and cultivate a global mindset, (3) teaching staff with practical experience who are capable of preparing students to take the "Certified Social Worker" or "Psychiatric Social Worker" national examinations, (4) teaching staff for spiritual education, and (5) teaching staff with expertise in helping elderly and other individuals fully/effectively use their bodily functions.

2) Policies on organization of faculty

The School specifies its policies on the organization of its faculty in the section "Purpose of establishment and the reason for the necessity of establishment" in the document "Notification of the establishment of the School of Human Welfare Studies," which is disclosed on KG's official website.[3-44] Common policies for faculty organization include provisions that (1) fundamental subjects be taught by full-time faculty members, and that (2) practicum, fieldwork and internship programs be provided by teamed faculty members, including full-time faculty members and Field Work Coordinators in Human Welfare who are installed to support practical education.

This teaming of faculty members has enabled the School to operate its practical education (practicum) in a unified manner, integrate information concerning practicum, eliminate deviations from instruction policies, and prevent a situation in which a faculty member may feel overburdened with all the problems/difficulties of teaching by himself/herself.

The School's ideal requirements for faculty members and issues concerning faculty organization have been discussed and clearly defined by the Undergraduate Faculty Board. Discussions are also conducted, as necessary, regarding not only the organization of full-time faculty but also the assignment of part-time instructors, issues concerning Teaching Assistants conducive to enhancement of the educational and research support system in the School, and issues concerning Field Work Coordinators in Human Welfare who support practical education.

♦ School of Education

Regarding its faculty organization, upon its establishment in 2009, the School of Education decided that in consideration of the features of its two departments and the number of students to be admitted, the School should appoint 42 full-time faculty members, which well surpassed the requirement stipulated in the "Standards for Establishment of Universities." The School categorized its faculty into members who teach in a single specified department and instructors for language education subjects, as well as a Chaplain who teaches Christian subjects and conducts Chapel Hour, aimed at realizing the University's philosophy featuring education based on Christian principles as the founding spirit. Thus, the School assigned appropriate faculty members to each field of study.[3-45)p.18 V.] In view of its philosophy and goals, the School also assigned faculty members with rich, practical experience in the fields of education and childcare. These policies have also been included in the plan of the School reorganization to be implemented in AY 2013.

The School's ideal faculty members are those who engage in research activities, while making the most of their expertise, who are dedicated to education for students, and who have a breadth of knowledge regarding education and educational facilities relevant to present-day society.

♦ School of International Studies

The School of International Studies has adopted the following policies on faculty organization:

The School appoints a Chaplain as a full-time faculty position to provide education in Christian subjects, which are aimed at cultivating students' humanity and thereby developing individuals with high ethical values.

The School positions, as compulsory subjects, English, Chinese, Korean and Japanese (for non-Japanese students), which are aimed at building practical language skills with an emphasis on equipping students with the skills to effectively communicate their views to others in their chosen language. Full-time faculty members are assigned to these language education subjects. Korean is also provided by a full-time faculty member who is assigned to the field of Culture and Language.

The field of Culture and Language provides education and research centered on cultural studies, linguistics, and religious studies. Full-time faculty members primarily teach the subjects of "globalization and language," "North American language and culture," "intercultural understanding," "Japan-U.S. comparative culture," "Asian language and culture A," "Asian language and culture B," "globalization and culture," "religion and state in East Asia" and "Christianity and the world."

The field of Society and Governance provides education and research centered on synousiacs, politics and diplomacy, international relations, and international law. Full-time faculty members primarily teach the subjects of "Chinese politics and diplomacy," "Oceanian politics and diplomacy," "Korean politics and diplomacy," "Canadian society," "Canadian politics and diplomacy," "international political economy," "contemporary international law," "contemporary Japan-U.S. relations" and "introduction to the international community."

The field of Economics and Management provides education and research centered on economics, business administration, and accounting. Full-time faculty members primarily teach the subjects of "Asian economy A," "Chinese economy," "North American economy," "introduction to Japanese economy,"

"international accounting," "Chinese corporate management," "international accounting" (provided in English), "international corporate management" and "business administration A." [3-46)]

The School's ideal requirements for faculty members are stipulated in the section "Purpose of establishment" in the "Notification of establishment" submitted to MEXT. [3-47)p.1·9]

The School has established, and is currently operating, various committees and subcommittees concerning faculty affairs. [3-48)]

Graduate Schools	3-1-(1)

♦ Graduate School of Theology

Regarding policies on faculty organization of the Graduate School of Theology, there are shared understandings among members of the Graduate School's Graduate Faculty Board, as listed below. Faculty appointment is implemented under close coordination with the faculty organization of the School of Theology.

(1) In consideration of the personnel assignment at the School, the Graduate School appoints and assigns full-time faculty members to each of its fields, i.e., the biblical field, the historical and cultural field, the systematic and thought field, and the practical field.

(2) The Graduate School organizes its faculty so that primarily comprises Christian church ministers, with a view to achieving, in cooperation with the School, one of the Graduate School's philosophy and goals — the development of missionaries. However, this does not prevent the Graduate School from employing non-ministerial Christians for faculty positions, in consideration of their fields of specialization, achievements, teaching experience, etc.

(3) Class instruction and educational activities are performed by all members of the Graduate School's faculty, in both the Christian Theology and Missionary Work Course and the Christian Thought and Culture Course.

While the aforementioned shared understandings are approved by the Graduate School's Graduate Faculty Board in the annual self-assessment process [3-49)] (such approval is given jointly with the School's Undergraduate Faculty Board, in consideration of the relationship with the School regarding related measures taken at the School), these understandings are not necessarily presented in a standardized manner. The Graduate School plans to present the shared understandings by AY 2013, after reorganizing them based on similar understandings to be presented by the School. Employment and assignment of the Graduate School's faculty members are deliberated at the Graduate School of Theology's Academic Advisors Committee for the first/second half of the doctoral program, [3-17)] and are finalized by the Graduate School's Graduate Faculty Board. In the first half of the doctoral program, in AY 2012, the Graduate School appointed one Associate Professor as academic advisor (assigned to the practical field: practical theology, clinical pastoral education), based on approval by the Graduate Faculty Board in AY 2011. The Graduate School of Theology thus accommodates an increasingly diverse range of research themes studied by students.

♦ Graduate School of Humanities

The faculty of the Graduate School of Humanities has a shared understanding regarding the image of an ideal faculty member: a specialist in the humanities who possesses profound sensitivity and a breadth of knowledge sufficient to realize the Graduate School's Admission Policy,[3-50)] who has the competence to pioneer new horizons in the discipline he/she is engaged in, and who is capable of using the abovementioned abilities for providing students with instructions and guidance, especially for dissertation preparation. In line with this shared understanding, the Graduate School has adopted a personnel policy

intended for the appointment of: academic advisors who teach in the first half of the doctoral program, which is positioned as the first stage of researcher development; and academic advisors for the second half of the doctoral program who are capable of displaying more extensive, higher-level expertise and teaching skills required for the guidance of students in their doctoral dissertation preparation, while taking into consideration the continuity in their studies from the first half of the doctoral program. The Graduate School proactively appoints to its academic advisor positions Associate Professors in the faculty who are recognized to have outstanding expertise and teaching ability. The abovementioned understanding and policies are not stipulated in written form.

♦ Graduate School of Sociology

Recruitment and appointment of academic advisors at the Graduate School of Sociology are conducted on the basis of the "Basic ideas regarding persons qualified for appointment as graduate academic advisors, and regarding members of the Graduate Faculty Board," which were formulated by the Graduate School of Sociology based on the "Selection Criteria for Graduate Faculty and Graduate Academic Advisors." [3-7),3-51)]

As its policy, the Graduate School aims at forming a faculty organization that enables achievement of one of the principles of the philosophy and goals of the Graduate School, i.e., implementation of educational and research activities in three majors: "theory/model," "field/method" and "research/data/presentation," with the aim of developing "socioliteracy" in students.

The Graduate School provides research guidance by arranging multiple advisors, including an academic advisor and sub-academic advisor(s). [3-52)]

♦ Graduate School of Law and Politics

As in the case of the School of Law and Politics, the Graduate School of Law and Politics has not put its ideal requirements for faculty members in written form. However, several regulations provide the criteria and standards for the research achievements and teaching experience required for faculty appointment, along with related procedures. Such regulations include the "Regulations for the Appointment of Professors, Associate Professors and Assistant Professors," [3-1)] the "Faculty Selection Criteria," [3-2)] the "School of Law and Politics internal regulations regarding Faculty Selection Criteria," [3-32)] the "Rules regarding personnel procedures" [3-33)] and the "Agreements regarding employment of part-time instructors," [3-34),3-35)] as well as the Graduate School's document "Regarding the Appointment Criteria for Graduate Faculty and Graduate Academic Advisors." [3-53)] Upon faculty employment, certain consideration is given to appropriate composition of the faculty, similar to the case with the School.

The faculty for the first half of the doctoral program is unified as a single organization, the Graduate Department of Law and Politics. For the second half of the doctoral program the faculty is structured into its three graduate departments. Meanwhile, some faculty members of the Law School join the Graduate School's Graduate Faculty Board for the second half of the doctoral program. Thus, an organic relationship in terms of faculty organization has been established between the Graduate School and the Law School. The Graduate Faculty Board supervises the overall faculty organization of the Graduate School. The Associate Dean of Student and Academic Affairs of the Graduate School and other members manage the Graduate School Operation Committee. Actual day-to-day operation of the faculty is carried out by the laboratories in each specialized field.

♦ Graduate School of Economics

While the Graduate School of Economics does not define its ideal requirements for faculty members, it expects them to be equipped with a higher level of ability as members of a graduate faculty, so that they

can continue to provide a wider range of specialized research opportunities in economics for students aspiring to pursue high level research, as well as fostering the advanced professionals required by society. As such, the Graduate School clearly provides, in the application guidelines, the field of specialization, research achievements, teaching experience and other conditions required for faculty positions to be filled.

To conduct education in a systematic manner, the Graduate School forms subject groups so as to appropriately assign full-time faculty members to subjects corresponding to their fields of specialization. Each subject group appoints a representative faculty member who organizes the allotment of subjects within the group. Concerning faculty organization, the Graduate School Administration Meeting manages the overall course offerings, and then the representative faculty members of each field of study coordinate and organize the allotment of subjects among faculty members.

♦ Graduate School of Business Administration

The Graduate School of Business Administration aims, as its educational goal, to produce "researchers and specialized professionals with a high level of analytical skills and a deep insight into organizational operation," with the objective of realizing the School Motto, "Mastery for Service," in the six fields of research: management, accounting, marketing, finance, business information, and international business. [3-54)]

To achieve this goal, the Graduate School of Business Administration has adopted a policy of "securing faculty members and the organization necessary to realize the Graduate School's philosophy, based on specific personnel appointment regulations and the Graduate Faculty Selection Criteria, in close cooperation with the School of Business Administration." [3-55)]

Instructors qualified to teach subjects of the Graduate School's curriculum are appointed in an appropriate manner by the Graduate School's Graduate Faculty Board, in accordance with the "Selection Criteria for Graduate Faculty and Graduate Academic Advisors" prescribed by the University,[3-7)] while taking the abilities and qualifications required for graduate education into consideration. Research advisors in the second half of the doctoral program are also appointed by the same Graduate Faculty Board, pursuant to the "Selection Criteria for Graduate Faculty and Graduate Academic Advisors." For guidance for preparation of doctoral dissertations, several academic advisors organize a Guidance Committee, providing each student with the necessary guidance on a regular basis.

♦ Graduate School of Science and Technology

Faculty members of the School of Science and Technology and of the Graduate School of Science and Technology overlap, and accordingly, the Graduate School's ideal requirements for faculty members and policies on its faculty organization are basically the same as those of the School. A policy unique to the Graduate School is the employment of fixed-term Assistant Professors in response to the introduction of the International Master's Program provided only in English (the Program of "Integrated Science and Technology" for International Students).[3-56)] This policy is intended to accommodate the need for further internationalization in the Graduate School, which is an especially important issue for a graduate course that places particular emphasis on research efforts.

♦ Graduate School of Policy Studies

The Graduate School of Policy Studies aims at fostering advanced specialized professionals capable of playing a leading role in multiple fields in society, as well as individuals with sufficient specialized ability to work as researchers. To this end, the Graduate School strives to develop in students an advanced ability to discover problems, which is required to identify a variety of problems in present-day society, as well as to develop a high level of policy-making skills necessary to address such problems.[3-57)] Moreover, the

Graduate School provides educational programs based on a day and evening course system and a satellite class arrangement, in order to accept working adults seeking to receive a graduate education. The Graduate School also provides the Course of International Studies and Development, in which students work on their coursework and thesis writing only in English. In the first half of the doctoral program, the Graduate School provides six specialized research fields, including Public Policy Studies and Environmental Policy Studies, allowing students to work on policy issues and research themes that are connected to real-world society. In view of this educational content, as its basic policy on faculty organization, the Graduate School of Policy Studies ensures diversity in the composition of the faculty, enabling course offerings that incorporate practicum, fieldwork, workshops and other activities, and involving research presentation and exchange activities at an "institution for research cooperation between industry, government and academia" (Research Consortium), which is operated in collaboration with private businesses and the national and local governments.

Upon faculty selection, the Graduate School employs the "Faculty Selection Criteria" prescribed by the University and the "Graduate School of Policy Studies internal regulations regarding faculty selection etc."[3-42] Regarding employment and promotion, in an effort to ensure foresighted personnel planning with a long-term perspective, the Graduate School organizes the Supplementary Personnel Appointment Selection Committee, where fair and rigorous screening of candidates is conducted.

♦ Graduate School of Language, Communication, and Culture

The Graduate School of Language, Communication, and Culture does not define its ideal requirements for faculty members. This is because it is impossible, or in fact not necessarily relevant, to come up with a definition of the ideal faculty member that applies to all four fields of research: Linguistic Science, Cultural Linguistics, Linguistic Education and Japanese-language Education. However, when the faculty employment/appointment procedures are applied, the Graduate School ensures a rigorous screening process by convening the necessary committees to determine whether the candidate is qualified as a class instructor, dissertation/thesis advisor, etc. of the Graduate School, pursuant to the Faculty Selection Criteria.[3-7]

The faculty organization of the Graduate School of Language, Communication, and Culture is basically composed of subject instructors in the first half of the doctoral program, academic advisors in the first half of the doctoral program, class instructors in the second half of the doctoral program, and academic advisors in the second half of the doctoral program. As of April 2012, the Graduate School's faculty comprises 41 members engaged in language education each of whom belong to one of the schools (i.e., the Schools of Sociology, Law and Politics, Economics, Business Administration, Human Welfare Studies, International Studies, Science and Technology, and Policy Studies) and the Research Center for Teacher Development. All the members meet the requirements examined in the abovementioned screening process, and engage themselves in up to three of the said research fields (Linguistic Science, Cultural Linguistics, Linguistic Education and Japanese-language Education). The faculty members are also extremely active in conducting research activities, such as the authoring of books and papers, and delivering presentations at academic conferences.[3-58),3-59]

♦ Graduate School of Human Welfare Studies

1) Ideal requirements for faculty members

The ideal requirements for faculty members defined by the Graduate School of Human Welfare Studies, as well as the policies on the organization of the faculty, are specified in the document "Purpose, and the reason for the necessity of establishment of the Graduate Department of Human Welfare Studies in the Graduate School of Human Welfare Studies, Kwansei Gakuin University," which was submitted to, and approved by the Ministry of Education, Culture, Sports, Science and

Technology (MEXT), upon application for establishment of the Graduate School made in 2007. As described in the said document, "the full-time faculty of the Graduate School of Human Welfare Studies comprises academic staff members who hold the positions of Professor, Associate Professor and Assistant Professor of the School of Human Welfare Studies, and whom the Graduate School of Human Welfare Studies recognizes as graduate faculty members for its graduate program. The Graduate School's faculty members engage in research and education in their fields of specialization. Almost all subjects are primarily taught by the full-time faculty of the Graduate School." The document also explains that the appropriate assignment of academic advisors is done in both the first and second half of the doctoral program, allocating instructors in a range of subjects, which are provided in line with the basic philosophies and goals of each stage of the doctoral program. [3-60)]

2) Policies on organization of faculty

Regarding policies on the organization of the Graduate School's faculty, the Graduate School has in place the "Agreements regarding the system for full-time faculty employment" and the "Personnel Planning Committee," both of which are intended for effective implementation of appropriate faculty assignment as mentioned above. The Graduate School has also established detailed regulations regarding faculty employment, as well as regulations regarding faculty promotion. Through these regulations and other arrangements, the Graduate School clearly defines its ideal requirements for faculty members and policies on the organization of its faculty. [3-61),3-62),3-63)]

♦ Graduate School of Education

At the time of its establishment in 2009, the Graduate School of Education made the following decision regarding its faculty organization: "The full-time faculty to teach in the first half of the doctoral program of the Graduate Department of Education in the Graduate School of Education shall comprise 15 academic staff members who are full-time faculty members of the School of Education, and whom the Graduate School recognizes as academic advisors for its first half of the doctoral program, and as graduate faculty members for its graduate program. (The Graduate School's full-time faculty) is a group of researchers with substantial achievements in their respective fields of research." [3-169)] For academic advisors in the second half of the doctoral program, the Graduate School appointed seven full-time faculty members of the School.

In preparation for the Graduate School's reorganization scheduled for AY 2013, the Graduate School appointed new graduate faculty members in AY 2012. The appointment was made from among the School's full-time faculty members who are qualified to be graduate academic advisors, in light of the planned content of the reorganization.

The Graduate School deploys its faculty members so as to accommodate the diverse fields of research contained in the discipline of education/pedagogy.

The Graduate School's image of the ideal faculty member is one who has firm views on the significance of study and research and the ideals of the University, who is interested in advancement of pedagogy, and who is expert in developing the abilities of graduate students.

♦ Law School

The University's ideal requirements for faculty members, as well as policies on the organization of its faculty, are as described in the "Whole University" section. Various regulations are in place to clearly define the abilities, qualifications and other relevant standards the University expects of individual faculty members.

The Law School, a professional graduate school, clearly defines the abilities, qualifications and other standards it expects of its faculty members by establishing the "Regulations for the Appointment of Faculty Members of Professional Graduate Schools" [3-8)] and the "Regulations Regarding Fixed-term

Professional Faculty of the Graduate Law School." [3-12)]

Concerning faculty organization policies at graduate law schools, strict standards for curriculum design and faculty organization are required by the "Standards for Establishment of Professional Graduate Schools" and other government regulations. In this respect, the Law School is particularly distinctive in that it appoints "professional faculty" and "researcher faculty" in the same proportion, with a view to explicitly embodying the integration of theory and practice, as one of the educational objectives of the Law School. [3-64)]

Regarding division of roles, Article 66-2 of the "Office Organization" regulations provides that the Dean of the professional graduate school serve as the representative of the same school, and specifies the duties and responsibilities to be fulfilled by the Dean. The regulations also provide that the Dean convene and preside over the Professional Graduate School Graduate Faculty Board. [3-18)] The Professional Graduate School Graduate Faculty Board is regulated by the "Professional Graduate School Graduate Faculty Board Regulations," [3-16)] which also require the establishment of a Curriculum Committee, the members of which include fixed-term professional faculty. In addition to the abovementioned arrangements, the Law School has also established various committees to handle its operation. [3-65)]

♦ Institute of Business and Accounting

The Institute of Business and Accounting operates with a faculty organization necessary to develop "businesspersons who embrace a high level of professional ethics based on KG's founding spirit, and who are internationally competitive according to global standards" and "professional accountants who embrace a high level of professional ethics based on KG's founding spirit, and who can make a positive contribution to the world, according to global standards."

The Institute carries out the faculty appointment and promotion procedures based on the "Regulations for the Appointment of Faculty Members of Professional Graduate Schools" prescribed by the University, [3-8)] which define the qualifications, abilities and qualities required of academic staff for professional degree programs, in terms of possession of academic degrees, publication of papers, teaching experience, research achievements, professional achievements related to the field in which the candidate holds an academic degree, and other factors. For the employment, promotion and extension of term of professional faculty members installed for a fixed term, procedures are implemented pursuant to the "Regulations Regarding Fixed-term Professional Faculty of the Institute of Business and Accounting." [3-13)]

Concerning the Institute's professional degree programs, one "Associate Dean of Student and Academic Affairs" and one "Assistant Dean of Student and Academic Affairs" are appointed for each of the Business School and the Accounting School. These Associate/Assistant Deans, responsible to the Dean of the Institute, are in charge of the educational activities in each School. Educational and academic issues are systematically addressed by the Administration Meeting, comprising the Dean and the said Associate/Assistant Deans, as well as by the Dean's Office Committee, the members of which include the abovementioned Deans and representatives of each School. In the second half of the doctoral program, one Doctoral Program Commissioner is appointed to serve an officer in charge of educational and academic affairs. The commissioner addresses educational and academic issues systematically through the Graduate Faculty Board, in cooperation with the Dean. Full-time faculty other than the Dean and the Associate/Assistant Deans of Student and Academic Affairs also assume a range of roles as members of various committees, and thus participate in the operation of the Institute. [3-66)]

(2) Is faculty organization appropriate for the curriculums of each school, graduate school, etc.?

Whole University	3-1-(2)

The faculty organizations of each School, Graduate School and Professional Graduate School satisfy the required number of full-time faculty members stipulated in their relevant Establishment Standards.[3-67]

Since KGU embraces the principles of Christianity as its founding philosophy, each school, except the School of Theology, appoints a Chaplain as a full-time faculty position. Chaplains assume the responsibility of teaching Christian subjects, and play a leading role in the operation of Chapel Hour and other Christian activities at each school.[3-68] The University has established the University Chaplains Meeting[3-69] to facilitate University-wide liaison and coordination regarding Christian education.

Appropriate subject instructors for the curriculum of each school, professional graduate school, and graduate school are appointed by the relevant Undergraduate Faculty Board, Professional Graduate School Graduate Faculty Board, and Graduate Faculty Board, pursuant to the "Undergraduate Faculty Board Regulations,"[3-15] the "Professional Graduate School Graduate Faculty Board Regulations"[3-16] and the "Graduate School Graduate Faculty Board Regulations,"[3-17] respectively.　It has been decided that core subjects in each curriculum shall be taught by full-time faculty members.

As a language education curriculum for all schools, the Language Center[3-70] provides the Intensive English Program and the Intensive French/German Program,[3-71] as substitutes for the compulsory language education subjects provided by each school. The Center has established a faculty organization intended for these programs, which are all instructed by native speakers of the respective target languages.

Research advisors are appointed by each "Graduate Faculty Board" and "Professional Graduate School Graduate Faculty Board," pursuant to the "Selection Criteria for Graduate Faculty and Graduate Academic Advisors"[3-7] and the "Regulations for the Appointment of Faculty Members of Professional Graduate Schools,"[3-8] respectively.

The number of enrolled students per full-time faculty member at each school ranges between 13.3 and 57.6.[3-67] The age structure of the full-time faculty is as follows: Age 31–35: 17 members (3.0%); Age 36–40: 53 members (9.3%); Age 41–45: 82 members (14.4%); Age 46–50: 84 members (14.7%); Age 51–55: 101 members (17.7%); Age 56–60: 87 members (15.3%); Age 61–65: 115 members (20.2%); and Age 66 and over: 31 members (5.4%).[3-72]

Of 570 full-time faculty members, 41 (7.2%) are non-Japanese, 94 (16.5%) are female, and 143 (25.1%) are members who passed through KGU.[3-73]

Schools	3-1-(2)

♦ School of Theology

The School of Theology formulated the Diploma Policy, Curriculum Policy and Curriculum Map in AY 2010. During this process, a working group for each field, positioned under the Curriculum Research Committee (School), primarily examined the appropriateness of the School's course offerings and the instructors organized for them. This examination was conducted from the following aspects: the School's full-time faculty organization; faculty members primarily based in other organizational units within the University (e.g., Chaplain [full-time faculty] of each school); and the assignment of class instructors including part-time instructors. As a result, it was determined that the School's full-time faculty organization is generally appropriate for its curriculum. As of AY 2012, the School's full-time faculty comprises 10 members (including seven Professors), satisfying the required number of full-time faculty members stipulated in the Establishment Standards, i.e., eight members (including four Professors). The School's faculty also includes two female members (20.0%), one non-Japanese member (10.0%), six members with a pastor's license (minister's license from the United Church of Christ in Japan) (60.0%),

and one member with a missionary license (overseas) (10.0%). The ST ratio (student–teacher ratio; the number of students per faculty member) stands at 13.3. [3-67] The faculty's age structure by age range is as follows: [3-72]

Age 61–65: 20.0%; Age 56–60: 10.0%; Age 51–55: 20.0%; Age 46–50: 30.0%; Age 41–45: 0.0%; Age 36–40: 10.0%; and Age 31–35: 10.0%.

♦ School of Humanities

There are 72 faculty members of the School of Humanities (vacancy: one Chaplain position), comprising 27 for the Department of Culture and History (including one University-wide position: Chinese language instructor), 14 for the Department of Integrated Psychological Sciences, and 31 for the Department of Literature and Linguistics (including one missionary). Among the six majors of the Department of Culture and History, the majors of "Philosophy and Ethics," "Aesthetics and Art Studies" and "Asian History" (including one University-wide position) are assigned five faculty members each. The majors of "Geography and Area Studies," "Japanese History" and "European and American History" are assigned four faculty members each. The Department of Integrated Psychological Sciences, consisting of one major (Psychological Sciences), has a faculty of fourteen members. The faculty for the Department of Literature and Linguistics includes seven members for the major of Japanese Literature and Linguistics, 12 for the major of English Literature and Linguistics, six for the major of French Literature and Linguistics, and six for the major of German Literature and Linguistics (including one missionary). While achieving improvements in education and research in each major under the conventional laboratory-based operational framework, the School has also organized a faculty adaptable to the minor (sub-major) system and other cross-departmental/cross-major systems for the research and education characteristic of the School. Regarding the age structure, faculty members aged 56 and over account for 45.9 percent of the entire faculty. Meanwhile, the age group 36 to 45 accounts for 19.4 percent, and there are no members aged 35 years or younger. Given these figures, it is undeniable that the School's faculty shows an aging trend. The ST ratio (the number of students per faculty member) stands at 44 in both the Department of Culture and History and the Department of Literature and Linguistics, and 52 in the Department of Integrated Psychological Sciences. Both figures are lower than those of other schools specializing in arts. [3-74),3-72),3-67]

♦ School of Sociology

At the School of Sociology, based on the drastically realigned curriculum introduced in AY 2009, instructors in each subject category have established the Subject Instructors Meeting. Subjects under the new curriculum are categorized into: Group A subjects (compulsory subjects), Group B subjects (required elective subjects) and Group C subjects (free elective subjects); "research reading subjects" positioned in a sub-category under Group B; and subjects for the School's seven fields (Social Representation, Media and Information, Global Society, Contemporary Society, Social Networks, Social Problems, and Social Psychology). Subject instructors in each group provide educational activities in a responsible manner. The representative ("Convener") of each Subject Instructors Meeting also serves as a member of the Curriculum Planning Committee, one of the bodies involved in the operation of the School, and is therefore partly responsible for the proper educational operation of the whole School. In AY 2012, the Foreign Language Education Committee was newly established as part of the "Group A" Subject Instructors Meeting, involving faculty members engaged in language education, regardless of language type.

Regarding the ratio of full-time faculty for "Group A" subjects (and for its sub-category) as of AY 2012, while such ratio for language education subjects is relatively low, the ratio is high, standing at 82.6 percent, for the key subjects in the School's undergraduate education, such as Academic Preparation

Subjects, Intermediate Studies Subjects and Advanced Research Subjects. Regarding Research Seminar (an Advanced Research Subject), which is compulsory for junior and senior students and is one of the most important subjects in the School's undergraduate education, the ratio of full-time faculty stands at 100 percent. As such, key subjects underpinning the School's undergraduate education are taught by full-time faculty. [3-75]

In response to the significant increase in the School's admission capacity in AY 2009 (from 475 students to 650 students per year of study), the number of faculty members was also increased, exceeding the required number of full-time faculty members stipulated in the Establishment Standards. [3-67],[3-72]

♦ School of Law and Politics

The number of faculty members of the School of Law and Politics meets the Standards for Establishment of Universities. Meanwhile, in terms of the appropriate faculty organization for the School's curriculum, some objectives remain to be achieved, such as reduction in the number of subjects provided in large groups, an increase in the number of subjects provided in small groups, and sustained improvement in the teacher-student ratio. [3-67] The School, as a whole, has made various efforts to enhance its specialized education, such as the smooth operation of the procedure for faculty employment,[3-170] curriculum reform and the enhancement of courses commonly provided in the Department of Law and the Department of Political Science,[3-76] and participation by faculty members involved in foreign language education in specialized education.[3-171] In the School, the percentage of subjects taught by full-time faculty has stayed at a relatively high level, as compared with levels throughout the University as a whole. [3-67]

New subjects that the School has provided since AY 2003 are the type of subjects that should desirably be taught by external professional faculty. As an example, fixed-term faculty members assigned from national government agencies have provided lectures, for two consecutive terms, in the joint course between the School of Economics and the School of Law and Politics. Negotiations for the invitation of an endowed course is currently underway, and such a course is expected to be realized by AY 2013. A guest speaker system and a visiting faculty system are also in place. The School's educational activities involve inviting a number of guest speakers from the legal community and the media, and faculty from overseas universities. [3-77],[3-78],[3-79]

While the possibility of employing contract faculty for English education is being explored, primarily by foreign language laboratories, such employment has thus far not been determined to be desirable, due to a number of concerns, such as whether appropriate human resources are available, and whether the School can handle personnel employment formalities that would be expected to take place frequently.

Concerning personnel employment, the School takes various personnel policies into consideration, such as the achievement of a proper teacher-student ratio,[3-67] a well-balanced age structure for its faculty,[3-72] an increase in the percentage of female faculty members,[3-80] and the employment of faculty members capable of providing lectures in English. Currently, the policies to be emphasized in cases where individual positions need to be filled are deliberated by the Personnel Advisory Committee, in consideration of the guidelines for self-assessment, the Dean's suggestions, and the nature of the vacant position to be filled. The result of the deliberation is approved by the Personnel Selection Committee.

Regarding cooperation with the Law School, 14 faculty members of the School of Law and Politics have conducted lectures at the Law School continuously since AY 2009. Likewise, a substantial number of lectures have been provided at the School of Law and Politics by faculty members from the Law School. [3-81] Commencement of the course of "Law for Legal Profession" is slated for AY 2013, and this is expected to further promote personnel exchange between the Schools.

♦ School of Economics

The faculty organization of the School of Economics satisfies the required number of full-time faculty members stipulated in the Establishment Standards. [3-67] To organize an appropriate faculty for its curriculum, the School has formed faculty groups for each field of study so as to constantly examine whether the faculty composition of each group is appropriate for operation of the School's curriculum. Upon curriculum revision, the School thoroughly examines whether the existing faculty grouping and composition is applicable to the new curriculum. If the existing grouping/composition is recognized as needing revision, the necessary personnel procedures are followed, subject to deliberation by the Undergraduate Faculty Board.

Since AY 2012, the School has provided five courses: Public Finance, Money and Credit in the Japanese Economy (including the groups of money and credit, theory, public finance, and statistics); Firms and Households in Japan (including the groups of economic policy, social policy, statistics, and theory); History, Thoughts and Culture in World Economy (including the groups of history of economics, and history of the economy); Global Economy, Environment and Resources (including the group of international economy); and Regional Policy (including the group of regional policy: a joint course between the School of Economics and the School of Law and Politics). Subjects are provided by each of the abovementioned groups, while achieving a well-balanced curriculum/faculty organization. To fulfill the University's founding philosophy grounded in education based on Christian principles, the School appoints one Chaplain and one Missionary as full-time faculty positions. The School also appoints faculty members who teach compulsory language education subjects; specifically, five members for English education, two for Chinese, and one each for French, German, Korean and Japanese. The School's faculty organization is appropriate for its curriculum.

♦ School of Business Administration

The faculty organization of the School of Business Administration satisfies the required number of full-time faculty members stipulated in the Establishment Standards. The School's curriculum comprises six courses: Management, Accounting, Marketing, Finance, Business Information and International Business.[3-82] Faculty members with appropriate expertise are assigned to each of these courses. Currently, the number of faculty members assigned to each course is: eight to Management, 10 to Accounting, five to Marketing, four to Finance, seven to Business Information, and three to International Business. The faculty is also organized in consideration of achieving an age balance within each course.

To fulfill the University's founding philosophy grounded in education based on Christian principles, the School appoints one Chaplain as a full-time faculty position. The School also appoints faculty members to teach compulsory language education subjects; specifically, five members for English education, two for French, and one each for German, Chinese and Spanish. The School's faculty organization is appropriate for its curriculum. [3-83]

The number of enrolled students per full-time faculty member currently stands at 57.6 in the School, while the number has seen a slight rise in recent years. [3-67] To examine the full-time faculty's age structure for every five-year range, the age group of 31–35 years consists of 1 member (2.1%), the group 36–40 of 8 members (16.7%), the group 41–45 of 8 members (16.7%), the group 46–50 of 5 members (10.4%), the group 51–55 of 8 members (16.7%), the group 56–60 of 6 members (12.5%), the group 61–65 of 9 members (18.1%), and the group 66 years and over consists of 3 members (6.3%); the distribution peaks around the early forties and early sixties. However, if ages are regrouped by 10 years, while the thirties age group accounts for a relatively modest percentage, at 18.8%, the forties age group accounts for 27.1%, the fifties, 29.2%, and the sixties, 25.0%, showing an ideal, extremely well-balanced structure with respect to mid- to late-career faculty. Among full-time faculty, the number of female members stands at six (12.5%), and there is one non-Japanese member. [3-72),3-84]

95

♦ School of Science and Technology

In the School of Science and Technology, the number of full-time faculty in each department, as of April 2012, fully meets the number required by the Standards for Establishment of Universities as indicated by the following figures (number required in parentheses): Department of Mathematical Sciences: 11 (8) members; Department of Physics: 12 (8) members; Department of Chemistry: 12 (8) members; Department of Bioscience: 11 (8) members [one position vacant.]; Department of Informatics: 11 (8) members; and Department of Human System Interaction: 11 (8) members. Regarding the faculty's age structure, there is no noticeable imbalance in the School's faculty as a whole. Members aged 61 years and over account for 20.5 percent as of April 2012, being a reasonable percentage of the entire faculty. Meanwhile, the percentage of the faculty in their early career years is slightly lower than that of other members.[3-72] Given the future outlook, it is a significant issue for the School to secure effective younger faculty members so as to further promote cutting-edge research efforts. Regarding female faculty employment, a variety of measures have been taken to support female researchers, in connection with the designation in AY 2010 of KGU's project, "Support for female researchers based on 'Mastery for Service,'" as a program under the "Establishment of support model for female researchers" project operated by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). The said support measures include introduction of a system to support female faculty who are raising children (the Pinch-hitter System), preparation of a nap room for female members, and the holding of forums and other educational programs for gender equality.[3-85] However, these measures have not thus far led to an increase in the number of female faculty. (As of April 2012, the percentage of female members out of the School's entire full-time faculty members stands at 6.8 percent — a lower level than that of other schools.)

The number of enrolled students per full-time faculty member stands at 24.5, as of April of AY 2012, in which the School's new departments established in AY 2009 are expected to produce their first graduates. The ratio of students to faculty is maintained at a proper level.[3-72]

Regarding the appropriateness of the faculty organization for its curriculum, the School's personnel assignment is appropriate in that the main subjects in the curriculum are taught by full-time faculty members.[3-86]

One of the features of the School's faculty organization is the active employment of native English speakers as "Instructors of English as a Foreign Language (IEFLs)," for the purpose of providing practical English education specifically for science students. (As of April 2012, there are eight native English-speaking faculty compared to three Japanese members.)

♦ School of Policy Studies

The School of Policy Studies has composed a faculty organization appropriate to its diverse curriculum, by employing members with diverse backgrounds in terms of discipline, specialization, nationality and culture. The faculty's fields of specialization range extremely widely, covering politics, law, economics, business management, sociology, informatics, engineering, architecture, science, pharmacy, linguistics, philosophy and thought, theology, and other fields.

As of April 2012, the number of the School's full-time faculty stands at 60. Combined with the 10 Associate Lecturers of English (ALEs), the number of full-time faculty at the School totals 70. The number of faculty members primarily based in other organizational units within the University stands at 13, and the number of faculty members primarily based in external organizations (part-time instructors) amounts to 142. Of the combined number of full-time faculty members and ALEs, 20 members (28.6%) are foreign nationals. The number of subject classes taught by full-time faculty is 542, out of a total of about 1,000 classes (approximately 54.2%).

The number of full-time faculty by department is as follows: 26 members for the Department of Policy

Studies, 11 members for the Department of Applied Informatics, 12 members for the Department of Urban Studies, and 12 members for the Department of International Policy Studies. In all departments, the number of full-time faculty exceeds the required number of faculty members stipulated in the Standards for Establishment of Universities. The number of enrolled students per full-time faculty member stands at 35.9. [3-67] The full-time faculty's age structure is as follows: Age 31–40: 5 members (8.3%); Age 41–50: 14 members (23.3%); Age 51–60: 21 members (35.0%); and Age 61–67: 20 members (33.3%); this indicates that the distribution is larger in the higher age ranges. [3-72] In this respect, the School intends henceforth to make adjustments in the process of future supplementary employment of faculty to address this situation.

♦ School of Human Welfare Studies

Currently, the Department of Social Work in the School of Human Welfare Studies appoints 16 full-time faculty members (including two fixed-term members) for every 130 new students it admits (admission capacity: 520 students). Full-time faculty are deployed with an eye to effectively providing basic and specialized education in social welfare and social work. The Department also assigns faculty members with practical experience who are capable of preparing students to take the "Certified Social Worker" or "Psychiatric Social Worker" national examinations. The Department of Social Organization Development appoints nine full-time faculty members (including one fixed-term member) for every 70 new students it admits (admission capacity: 280 students). The Department appropriately assigns full-time faculty who conform to the educational philosophy of the Department. The Department of Holistic Human Sciences appoints 12 full-time faculty members (including one fixed-term member) for every 100 new students it admits (admission capacity: 400 students). One of the Department's full-time faculty members is appointed Chaplain, who is responsible for promoting education based on Christian principles throughout the whole School. The Department appropriately assigns full-time faculty who can make the most of the Department's features. To help students develop a wider vision and cultivate in them a global mindset, the School of Human Welfare Studies provides them with language education, placing primary emphasis on English as a language of international currency. For the School's language education, four English instructors (including two fixed-term faculty members) are appointed, along with one instructor for each of the other languages studied as a second foreign language. One of the said English instructors is a native speaker of English. The faculty organization is disclosed on KG's official website. [3-87] The School also secures appropriate levels of quality and quantity regarding its faculty, pursuant to the Standards for Establishment of Universities laid down by MEXT (the number of faculty members as of April 2012 is as follows: Department of Social Work: 16 members; Department of Social Organization Development: 9 members; Department of Holistic Human Sciences: 12 members; cross-departmental faculty: 5 members). As of 2012, the number of enrolled students per full-time faculty member stands at 33.1. The faculty's age structure is: Age 61–65: 19.4%; Age 56–60: 13.9%; Age 51–55: 19.4%; Age 46–50: 22.2%; Age 41–45: 11.1%; Age 36–40: 11.1%; and Age 31–35: 2.8%. [3-67),3-72]

♦ School of Education

Since its establishment, the School of Education has achieved an appropriate faculty organization for its curriculum, which the School has developed with a view to realizing its philosophy and goals. The School's faculty contains 30 members for the Department of Early Childhood and Elementary Education, eight members for the Department of Applied Education, and three members for liberal arts and other education. Each department appoints a representative who presides over issues concerning the whole of the department.

In preparation for the School's reorganization scheduled for AY 2013, the School has composed a faculty organization necessary to embody the reorganization plan.

As of AY 2012, the School's full-time faculty comprises 41 members (27 Professors, 13 Associate Professors, and one Assistant Professor). Its age structure is as follows:

Age 36–40: 1 member (2.4%)	Age 41–45: 3 members (7.3%)	Age 46–50: 5 members (12.1%)
Age 51–55: 9 members (22.0%)	Age 56–60: 10 members (24.4%)	Age 61–65: 9 members (22.0%)

Age 66–68: 4 members (9.8%)

The number of enrolled students per full-time faculty member stands at 35.2. [3-67),3-72)]

♦ School of International Studies

In accordance with its faculty organization policy, the School of International Studies appoints one Chaplain as a full-time faculty position to provide education in Christian subjects.

As full-time faculty for language education, eight members are assigned to English classes, two members to Chinese classes, and two members to Japanese classes. Korean language subjects are also provided by one full-time faculty member assigned to the field of Culture and Language.

In the field of Culture and Language, nine full-time faculty members are appointed to provide education and research centered on cultural studies, linguistics, and religious studies. In the field of Society and Governance, nine full-time faculty members are appointed to provide education and research centered on synousiacs, politics and diplomacy, international relations, and international law. In the field of Economics and Management, nine full-time faculty members are appointed to provide education and research centered on economics, business administration, and accounting.

In the School, the number of enrolled students per full-time faculty member currently stands at 22.7. To examine the full-time faculty's age structure for every five-year range, the 31–35 age group consists of 2 members (7.1%), the 36–40 age group 4 members (14.3%), the 41–45 age group 4 members (14.3%), the 46–50 age group 2 members (7.1%), the 51–55 age group 8 members (28.6%), the 56–60 age group 3 members (10.7%), and the 61–65 age group 5 members (17.9%). The distribution peaks in the early fifties. [3-67),3-72)]

Graduate Schools   3-1-(2)

♦ Graduate School of Theology

The Graduate School of Theology formulated its Diploma Policy in AY 2010. During this process, the Curriculum Research Committee (Graduate School) led by the Associate Dean of Student and Academic Affairs (faculty in charge of academic affairs) examined the appropriateness of the Graduate School's faculty organization. Similar examinations are conducted every time its Curriculum Policy and "curriculum map" are developed. As of AY 2012, of the Graduate School's 10 full-time faculty members (including one female member and one non-Japanese member), the number of research advisors stands at nine for the first half of the doctoral program, and four for the second half of the doctoral program (including eight and four Professors, respectively), and the number of assistant research advisors is one and six, respectively. As such, the Graduate School satisfies the required number of full-time faculty members stipulated in the Establishment Standards. [3-67)] Meanwhile, the number of faculty members with a doctoral degree totals six for the first half of the doctoral program, and four for the second half of the doctoral program. The faculty also contains seven members with a pastor's license (minister's license from the United Church of Christ in Japan) (63.6%), and one member with a missionary license (overseas) (9.1%). The Graduate School's full-time faculty organization is thus appropriate for its curriculum, in light of its fields of research (the biblical, historical and cultural, systematic and thought, and practical fields).

♦ Graduate School of Humanities

The faculty of the Graduate School of Humanities consists of 77 members (as of April 2012; comprising 74 Professors and three Associate Professors). The age structure shows a well-balanced distribution ranging from the thirties to the sixties. A total of 76 faculty members are allotted for instruction in the first half of the doctoral program, which is positioned as the first stage of researcher development, and 67 members are allotted for instruction in the second half of that program, which requires higher levels of specialized knowledge and teaching skills. [3-74)]

♦ Graduate School of Sociology

In response to the revision of the "Appointment Criteria for Graduate Academic Advisors," the Graduate School of Sociology increased the numbers of academic advisors in both the first and second half of the doctoral program in AY 2009. As of AY 2012, the number of graduate faculty members stands at 35 for the first half of the doctoral program, and 18 for the second half of the same program. The fields of specialization pursued by the Graduate School's faculty as a whole range broadly, centered on sociology, while also covering fields closely related to sociology. [3-67)]

♦ Graduate School of Law and Politics

The number of faculty members of the Graduate School of Law and Politics properly meets the Standards for Establishment of Graduate Schools, for both the first and second half of its doctoral program. [3-67)] In AY 2012, the Graduate School provides "special lectures on public policy" in the Public Policy Program, as joint lectures with the Graduate School of Economics. The Graduate School of Law and Politics has also installed many part-time instructors with diverse backgrounds, with expertise in such areas as business and registration laws. The Graduate School provides lectures taught by other faculty members invited from the Institute of Business and Accounting, the School of International Studies, the Law School, etc.

The Graduate School recognizes that while taking future trends in the number of graduate students into consideration, it is desirable to make improvements in terms of further cooperation with the faculty of Law School, which is closely connected with the Graduate School in the aspects of education and research; the employment of external professional faculty other than lawyers and Judicial Scriveners (licensed legal documentation specialists); and inviting non-Japanese visiting faculty.

While the age range of the graduate faculty necessarily tends to be higher than that of the undergraduate faculty, the Personnel Selection Committee etc. gives consideration to the age structure of the Graduate School's faculty in the process of graduate faculty employment, similar to the situation in the School of Law and Politics.

♦ Graduate School of Economics

The Graduate School of Economics designs its course offerings in line with the Curriculum Policy established by the Graduate School. Instructors are allocated by choosing appropriate faculty members from among the field-based faculty groups in the School of Economics.

Specifically, the Graduate School's faculty, as of AY 2012, comprises 42 graduate faculty members, of which 39 serve as academic advisors for the first half of the doctoral program, and 34 for the second half of the same program. The age structure is well-balanced, ranging from the thirties to the sixties. [3-67)]

♦ Graduate School of Business Administration

Regarding the faculty organization of the Graduate School of Business Administration, all 33 full-time

faculty members, who are engaged in specialized education in the School of Business Administration, meet the standards for teaching in the first half of the doctoral program (or Master's program). Among these members, 25 members meet the standards for teaching in the second half of the doctoral program (or Doctoral program). The Graduate School's faculty thus meets the required number of full-time faculty members stipulated in the Standards for Establishment of Graduate Schools.[3-67] The Graduate School's curriculum comprises six fields: Management, Accounting, Marketing, Finance, Business Information and International Business. Faculty members with appropriate expertise in these disciplines are appointed and assigned to each respective field, by the Graduate Faculty Board. [3-54]

Specifically, regarding the first half of the doctoral program, the number of faculty members assigned to each field is: eight to the field of Management, seven to Accounting, five to Marketing, four to Finance, six to Business information, and three to International business. The faculty is also organized in consideration of the age balance within each field. Regarding the second half of the doctoral program, the number of faculty members assigned to each field is: eight to Management, seven to Accounting, two to Marketing, two to Finance, four to Business information, and two to International business. There are two female advisors for the first half of the doctoral program, and one for the second half of the same program.

To examine the faculty's age structure for each ten-year range, while the thirties age group contains a relatively modest number of faculty, standing at three members (9.1%), the forties age group contains 10 members (30.3%), the fifties age group contains 10 members (30.3%), and the sixties age group contains 10 members (30.3%), showing an extremely well-balanced, ideal structure, with respect to those faculty in their mid- and later career years. Among the full-time faculty, the number of female members stands at two (6.1%), and there are no non-Japanese members.[3-84]

♦ Graduate School of Science and Technology

In the Graduate School of Science and Technology, the number of full-time faculty in each graduate department, as of April 2012, fully meets the number required by the Standards for Establishment of Graduate Schools as indicated by the following figures (number required in parentheses): Graduate Department of Mathematical Sciences: 11 (7) members; Graduate Department of Physics: 12 (7) members; Graduate Department of Chemistry: 12 (7) members; Graduate Department of Bioscience: 11 (7) members [one position vacant]; and Graduate Department of Informatics: 22 (9) members. The number of faculty members for the Graduate Department of Informatics is considerably larger than the required number. This is because the figure includes the faculty members of the undergraduate Department of Human System Interaction who also teach in the Graduate Department of Informatics at present (as the graduate department for the discipline of Human System Interaction has yet to open). However, the Graduate Department of Human System Interaction is scheduled to commence in AY 2013, and accordingly, the current faculty of the Graduate Department of Informatics will be divided to form a separate faculty for the new graduate department. The number of graduate students per full-time faculty member is maintained at approximately five, achieving small-group education.[3-88] The Graduate School has maintained its research activities, a key component of its education, at an advanced standard, as evident in the status of research activities adopted for Grants-in-Aid for Scientific Research, and the status of other external funding secured for its research activities.[3-89] [31p.18~25] The Graduate School's faculty composition is appropriate to implement its advanced curriculum.

As part of new efforts towards internationalization, the Graduate School employed two non-Japanese faculty members as instructors for specialized classes provided in English, in the International Master's Program provided only in English (the Program of "Integrated Science and Technology" for International Students), which was launched in September 2012, with the aim of furthering the internationalization of the (Graduate) School of Science and Technology.

♦ Graduate School of Policy Studies

Setting its sights on the development of individuals capable of contributing to the discovery and solution of problems that arise on a global scale, the Graduate School of Policy Studies forms a faculty organization that covers a wide range of fields, such as politics, economics, law, business management, sociology, science, and engineering, ensuring a comprehensive and interdisciplinary approach to education and research. As of AY 2012, the number of faculty members in the first half of the doctoral program stands at 56 (academic advisors: 53), and in the second half of the doctoral program at 56 (academic advisors: 25), securing a sufficient number of faculty members in light of the student admission capacity (first stage of the program: 100 students; second stage: 15 students).

As its basic policy regarding faculty organization, the Graduate School aims to achieve a well-balanced assignment of human resources including professional faculty and non-Japanese faculty, while taking into account the overall age structure and the members' suitability in terms of the curriculum. In organizing the faculty, the Graduate School gives consideration to achieving a balance in the faculty's fields of specialization, so as to ensure both comprehensiveness and specialized excellence in the faculty as a whole. [3-67]

♦ Graduate School of Language, Communication, and Culture

The faculty of the Graduate School of Language, Communication, and Culture comprises 41 members engaged in language education each of whom belong to one of the schools (i.e., the Schools of Sociology, Law and Politics, Economics, Business Administration, Human Welfare Studies, International Studies, Science and Technology, and Policy Studies) or the Research Center for Teacher Development. The faculty members of the Graduate School teach in their respective schools or the Center, in addition to teaching at the Graduate School.

Of the 41 faculty members of the Graduate School, 22 are academic advisors for the second half of the doctoral program. The 41 full-time faculty members' fields of specialization are Linguistic Science (16 members), Cultural Linguistics (20 members), Linguistic Education (15 members) and Japanese-language Education (14 members). The total of the figures in parentheses exceeds 41, since some members teach in more than one field.

While the size of the Graduate School's current faculty organization is considerable, as described above, the number of faculty is proper for a graduate school providing four fields of specialization, i.e., Linguistic Science, Cultural Linguistics, Linguistic Education and Japanese-language Education. As such, the faculty organization of the Graduate School is appropriate. [3-58],[3-67]

Regarding the faculty's age structure, the distribution ranges from the thirties to the sixties. The Graduate School gives consideration to preventing excessive concentration in a specific age range. [3-90]

♦ Graduate School of Human Welfare Studies

The Graduate School of Human Welfare Studies clearly defines its Diploma Policy and Curriculum Policy with a view to realizing its philosophy and goals, and also makes public the specific curriculums of both the first and second half of the doctoral program.[3-91] An appropriate faculty organization for these curriculums is achieved via a screening process in which the Graduate School's Graduate Faculty Board and the Academic Advisors Committee for the second half of the doctoral program duly examine each candidate's achievements in teaching, research and social contribution, and approve his/her appointment. [3-63] The Graduate School also secures academic advisors appropriate for each of the first and second half of the doctoral program, in terms of both quality and quantity, pursuant to the Standards for Establishment of Graduate Schools laid down by MEXT (the number of academic advisors as of April 2012: first half of the doctoral program: 25 members; second half of the doctoral program: 7 members). The Graduate

School has thus achieved an appropriate faculty deployment for its curriculum. [3-67)]

♦ Graduate School of Education

Since its establishment, the Graduate School of Education has achieved an appropriate faculty organization for its curriculum, which the Graduate School has developed with a view to realizing its philosophy and goals. The Graduate School's faculty contains 18 members for the first half of the doctoral program, and 11 members for the second half of the doctoral program. [3-67)]

In preparation for the Graduate School's reorganization scheduled for AY 2013, the Graduate School has composed a faculty organization necessary to embody the reorganization plan.

♦ Law School

The Law School fully satisfies the required number of full-time faculty, with the School's full-time members standing at 30, as of May 1, 2012, while the statutory requirement is 22 members.

The Law School's full-time faculty consists of 15 "researcher faculty" members and 15 "professional faculty" members; or otherwise counted, 27 Professors and 3 Associate Professors. [3-64)] The number of enrolled students per full-time faculty member stands at 6.2.

Composition of the researcher faculty by research field is: two members in the field of constitutional law, two members in administrative law, four members in civil law, two members in criminal law, one member in commercial law, one member in the code of civil procedure, two members in the code of criminal procedure, and one member in Anglo-American law. The Law School, which admits 100 new students each academic year, is in conformity with the standard: "One full-time faculty member is appropriately assigned to each of the basic subjects of law (except for faculty members exclusively teaching practical aspects of the subject)." [3-92)p.31~32]

In the Law School, the percentage of professional faculty is equal to that of researcher faculty. The professional faculty contains one judge who is on assignment to the School, as well as 14 lawyers (including two former judges). [3-92)]

The age structure of the School's full-time faculty is as follows: faculty in their sixties: 13 members (43.3%), fifties: 11 members (36.7%), forties: 4 members (13.3%), below 40: 2 members (6.7%). Among researcher faculty, the proportion in their sixties is notably high, accounting for 10 out of 15 members (66.7%). Among the full-time faculty, the number of female members stands at two, equivalent to 6.7 percent. [3-67)]

At the Law School, the appropriateness of its faculty organization is examined as part of the annual self-assessment process. In addition, the School will also examine such appropriateness in the process of the mid- and long-term planning of personnel management for its faculty, by establishing the "Future Vision Committee" within the School, while taking into consideration the faculty's age structure, gender composition, allotment to fields of specialization, and assignment of fixed-term professional faculty members. [3-93)]

♦ Institute of Business and Accounting

The Standards for Establishment of Professional Graduate Schools stipulate the minimum requirement for the number of faculty members to be installed in a professional degree program. According to the said standards, in relation to the number of places for students, the Institute of Business and Accounting is required to install at least 14 full-time faculty members for the Business School, and at least 14 faculty members for the Accounting School.

As indicated in the Basic Institutional Data, [3-67)] the total number of faculty of the Business School, as of May 1, 2012, stands at 20, including 15 full-time/fixed-term faculty members (eight Professors, six

Associate Professors and one Assistant Professor) and five fixed-term professional faculty members. The faculty of the Accounting School totals 23 members, including 11 full-time members (10 Professors and one Associate Professor) and 12 fixed-term professional faculty members. Both Schools meet their minimum requirement for the number of faculty members stipulated in the Standards for Establishment of Professional Graduate Schools.

The percentage of professional faculty members out of the combined number of full-time faculty, fixed-term faculty and fixed-term professional faculty stands at 57.1% in the Business School, and 78.3% in the Accounting School. The Institute thus secures the necessary number of professional faculty for "practical business education" for the "development of advanced specialized professionals in business administration and accounting" [3-94] as specified in the Institute's educational objectives.

Regarding the second half of the doctoral program, which the Institute also provides in its Graduate Department, it is required to install at least five research advisors (including four Professors) and four assistant research advisors, as the minimum requirement for the number of faculty members based on the Standards for Establishment of Graduate Schools.

As indicated in the Basic Institutional Data,[3-67] the number of faculty of the Graduate Department of Advanced Management, as of May 1, 2012, totals 21 members, including 11 research advisors (including 11 Professors) and 10 assistant research advisors, meeting the said minimum requirement stipulated in the Standards for Establishment of Graduate Schools.

The age structure of the Institute's full-time faculty is as follows: Age 36–40: 1 member (4.0%); Age 41–45: 3 members (12.0%); Age 46–50: 8 members (32.0%); Age 51–55: 7 members (28.0%); Age 56–60: 4 members (16.0%); Age 61–65: 1 member (4.0%); and Age 66 and over: 1 member (4.0%). The distribution peaks around the late forties and early fifties. [3-72]

(3) Are faculty members recruited, employed and promoted in an appropriate manner?

Whole University	3-1-(3)

Procedures for faculty recruitment are left to the discretion of each Undergraduate Faculty Board and Professional Graduate School Graduate Faculty Board. Some Boards basically adopt the principle of employing faculty members via open recruitment. The procedures of faculty employment and promotion are implemented pursuant to the provisions of the "Regulations for the Appointment of Professors, Associate Professors and Assistant Professors," [3-1] the "Faculty Selection Criteria" [3-2] and the "Regulations for the Appointment of Faculty Members of Professional Graduate Schools." [3-8] In accordance with these regulations, each Undergraduate Faculty Board and Professional Graduate School Graduate Faculty Board organizes a screening committee, conducts screening and decides the approval/disapproval of the candidate based on the specific conditions set for each case, recommends him/her at the Board of Trustees via the President, and obtains final approval for the proposed employment/promotion. Regarding faculty members who do not belong to any schools but to research institutes etc. ("faculty members reporting to the President"), the University Senate assumes the role of the Undergraduate Faculty Board in carrying out the abovementioned employment/promotion procedure. Appointment of graduate faculty and graduate academic advisors is carried out by each Graduate Faculty Board and Professional Graduate School Graduate Faculty Board, pursuant to the "Selection Criteria for Graduate Faculty and Graduate Academic Advisors." [3-7]

The procedures of employment and extension of term of office of fixed-term faculty members are implemented by the University Senate, as well as by the relevant Undergraduate Faculty Board, the Professional Graduate School Graduate Faculty Board and the Language Center Council, in accordance

with the "Regulations Regarding Faculty Members Appointed for a Fixed Term of Office," [3-38)] the "Regulations Regarding Special Fixed-term Professors," [3-9)] the "Regulations Regarding Kwansei Gakuin University Associate Lecturers of English," [3-4)] the "Regulations Regarding Special Contract Faculty for Language Education," [3-5)] the "Regulations Regarding Full-time Instructors for Language Education," [3-6)] the "Regulations Regarding Special Contract Faculty," [3-10)] the "Regulations Regarding Kwansei Gakuin University Full-time Faculty for Education in International Cooperation," [3-11)] the "Regulations Regarding Fixed-term Professional Faculty of the Graduate Law School" [3-12)] and the "Regulations Regarding Fixed-term Professional Faculty of the Institute of Business and Accounting." [3-13)]

Regarding the aforementioned procedures for faculty employment, promotion and extension of term of office, decisions are made by the agreement of at least two-thirds of the attendees to the Undergraduate Faculty Board or other meeting, the quorum of which is two-thirds of its constituent members, in accordance with the provisions of the "University Senate Regulations," [3-14)] the "Undergraduate Faculty Board Regulations," [3-15)] the "Professional Graduate School Graduate Faculty Board Regulations," [3-16)] the "Graduate School Graduate Faculty Board Regulations" [3-17)] and the "Language Center Regulations." [3-70)]

Upon employment of part-time instructors, screening is conducted based on the candidate's academic and other relevant background and achievements. His/her employment is approved by the Undergraduate Faculty Board or the Professional Graduate School Graduate Faculty Board of the relevant School/(Professional) Graduate School if the vacant position is intended for a subject provided by the School/(Professional) Graduate School; or is approved by the Academic Affairs Committee[3-19)] if the vacant position is intended for a common University-wide subject provided under the undergraduate program.

Schools 3-1-(3)

♦ School of Theology

The School of Theology normally fills vacant faculty positions via open recruitment. Employment information is provided to relevant institutions both internally and externally by sending notifications, and via the website (including the personnel information database). The roles the prospective faculty member is to assume in the faculty organization are carefully deliberated by the School's Undergraduate Faculty Board, and are detailed in the application guidelines. Upon application, the School requires applicants to submit a syllabus designed for a subject the applicant is expected to teach after employment, and a written explanation of his/her aspiration for education at the School, together with other documents describing his/her research and teaching experience and achievements, and other information. During the screening process, the School carefully examines these documents, and holds an interview to examine the aptitude and fitness of the applicant. Meanwhile, the procedure of faculty promotion is implemented in accordance with the University-wide regulations, the "Regulations for the Appointment of Professors, Associate Professors and Assistant Professors" and the "Faculty Selection Criteria," as well as the School's internal regulations, the "School of Theology internal regulations regarding the Faculty Selection Criteria." [3-22)]

♦ School of Humanities

The School of Humanities has established the Personnel Committee, a body of eight members comprising five faculty members who are elected from among the School's faculty (Election quota: two from the Department of Culture and History, one from the Department of Integrated Psychological Sciences, and two from the Department of Literature and Linguistics; five members in total; term of office: two years), and the Dean, the Associate Dean of Academic Affairs, and the Associate Dean of Student Affairs of the School. The Personnel Committee handles the procedures regarding faculty

promotion, appointment of Professors Emeritus, and appointment of new faculty members. Upon faculty promotion or the appointment of a Professor Emeritus, the committee nominates a candidate, organizes the Screening Subcommittee for Personnel Promotion or the Screening Subcommittee for Appointment of Professors Emeritus, as applicable, and proposes the planned promotion/appointment to the Undergraduate Faculty Board. Regarding the appointment of a new faculty member, the committee proposes the appointment of the candidate, and organizes the Screening Subcommittee for New Faculty Appointment. The composition of the Personnel Committee members is regulated to maintain an appropriate balance between departments. Consideration is thus given to ensuring a rigorous screening process.

Regarding the appointment of new faculty members, the "School of Humanities personnel procedures" detail specific procedures for both types of employment, i.e., open recruitment and non-open recruitment. The "School of Humanities Bylaws Regarding Research Achievement Evaluation Standards," [3-95] which have been established separately, are referred to for the screening of the candidate's achievements. Based on these bylaws, appointment is proposed based on the total of the evaluation points for each of the candidate's research achievements. As described above, the procedures and standards for faculty recruitment, employment and promotion are clearly stipulated.

♦ School of Sociology

The School of Sociology conducts faculty employment by open recruitment, in principle. In some special cases (e.g., a specific individual with an outstanding record of achievement whose employment is of the absolute necessity), the vacant posts are filled by other means, subject to the approval of the Undergraduate Faculty Board.

Faculty employment and promotion is implemented appropriately pursuant to the University-wide regulations "Regulations for the Appointment of Professors, Associate Professors and Assistant Professors" [3-1] and the "Faculty Selection Criteria," [3-2] and the School's internal regulations "Regarding the appointment of Professors, Associate Professors and Assistant Professors," [3-96] as well as the "Agreements regarding 'teaching experience' in the 'Faculty Selection Criteria'," [3-97] and the "Supplementary items regarding the screening and evaluation of qualification for faculty employment and appointment." [3-98]

In all cases of faculty recruitment, employment and promotion, the School organizes the Personnel Selection Committee and the Screening Committee of Qualification for Appointment. Each case is carefully examined by both committees, based on which the Undergraduate Faculty Board undertakes further examination and discussion, and votes on the approval/disapproval of the proposed employment/promotion. (The agreement of at least two-thirds of the attendees is a requisite for approval.)

♦ School of Law and Politics

Upon employment and promotion, the School of Law and Politics aims to maintain the high level of ability and qualifications of its faculty, by implementing employment/promotion procedures based on the specific standards independently formulated by the School for evaluating candidates' past achievements and teaching experience. To ensure high level ability and qualifications among the faculty, employment applications are open to the public nationwide, in principle. The screening process includes, as necessary, examination by external researchers of the candidate's research ability, based on his/her research achievements. Moreover, to examine the candidate's teaching ability, he/she is also required to conduct a trial class.

Standards for employment of part-time instructors are stipulated in the "Agreements regarding employment of part-time instructors" (revised AY 2010), [3-35] which are revised as necessary to ensure appropriate employment of such instructors.

♦ School of Economics

In the School of Economics, personnel procedures for faculty are implemented after the establishment of a School Personnel Committee comprising elected members. Faculty employment is conducted based on the specific procedures stipulated in the School's internal regulations "Regarding employment procedures for full-time faculty." The School Personnel Committee decides the employment policy (open recruitment, in principle), based on which specific employment activities are carried out by a group of approximately five members, referred to as the Individual Personnel Committee. A Job Seminar, open to the public, is held for intended faculty employment. The employment of candidates is approved subject to agreement by two-thirds of the attendees of the Undergraduate Faculty Board meeting.

Faculty promotion is conducted based on the "School of Economics/Graduate School of Economics internal regulations regarding faculty selection etc." A Personnel Committee is established after the candidate's qualifications are examined by faculty members in related fields. Candidates are promoted via unbiased screening, subject to the agreement of two-thirds of the attendees of the meeting comprising members who are in a higher position than the candidate's (the "Individual Undergraduate Faculty Board"). [3-99]

♦ School of Business Administration

Faculty recruitment, employment and promotion at the School of Business Administration are supervised by the Personnel Committee established within the School. The committee, comprising five elected faculty members, appropriately manages the processes of recruitment, employment and promotion from a comprehensive perspective, in accordance with the University's "Regulations for the Appointment of Professors, Associate Professors and Assistant Professors" [3-1] and the "Faculty Selection Criteria," [3-2] as well as the School's internal regulations, "School of Business Administration internal regulations regarding the Faculty Selection Criteria." [3-100]

Regarding recruitment methods, the School appropriately chooses between open recruitment and internal recommendation, in accordance with the characteristics of the course subject to be taught, the expected age range of the prospective member to fill the position, and other conditions. Employment and promotion of faculty members for specialized education are first proposed by the Personnel Committee at an Undergraduate Faculty Board meeting, and are approved after three stages of voting: deciding the subject title, approval/disapproval of the establishment of a Screening Committee, and approval/disapproval of the final screening result. Employment and promotion of faculty members for language education are implemented by the same procedure as that for the faculty of specialized education, with cooperation between the Personnel Committee and the Language Center.

♦ School of Science and Technology

The School of Science and Technology recruits, employs and promotes full-time faculty in accordance with the procedures stipulated in the regulations prescribed by the University[3-1] and the agreed matters within the School of Science and Technology.[3-101] The Personnel Employment Committee discusses necessary matters based on the result of deliberations made at the relevant Department Meeting regarding the research field the prospective faculty member is expected to engage in. The Dean proposes the planned employment at an Undergraduate Faculty Board meeting, and obtains approval. A fair assessment of this proposal is ensured by incorporating the opinions given at a Dean's Office Committee meeting. To take the perspective of the whole School into consideration during personnel procedures, the Personnel Committee involves faculty members from departments other than that related to the position to be filled. After an explanation is given at an Undergraduate Faculty Board meeting regarding the candidate

proposed by the committee, a public session is held to have the candidate deliver a lecture. This process provides an opportunity for faculty members who are not committee members to evaluate the candidate before they vote at the subsequent Undergraduate Faculty Board meeting. Appropriate personnel procedures are thus achieved by adopting a fair and transparent approach. Faculty promotion is implemented pursuant to the criteria and standards stipulated in the said "agreed matters in the School of Science and Technology." While taking into consideration the agreement of the candidate's department and the opinions of the Dean's Office Committee, a Personnel Committee is organized under the responsibility of the Dean, via which the approval or otherwise of the planned promotion is determined after deliberation at two Undergraduate Faculty Board meetings. Appropriateness in faculty promotion is thus maintained.

◆ School of Policy Studies

In an effort to achieve appointment of personnel covering the diverse fields of study provided under the four-department arrangement and accommodating various conditions, the School of Policy Studies carries out faculty employment by convening the Supplementary Personnel Appointment Selection Committee comprising 10 faculty members, including five faculty members related to the candidate/position under consideration and five other faculty members elected from among Undergraduate Faculty Board members. Via this committee, the School implements faculty employment from a long-term perspective. For faculty promotion, screening is conducted by the Personnel Advisory Committee established within the said Supplementary Personnel Appointment Selection Committee. In the case of employment via open recruitment, the School gives consideration to ensuring an appropriate employment procedure, eliminating any possible disadvantages due to nationality and gender. As part of this effort, the School publicly provides an English version of the application guidelines via the website and other means. Meanwhile, a certain number of years has lapsed since the establishment of the School and its departments, necessarily leading to the aging of its faculty. To adjust this situation, the School intends to employ younger faculty members in the ongoing employment procedure for AY 2013. The School aims to ensure rigorous and appropriate operation of its recruitment, employment and promotion procedures, by introducing internal regulations particularly designed for the School, in addition to the Faculty Selection Criteria applied to the whole of the University. [3-42)]

◆ School of Human Welfare Studies

In addition to the University's regulations regarding employment and promotion procedures, the School of Human Welfare Studies has in place its own strict regulations for personnel employment and promotion, which contain further detailed provisions on the research achievements and teaching experience expected at each position level (Professor, Associate Professor and Assistant Professor). [3-61),3-62)] Concerning employment, the Personnel Planning Committee has been established by the Dean in order to determine relevant personnel policies (including recruitment methods). The committee reviews the subject allotment to faculty members, in consideration of the School's educational and research philosophies, curriculum and faculty assignment, and discusses and formulates a personnel policy for specific employment. The Dean proposes, and obtains approval for, this policy at the Undergraduate Faculty Board, and establishes a Personnel Employment Committee. This committee conducts screening of documents, interviews, and other examination processes, and proposes a draft plan of the specific employment case to the Dean. The Undergraduate Faculty Board deliberates on the plan, and approves/disapproves the proposed employment. For promotion, the Dean establishes a Personnel Promotion Screening Committee, which reports the result of the rigorous screening, based on which the Undergraduate Faculty Board discusses and determines the approval/disapproval of the proposed promotion. The School thus implements faculty recruitment, employment and promotion in an extremely appropriate manner.

♦ School of Education

The School of Education implements faculty employment in accordance with the "Regulations for the Appointment of Professors, Associate Professors and Assistant Professors" and the "Faculty Selection Criteria," which have been prescribed by the University, as well as the "School of Education internal regulations regarding the Faculty Selection Criteria" laid down by the School. [3-102] Employment is implemented via open recruitment, by establishing a Personnel Screening Committee within the Undergraduate Faculty Board. In AY 2011, the School newly employed nine faculty members, in line with the School's reorganization plan. In AY 2012, upon application for a government approval of its new teacher-training course, the School newly employed two fixed-term faculty members. Faculty promotion is also conducted pursuant to the aforementioned Regulations, Criteria, and Internal Regulations. There were two cases of promotion in AY 2011.

♦ School of International Studies

The School of International Studies convenes the Personnel Committee, comprising its faculty members, on an annual basis. [3-103] Faculty recruitment, employment and promotion are deliberated at this committee, and are referred to the Undergraduate Faculty Board for final deliberation. Necessary matters regarding faculty recruitment, employment and promotion are clearly stipulated in the "School of International Studies internal regulations regarding personnel procedures for faculty," based on which the School implements faculty employment etc. in an appropriate manner. [3-104]

Graduate Schools   3-1-(3)

♦ Graduate School of Theology

The Graduate School of Theology recruits, employs and promotes its faculty members using the same procedure as that used in the School of Theology. The appointment of graduate faculty and graduate academic advisors is conducted appropriately, pursuant to the University-wide regulations "Selection Criteria for Graduate Faculty and Graduate Academic Advisors" and the "Graduate School Graduate Faculty Board Regulations," as well as the Graduate School's internal regulations "Graduate School of Theology internal regulations regarding Graduate Faculty Board." [3-105]

♦ Graduate School of Humanities

In the Graduate School of Humanities, faculty recruitment, employment and promotion are implemented under the following process: The candidate's teaching experience, research achievements, the period of his/her office and other conditions are considered by the Graduate School Personnel Committee; After confirming the agreement of the relevant graduate department Field to recommend the candidate for employment/promotion, the committee establishes a screening subcommittee; A report prepared by the subcommittee regarding the screening results is submitted to the Graduate Faculty Board for deliberation. The Graduate School conducts faculty appointment in a fair and deliberate manner, while recognizing that a high level of expertise and teaching ability is demanded in either stage of the first or second half of the doctoral program.

♦ Graduate School of Sociology

The Graduate School of Sociology adopts a system enabling multilayered examination involving the Personnel Appointment Committee, the Graduate Faculty Board and other entities. The Graduate School also conducts recruitment, employment and promotion appropriately, in accordance with the provisions of

the "Regulations for the Appointment of Professors, Associate Professors and Assistant Professors" and the "Selection Criteria for Graduate Faculty and Graduate Academic Advisors," as well as with the "Basic ideas regarding persons qualified for appointment as graduate academic advisors, and regarding members of the Graduate Faculty Board." [3-51)]

♦ Graduate School of Law and Politics

The Graduate School of Law and Politics employs and promotes its faculty members based on basically the same procedures as those adopted by the School of Law and Politics. A range of screening for Professors who are (prospective) graduate faculty members or (prospective) academic advisors for the first/second half of the doctoral program is conducted in accordance with relevant procedures by the Graduate Faculty Board, comprising faculty members who are in a higher position than that of the candidate. [3-53)]

♦ Graduate School of Economics

The Graduate School of Economics selects graduate faculty members by applying the "Assistant Professor Selection Criteria." Selection of academic advisors for the first half of the doctoral program and the second half of the same program is conducted by applying the "Associate Professor Selection Criteria" and the "Professor Selection Criteria," respectively. Academic advisors for the first/second half of the doctoral program are appointed via unbiased screening, subject to the agreement of two-thirds of the attendees of the relevant Graduate/Undergraduate Faculty Board meeting. [3-106)]

♦ Graduate School of Business Administration

Graduate faculty members and graduate academic advisors of the Graduate School of Business Administration are appropriately selected from among the faculty of the School of Business Administration, pursuant to the University's "Selection Criteria for Graduate Faculty and Graduate Academic Advisors" [3-7)] and the School's "Agreements regarding the appointment of graduate faculty and graduate academic advisors." [3-107)] These selection criteria/standards are observed rigorously, and no other factors are taken into account independently by the Graduate School. Candidates selected through this procedure are finally approved by the Graduate School's Graduate Faculty Board.

As described in the previous paragraph, graduate faculty members are selected from among the School's faculty. Therefore, in the screening process for employment at the School, consideration is given to whether the candidate is qualified not only as a faculty member for undergraduate education but also as a subject instructor for graduate education and as an academic advisor at the Graduate School.

♦ Graduate School of Science and Technology

Regarding recruitment and employment at the Graduate School of Science and Technology, full-time faculty members are basically employed to assume the position of faculty member of the School of Science and Technology, except for fixed-term Assistant Professors installed for the International Master's Program provided only in English (the Program of "Integrated Science and Technology" for International Students). Upon employment, candidates are examined for qualification for appointment as a graduate academic advisor, in accordance with the provisions stipulated in the "agreed matters in the School of Science and Technology." [3-101)] Faculty promotion is also implemented pursuant to the criteria and standards stipulated in the said "agreed matters in the School of Science and Technology" (which also apply to the Graduate School). While taking into consideration the agreement of the candidate's graduate department and the opinions of the Dean's Office Committee, a Personnel Committee is organized under the responsibility of the Dean, via which the approval/disapproval of the planned promotion is determined

after deliberation at two Graduate Faculty Board meetings. Appropriateness in faculty promotion is thus maintained.

♦ Graduate School of Policy Studies

In the Graduate School of Policy Studies, the academic staff provide instruction in the first half of the doctoral program and the second half of the same program, as "graduate faculty members" and "graduate academic advisors," respectively. Upon their appointment, rigorous screening is conducted by the Supplementary Personnel Appointment Selection Committee and the Personnel Advisory Committee, an organization established under the said selection committee. The appointment criteria and standards are disclosed to the faculty. [3-42)]

The Graduate School aims to ensure appropriateness in the overall faculty organization, while taking the faculty's diverse fields of specialization into consideration. In this respect, as in the case of the School of Policy Studies, the Graduate School aims at (1) restricting the percentage of faculty in each age bracket to under 30 percent, (2) further increasing the ratio of female faculty, and (3) maintaining the ratio of non-Japanese faculty at the current or a higher level. The Graduate School also plans to determine the appropriate ratio of professional faculty to the entire faculty by the end of AY 2012. While some of the abovementioned objectives have thus far not been achieved, the Graduate School will make improvements, henceforth, in the process of supplementary appointment of faculty and via other measures.

♦ Graduate School of Language, Communication, and Culture

In the Graduate School of Language, Communication, and Culture, the Graduate Faculty Board appoints faculty members who are qualified to teach subjects provided by the Graduate School, in accordance with the following procedure:

Based on the "Selection procedure and criteria for graduate faculty and graduate academic advisors (Agreed matters)," graduate faculty candidates are selected at the Appointment Screening Committee, proposed at the Graduate Faculty Board, and screened by three examiners. The screening result is reported to the Graduate Faculty Board, where the proposed appointment is approved by vote. Regarding graduate academic advisors, candidates are selected at the Appointment Screening Committee, proposed at the Academic Advisors Meeting, and screened by three examiners. The screening result is reported to the Academic Advisors Meeting, where the proposed appointment is approved by vote. [3-108),3-109)]

To be appointed as either a graduate faculty member or graduate academic advisor, the candidate is expected to be able to conduct classes of necessary subjects, regardless of his/her status or position. Accordingly, candidates are screened in consideration of their fitness for the intended subject(s), the number of research achievements in their field(s) of specialization and other factors. Meanwhile, to be appointed as an academic advisor, two years' or more experience as a graduate faculty member at the Graduate School of Language, Communication, and Culture is a requisite.

♦ Graduate School of Human Welfare Studies

In addition to the University's regulations regarding employment and promotion procedures, the Graduate School of Human Welfare Studies has in place its own strict regulations for personnel employment and promotion, which contain further detailed provisions on the research achievements and teaching experience expected of each level of position (Professor, Associate Professor and Assistant Professor). [3-61),3-62),3-63)] For examination and employment of candidates, the Dean of the Graduate School establishes a Personnel Committee, which determines relevant personnel policies (including recruitment methods), as well as a Personnel Screening Committee, which carries out a close and rigorous screening regarding the experience and achievements of candidates, based on the determined personnel policies. The

Personnel Screening Committee conducts screening in a rigorous manner, and submits a report to the Dean, based on which the Graduate Faculty Board discusses and determines approval/disapproval of the proposed employment. For promotion, the Dean establishes a Personnel Promotion Screening Committee, from which the result of the rigorously conducted screening is reported, based on which the Graduate Faculty Board and the Academic Advisors Committee for the second half of the doctoral program discuss and determine approval/disapproval of the proposed promotion. The Graduate School thus implements faculty recruitment, employment and promotion in an extremely appropriate manner.

♦ Graduate School of Education

The Graduate School of Education appoints its faculty members in accordance with the "Selection Criteria for Graduate Faculty and Graduate Academic Advisors" prescribed by the University. Upon appointment, a Personnel Screening Committee is organized within the Graduate Faculty Board. In AY 2012, in preparation for the reorganization of the Graduate School scheduled for AY 2013, the Graduate School appointed 16 members to its faculty from among the full-time faculty of the School of Education and the School's prospective faculty members to be employed to teach from AY 2013.

♦ Law School

The Law School conducts faculty employment and promotion pursuant to the regulations provided in Section 1-(1). Upon employment, a Screening Committee organized within the Professional Graduate School Graduate Faculty Board carries out a screening and passes a resolution to approve the candidate's employment. Based on the resolution, the President nominates the candidate at the Board of Trustees. For faculty promotion, a Screening Committee is also organized within the Professional Graduate School Graduate Faculty Board. The committee implements necessary procedures under the responsibility of the Board, while taking specific conditions into consideration.

♦ Institute of Business and Accounting

In the Institute of Business and Accounting, faculty recruitment, employment and promotion are implemented appropriately, in accordance with the "Regulations for the Appointment of Faculty Members of Professional Graduate Schools" [3-8)] and the "Regulations Regarding Fixed-term Professional Faculty of the Institute of Business and Accounting," [3-13)] which are prescribed by the University, as well as the Institute's internal regulations, the "Employment and promotion procedures for faculty of the Institute of Business and Accounting (Internal regulations)." [3-110)]

Regarding faculty appointment in the professional degree program, screening is carried out at the School Meeting of each school and at a Personnel Committee established in the Institute. Subsequently, the Professional Graduate School Graduate Faculty Board discusses the proposed appointment in two stages: deliberation on the establishment of a Screening Committee, and deliberation for approval of employment/promotion based on the screening result reported by the Screening Committee. If the candidate's employment/promotion is approved, the President reports his/her appointment to the Board of Trustees.

In the second half of the doctoral program provided by the Institute, faculty recruitment, employment and promotion are implemented appropriately, in accordance with the "Institute of Business and Accounting recommendation criteria for the positions of academic advisor and assistant academic advisor in the second half of the doctoral program" [3-112)] and the "Appointment procedure for the positions of academic advisor and assistant academic advisor in the second half of the doctoral program." [3-111)] Regarding faculty appointment in the second half of the doctoral program, screening is carried out by the Doctoral Program Personnel Committee. Subsequently, the Graduate Faculty Board or the Doctoral

Program Committee examines the proposed appointment. If the candidate's employment/promotion is approved, the President reports his/her appointment to the Board of Trustees.

(4) Are necessary measures taken to enhance the quality of faculty?

Whole University	3-1-(4)

At KGU, each school and graduate school defines its (1) policy on student admissions (Admission Policy), (2) policy on curriculum design and implementation (Curriculum Policy), and (3) policy on degree conferment (Diploma Policy), based on which each school and graduate school proceeds with educational reform. To enhance the quality of faculty, KGU has implemented the following measures across the University:

The Center for Research into and Promotion of Higher Education was established in April 2010, as an organization to reinforce the educational abilities of KGU faculty, enhance educational quality, and promote faculty development (FD) as a University-wide effort. [3-113)] The center provides a variety of programs aimed at enhancing the quality of KGU faculty. [3-114)]

University-wide programs include the "new faculty training program" for newly employed academic staff, the "Basics of basic teaching method" workshop for less experienced academic staff, and the "student evaluation of teaching" survey for all classes of subjects. [3-115)]

FD activities are implemented at each school, such as class observation, report sessions regarding class improvements, and related workshops and training. Information regarding these FD efforts is exchanged at the Special Subcommittee on Faculty Development (FD) established in the Center for Research into and Promotion of Higher Education, and is also provided via the center's newsletter and KG's official website. The University thus strives for enlightenment and information sharing regarding faculty development. [3-114)]

In addition to the abovementioned programs, the University provides workshops on how to operate the Learning Management System (LMS) [3-114)] installed across the University (how to give teaching materials, assignments and exams/quizzes online), promoting effective use of the system as a communication tool between faculty and students. The University also provides lecture sessions on FD for the entire faculty, as well as lecture sessions on staff development (SD) for the entire faculty and staff on an annual basis, with the aim of providing information regarding trends in higher education. [3-114)]

As a managing university of the Kansai Faculty Development Association and the Japan Private Universities FD Coalition Forum (JPFF), KGU promotes FD activities in cooperation with national, prefectural, municipal and private universities based in the Kansai region, as well as with private universities across the country.

Educational and research activities performed by faculty members are evaluated by each member's relevant Undergraduate Faculty Board, Professional Graduate School Graduate Faculty Board, or Graduate Faculty Board. For faculty members who are not under the supervision of schools or graduate schools, such evaluation is conducted by the council or a similar body of the research institute etc. to which the member belongs.

KGU provides the Kwansei Gakuin University Research Achievement Database [3-59)] on KG's official website, enabling real-time disclosure of the faculty's research achievements immediately after being input by each faculty member online. The update status of each faculty member's research achievements on the database is reported semiannually at the Committee of Deans. This ensures that if a member fails to update such achievements, his/her superior reminds him/her to do so. KGU has also developed the Kwansei Gakuin University Repository, [3-116)] helping to invigorate educational and research activities at

the University.

Schools	3-1-(4)

♦ School of Theology

One of the organizational training opportunities at the School of Theology is the FD Workshop (School), which is held three times a year by the FD Committee (School) organized under the Curriculum Research Committee. (One of the three workshop sessions is intended for part-time instructors. For specific workshop themes, see Section 4.3-1-(4).) As an opportunity to engage in practical social activities, the School's faculty members preach at churches located across the country. While much of this is conducted in the private capacity of the respective members, these activities constitute an opportunity for them to reflect on their own biblical interpretation; this is meaningful for faculty members, who are sometimes sent by the School's Undergraduate Faculty Board to an installation ceremony of church minister to preach. [3-117] Moreover, the School's faculty members are sent as lecturers to the "theology course" held twice a year. This serves as an opportunity for them to have a dialog with pastors and parishioners at churches in the vicinity of the course's venue. [3-118]

♦ School of Humanities

At the School of Humanities, the Lecture Meeting on Human Rights Issues is held once each semester (spring/fall semester), serving as an indispensable opportunity for faculty to learn about human rights issues so as to properly fulfill their managerial responsibilities. In AY 2011, such meetings were held under the unifying themes of "issues on media literacy and privacy" and "issues on poverty." The School also provides a Faculty Development Workshop for the entire faculty on an annual basis. Regarding the seminar subject "the humanities seminar" provided for all first-year students, the Humanities Seminar Instructors Meeting is organized every semester, where members discuss how to improve their teaching methods, confirm educational content, and exchange information regarding the positioning of the subject in the curriculum as a whole. [3-119]

♦ School of Sociology

The primary efforts made at the School of Sociology to enhance the quality of its faculty include (1) regular meetings of the School's Study Group, (2) the School of Sociology Meeting, and (3) the Workshop on Human Rights Issues.

(1) Regular meetings of the School's Study Group are held by the School of Sociology Study Group, which issues the School of Sociology Journal to disseminate information regarding educational and research activities of School members both internally and externally. The meetings aim at mutual stimulation among School members to further invigorate their educational and research activities. Nine such meetings were held in AY 2009, and four meetings each in AY 2010 and AY 2011. With participation by approximately half the number of full-time faculty members on average, the meeting contributes to enhancing the abilities of individual faculty members through active exchange of views. [3-120]

(2) The School of Sociology Meeting is held at the end of each academic year (early March). Since AY 2009, with "Enhancing the quality of education at the School of Sociology" as the common theme, the meeting has discussed a range of issues concerning the School's undergraduate education, and has introduced a number of relevant initiatives, thereby contributing to enhancing the quality of undergraduate education at the School and the abilities of individual faculty members. [3-121]

(3) The Workshop on Human Rights Issues is primarily intended for education in human rights issues. In recent years, the workshop has frequently adopted themes regarding "harassment issues," "treatment of

students with developmental disabilities" and "career support." Learning about these issues is conducive to enhancing the quality of faculty, in terms of fulfillment of educational responsibilities in a broad sense, as well as of student support. [3-122)]

♦ School of Law and Politics

Measures taken at the School of Law and Politics for enhancing the quality of its faculty are basically in line with the University-wide efforts of "student evaluation of teaching" survey and improvement in the FD promotion system. The School's independent efforts include the annual FD Seminar organized by the FD Activities Planning Committee established within the School. [3-124)] Study meetings for human rights education are also held regularly. The student union conducts an annual survey, and has a meeting with the School Administration to make requests regarding the School's undergraduate education. [3-125)]

Evaluation of faculty research activities is implemented in the following forms: (1) Upon employment/promotion, the Undergraduate Faculty Board makes a final screening regarding their research activities, based on the quantitative standards for research achievements, as well as on the qualitative examination by the Screening Committee; (2) Individual research achievements are disclosed on the website via the research achievement database.

Improvements in the educational and research environments are essential to enhance the overall abilities of the faculty. In this respect, the following efforts are being made at the School: First, the educational environment is improved by securing the necessary number of faculty members by filling vacancies, if any; by establishing academic assistant systems (the Teaching Assistant (TA) system and the Learning Assistant (LA) system); and by operating a guest speaker system. Second, regarding the research environment, amid little expectation for additional allocation of research budget to individual researchers, the School manages to ensure efficient execution of the budget, while basically maintaining the current budget level. Specifically, constant improvements are being made by the Library Committee, especially regarding the book budget. In AY 2012, the School introduced a system for purchase of a new database. A range of necessary information providing comparisons with other Schools is shared, for instance regarding the School's overall percentage of the projects adopted for the Grants-in-Aid for Scientific Research program. An overseas research system and the "special research period" system are in place, which are applied in accordance with the University-wide standards as systems to allow all faculty members to concentrate on their research activities; under the former system faculty members are afforded periodic opportunities to conduct research in an overseas country/region for more than one year, and under the latter system, to dedicate themselves to conduct research without the responsibility of giving lectures in class.

♦ School of Economics

To secure opportunities for faculty members to present their research, and to encourage them to understand what research is being conducted by other members, the School of Economics actively holds School of Economics Study Group meetings, the Economics Seminar and the Language and Culture Seminar. In AY 2011, the Study Group held four meetings. The Economics Seminar and the Language and Culture Seminar had six sessions each in the same year. [3-126)]

♦ School of Business Administration

As part of the University-wide effort to enhance the quality of faculty, the School of Business Administration has its new faculty members participate in the University-wide program "New faculty training program for newly employed academic staff," and also has its less experienced academic staff participate in the "Basics of basic teaching method" workshop. [3-124)] The School also promotes

participation in lecture sessions on FD, which are open to all faculty members. Moreover, the School implements the "student evaluation of teaching" survey regarding all classes of subjects, encouraging all faculty members to improve their teaching and class operation based on the survey results.

Aside from the aforementioned active participation in University-wide activities, the School has established the FD Committee within its Undergraduate Faculty Board. Through this committee, the School independently organizes and provides FD programs for Board members, striving for enlightenment and information sharing regarding faculty development. The content of FD programs is designed to interest many faculty members, dealing with issues regarding instructions in the "commercial science seminar," a subject for first-year students, and issues regarding students' job hunting. [3-124] Some FD programs are delivered by lecturers invited from outside groups, as necessary.

As in the case of the Graduate School of Business Administration, research activities by faculty members are evaluated based on their research achievements published in the "Shogaku Ronkyu (Journal of Business Administration)" [3-128] and the "International Review of Business," [3-129] as well as such achievements disclosed and disseminated via the research achievement database.

Meanwhile, faculty members of the School serve as Dean of Academic Affairs and Associate Dean of Student Affairs of the University Administration for AY 2012. Administrative responsibilities in the Executive Subcommittee for Entrance Examination and other committees in the School are also fulfilled by many faculty members. Among such programs, the Eco-campus Committee promotes social contribution activities by cooperating with student groups in implementation of the "eco-cap campaign," in order to collect caps of PET plastic bottles and send vaccines to children around the world who are in need of them. [3-162]

♦ School of Science and Technology

The School of Science and Technology holds an FD-related seminar annually in order to enlighten its faculty members regarding faculty development, and encourages them to realize positive outcomes in their teaching in class. [3-130] As part of the process to evaluate the educational and research activities pursued by faculty members, since AY 2010, the School has been requiring members who receive a research budget allocation from the University to report the outcomes of their educational and research activities on an annual basis. Based on this report, the School examines the appropriateness of such activities from a broader perspective than examining the relevant research achievements disclosed on KG's official website. The contents of the reports are compiled into a book and disseminated to faculty members. [3-131]

♦ School of Policy Studies

In line with the University-wide efforts of "student evaluation of teaching" survey and improvement in the FD promotion system, the School of Policy Studies takes a variety of measures for enhancing the quality of its faculty, such as implementation of the Faculty Development (FD) Workshop; the School's Study Group meetings including research presentation sessions with new faculty members as presenters; and study meetings to promote sharing and use of supplementary materials for "basic seminar." [3-124] Faculty members' research activities are evaluated upon their employment/promotion. Individual research achievements are disclosed on the website via the research achievement database.

For the class of basic seminar, which forms the core of the first-year education, the School has prepared the supplementary reading material "Basic Seminar Handbook," promoting its standardized use in the seminar class. [3-132] "Commonly assigned books" are also designated for basic seminar at the School. [3-133] The School holds presentation sessions regarding various research outcomes, with the aim of helping junior/senior students improve their presentation skills, and facilitating mutual understanding and standardization of educational content between faculty members in different fields of specialization. The

School thus aims to standardize its educational content. [3-134)]

♦ School of Human Welfare Studies

The School of Human Welfare Studies specifies measures to enhance the quality of its faculty in the section "Purpose of establishment and the reason for the necessity of establishment" in the document "Notification of the establishment of the School of Human Welfare Studies," which is disclosed on KG's official website. [3-44)] Based on the specified content, the School held four study meetings primarily led by faculty members in AY 2011. In each meeting, two members presented their research achievements and content, and exchanged views with other participants. Through such meetings, the School aims to further enhance the quality of its faculty. The Workshop on Human Rights Issues[3-135)] and the FD Workshop[3-136)] were also held, contributing to enhancement of the quality of the faculty. Educational and research activities by faculty members are evaluated through their research achievements disclosed on KG's official website, [3-59)] and such achievements published in the School's journal "Human Welfare." [3-137)] Moreover, as part of its FD effort, the School is currently producing a DVD that shows groups of two faculty members from different departments discussing each member's research field and future directions in their research.

♦ School of Education

Since AY 2009, the School of Education has held FD Seminars twice a year. The two such seminars in AY 2011 discussed the following themes: "The ideal liberal education for the School of Education," "Practice of participatory learning in class" and "How to operate practical seminars for teacher training."

Faculty members' research and educational activities undergo evaluation on various occasions, such as active discussions regarding education and research at a research presentation session held annually by the Academic Society of Education, in which all faculty members participate. Faculty members' research and educational achievements/outcomes are also published in "Kyoikugaku Ronkyu" (literally "Thorough Discussion of Pedagogy"), the School's journal issued annually. These discussions and publication of research stimulate healthy rivalry between faculty members.

♦ School of International Studies

To implement self-assessment regarding educational and research matters in the School of International Studies, the School established the Self-assessment Committee and held meetings.

The School also held Professors Study Group meetings, in which research achievements/outcomes produced by the School's full-time faculty members were presented. Active exchange of views contributed to enhancement of the quality of its faculty.

The "student evaluation of teaching" survey is implemented under the University-wide system. Faculty members' research activities undergo evaluation based on their research achievements that are disclosed on the website via the research achievement database.

Graduate Schools   3-1-(4)

♦ Graduate School of Theology

At the Graduate School of Theology, the FD Workshop (Graduate School) is held three times a year by the FD Committee (Graduate School) organized under the Curriculum Research Committee. (One of the three workshop sessions is intended for part-time instructors. For specific workshop themes, see Section 4.3-1-(4).) Social activities carried out by faculty members are as described in the "School of Theology"

section in this document.

♦ Graduate School of Humanities

Educational and research activities conducted by faculty of the Graduate School of Humanities undergo evaluation based on their educational/research achievements provided on the Kwansei Gakuin University Research Achievement Database.[3-59)] Related data is updated annually, enabling faculty members to share relevant new information. As an FD program, a workshop is co-organized with the School of Humanities annually.

♦ Graduate School of Sociology

In the Graduate School of Sociology, faculty members exchange and share leading-edge knowledge in their fields of research at the Study Group's regular meetings and on other occasions. Information regarding the research achievements of each member is disseminated via the minutes of the School's Undergraduate Faculty Board meetings, and by publishing it in the School of Sociology Journal and other media. Through mutual learning promoted by these efforts, the Graduate School aims at enhancing the quality of educational and research activities performed by the faculty.[3-139)]

The Workshop on Human Rights Issues is a joint activity with the School of Sociology aimed at helping enhance the quality of faculty.[3-122)]

♦ Graduate School of Law and Politics

To evaluate the educational activities of full-time faculty, the Graduate School of Law and Politics conducts the "student evaluation of teaching" survey, which is distributed to graduate students once per semester. Issues concerning various systems operated in the Graduate School are presented at the Graduate School Operation Committee and other meetings, facilitating improvement efforts based on a shared understanding. The Graduate School Operation Committee established the FD Activities Planning Committee in AY 2012, with an eye to exploring specific approaches to faculty development.[3-140)] The Sub-Academic Advisor System has been introduced, and is being operated smoothly, in the Graduate School.[3-141)p.22,23,40]

Evaluation of research activities is conducted in the same manner as in the School of Law and Politics.

♦ Graduate School of Economics

In the Graduate School of Economics, as in the case of the School of Economics, a range of activities by the School of Economics Study Group, the Economics Seminar, and the Language and Culture Seminar have contributed to facilitating personal exchange/interaction in educational and research activities conducted by graduate faculty members.

♦ Graduate School of Business Administration

Since the faculty of the Graduate School of Business Administration overlaps with the undergraduate faculty, measures for enhancing the quality of faculty are not taken independently by the Graduate School, but in cooperation with the School of Business Administration, such as the FD Seminar jointly held by the School and the Graduate School on a regular basis. Almost all faculty members participate in the FD Seminar, sharing relevant information with one another, with a view to enhancing their educational quality. Faculty members' research activities are examined based on their research achievements published in the "Shogaku Ronkyu (Journal of Business Administration)"[3-128)] and the "International Review of Business,"[3-129)] as well as on such achievements disclosed and disseminated via the research achievement database. The Professors Study Group meetings are held regularly in a united effort by the School and the Graduate

School. At these meetings, full-time faculty members report and discuss the outcomes of their day-to-day research efforts, stimulating one another to encourage further efforts in their research activities.

In recent years, faculty has been experiencing changes in graduate education, such as an increasing number of students from overseas countries/regions. The Graduate School takes the opportunity afforded by various meetings to provide and exchange information regarding new situations for graduate education, as necessary, promoting further information sharing among faculty. [3-162)]

♦ Graduate School of Science and Technology

Since the faculty of the Graduate School of Science and Technology basically overlaps with that of the School of Science and Technology, the Graduate School takes common measures with the School regarding enhancement of the abilities of its faculty members and evaluation of their educational and research activities. In an effort to facilitate research activities, the School holds explanatory meetings to obtain Grants-in-Aid for Scientific Research, helping faculty members obtain the necessary knowledge to secure external funds.

♦ Graduate School of Policy Studies

The faculty of the Graduate School of Policy Studies overlaps with that of the School of Policy Studies. Accordingly, measures for enhancing the quality of faculty are taken in cooperation with the School, such as the FD Workshop and various meetings of the School's Study Group, in line with the University-wide efforts of "student evaluation of teaching" survey and improvement in the FD promotion system. [3-124)] The Graduate School promotes mutual encouragement between faculty members for further enhancement of their abilities, especially by facilitating joint research activities between members in different fields of specialization. Primary measures include a research project involving graduate students and several faculty members; policy workshops for graduate students; promotion of mutual understanding of research and educational content by disclosing research outcomes; and information exchange regarding educational skills, tools and the like. Faculty members' research activities are examined upon their employment/promotion. Individual research achievements are disclosed on the website via the research achievement database.

♦ Graduate School of Language, Communication, and Culture

The Graduate School of Language, Communication, and Culture currently takes the following three measures:

(1) Faculty development (FD) for graduate program:

The Graduate School held the FD Workshop for faculty and graduate students on December 14, 2011, inviting executive members of the Graduate Students' Association. Discussions took place under various themes regarding teaching methods, omnibus subjects, study meetings, the Forum of the Academic Society of Language, Communication and Culture; requests to the Graduate School etc. [3-143)]

(2) Survey for improvement in teaching:

The Graduate School conducts the student survey for improvement in teaching on a semiannual basis, i.e., at the end of the spring semester and the fall semester. Feedback on the survey results is provided to each faculty member, whether it concerns classes of specific subjects or seminars. [3-144)]

(3) Disclosure of research achievements lists and research outcomes:

Regarding research activities, each faculty member updates his/her research achievement information in the research achievement database by a designated date, disclosing it to the general public. [3-59)]

The Graduate School also publishes the journal "Language Communication Culture" as a medium for

full-time faculty members to present their educational and research achievements. [3-145)]

Faculty members' research activities are evaluated upon their new appointment to graduate faculty, and upon promotion, in the relevant screening by the Graduate Faculty Board, which is conducted based on the result of the examination carried out by the Screening Committee regarding the members' research achievements.

♦ Graduate School of Human Welfare Studies

Measures taken by the Graduate School of Human Welfare Studies to enhance the quality of its faculty are specified in the "statement of the purpose of establishment." Through these measures, the Graduate School makes great efforts so that the School (1) ensures constant disclosure of the faculty's latest research achievements so as to help maintain and enhance their research standards, (2) holds study meetings to examine internal and external education approaches and related issues, with a view to applying new insights in the latest research to education at the University, and (3) continues its efforts to enhance its research activities by actively using internal and external research funds, including those provided by the Ministry of Education, Culture, Sports, Science and Technology and the Ministry of Health, Labour and Welfare. The FD Committee has been in operation since the establishment of the School of Human Welfare Studies, and has held four study meetings annually as part of the faculty development effort, involving faculty members of the School and the Graduate School. Such meetings provide an opportunity for faculty members to have active discussions based on each member's presentation regarding their latest research activities, contributing to enhancement of the quality of the faculty. [3-135),3-136)] Regarding the Grants-in-Aid for Scientific Research program operated by the Japan Society for the Promotion of Science (JSPS), the Graduate School, since its establishment, has remained at the top level among KGU's undergraduate and graduate schools specializing in the fields of arts, in terms of the number of applicants for, and recipients of the grants. This has contributed to enhancing both the abilities of faculty members and the quality of education provided at the Graduate School. With respect to the evaluation of specific educational and research activities conducted by faculty members, their research achievements and outcomes are made public via the Kwansei Gakuin University Research Achievement Database, and in the journal "Human Welfare" issued by the School of Human Welfare Studies Study Group. Views and opinions are exchanged regarding those research achievements etc.

♦ Graduate School of Education

The Graduate School of Education has held FD Seminars once a year since AY 2009. In AY 2011, the seminar discussed the Graduate School's teaching system and methods to be implemented in and after AY 2013.

As in the case of the School of Education, faculty members' educational and research activities undergo evaluation on various occasions, such as a research presentation session held by the Academic Society of Education, and the publication of the (Graduate) School's journal "Kyoikugaku Ronkyu" (literally "Thorough Discussion of Pedagogy").

♦ Law School

In the Law School, the Committee for Self-assessment and Faculty Development comprising five faculty members operates as a body in charge of the efforts to enhance the educational abilities of the faculty. Due to its nature as a professional graduate school (graduate law school) specializing in fostering advanced specialized professionals working as legal professionals, the Law School places emphasis on the enhancement of the faculty's abilities, particularly regarding better instruction and teaching in class. [3-146)]

As the main activities for this end, the Law School: (1) provides feedback to each faculty member

regarding the results of the "student evaluation of teaching" survey conducted every semester, as well as comments from students; (2) selects highly evaluated classes of subjects as a reference for better teaching in class, arranges mutual class observations between faculty members, and holds a meeting for them to exchange views; and (3) holds the FD Workshop annually, with the aim of helping faculty members enhance their educational abilities. [3-147]

As part of the effort to enhance members' abilities as researchers, the Law School holds study meetings for legal precedent research approximately four times a year, which provides an opportunity for faculty members to present their research activities. [3-148]

♦ Institute of Business and Accounting

With the aim of enhancing the quality of its faculty, the Institute of Business and Accounting holds the FD Workshop regularly, in which faculty members make presentations, and exchange views regarding their teaching methods and approaches and related matters. [3-149]

The "student evaluation of teaching" survey is conducted every school term. The data of the survey results is analyzed every term, and all faculty members of the Institute receive feedback so that they can use it for enhancement of their educational abilities and better class operation. [3-150,3-151]

As an effort to enhance and invigorate research activities pursued by faculty members, the Institute encourages them to publish their research in the study group journal "Business & Accounting Review" issued by the Institute. The research achievements of faculty members are made public on KG's official website via the University's research achievement database. [3-59]

2. Check and Evaluation

(1) Matters showing improvement

Schools	3-2-(1)

♦ School of Humanities

In the School of Humanities, in AY 2011, two cases of new faculty appointment were proposed. Both cases were based on open recruitment. Candidates were screened via rigorous examination by the Screening Subcommittee for New Faculty Appointment, based on their CVs and written statements of achievements. The subcommittee closely examined the candidates' achievements, while inviting separately-appointed special experts, and finally selected one candidate. As a result of an interview, the candidate was recommended at a Personnel Committee meeting. After obtaining the committee's approval, appointment of the candidate was proposed at the Undergraduate Faculty Board, where the installment of the candidate was approved by vote. Through this process, the School has secured a new faculty member who is excellent in both research/academic achievements and personality-wise, including impeccable qualifications and aptitude as an educator.

For the purpose of enhancing the quality of its faculty, the School holds the Humanities Seminar Instructors Meetings in both the spring and fall semesters. The humanities seminar is a subject to ground the School's students in basic "literacy" (e.g., extensive reading, the ethics of citation, presentation skills, report preparation). The instructors have been able to improve their teaching methods and approaches concerning the humanities seminar, through information exchange at the meeting. [3-152]

♦ School of Law and Politics

The School of Law and Politics has made efforts in various aspects, such as introduction of external lecturers by inviting guest speakers and cooperating with other organizations; cooperation with the Law School in faculty deployment; and an attempt to establish endowed courses. To promote its internationalization, in AY 2012, the School implemented faculty appointment in the field of international politics, setting its sights on an increase in the number of subjects provided in English. [3-153]

♦ School of Science and Technology

At the School of Science and Technology, the number of full-time faculty members increased from 57 to 71, in accordance with the establishment of two new departments and the expansion of the Department of Bioscience in AY 2009. Through this increase, the School has proceeded with one of its policies on faculty organization, i.e., the securing of a faculty that covers wider fields of natural sciences and science and technology.

♦ School of Policy Studies

In accordance with the establishment of new departments and the expansion of curriculum content, the School of Policy Studies has promoted discussion at the Supplementary Personnel Appointment Selection Committee, and has improved the employment/promotion procedures, in order to accommodate the needs of employment/promotion of professional faculty, non-Japanese faculty and other faculty members. Consequently, the School has successfully formed an ideal faculty organization in terms of the balance between the faculty of science and the faculty of arts, researcher faculty and professional faculty, Japanese faculty and non-Japanese faculty, etc. [3-67] This faculty organization has enabled the School's diverse curriculum structure, generating significant positive impacts on its education and research.

Procedures of faculty employment and promotion have constantly been reviewed and improved since the establishment of the School. In consequence, the School currently ensures that the Supplementary Personnel Appointment Selection Committee carries out rigorous employment/promotion procedures from a long-term perspective. There are no identified problems with these procedures. [3-42]

♦ School of Education

Regarding faculty organization, the School of Education smoothly proceeded with new faculty employment in preparation for its reorganization. In faculty employment, the School pays special attention to preventing an imbalance in the faculty's age structure, gender, field of specialization, and other factors. In AY 2013, a total of 44 full-time faculty members will be assigned to each position.

Graduate Schools   3-2-(1)

♦ Graduate School of Science and Technology

Internationalization has advanced in the Graduate School of Science and Technology, due to the employment of non-Japanese faculty members assigned to specialized subjects in the International Master's Program provided only in English (the Program of "Integrated Science and Technology" for International Students).

♦ Graduate School of Language, Communication, and Culture

(1) Implementation of the FD Workshop, (2) student survey for improvement in teaching, and (3) disclosure of research achievement lists and research outcomes are measures that have been implemented since the establishment of the Graduate School of Language, Communication, and Culture. These

measures have already been generating positive effects on the improvement of teaching in class and research guidance.

In particular, the workshop specified in Item (1) was jointly held by the Graduate School Administration and executive members of the Graduate Students' Association, as an opportunity for them to frankly exchange views on various issues, such as the properness of the instructions in each class, matters regarding "omnibus subjects" taught by several instructors, study groups organized by graduate students on their own initiative, and the status of attendance at the Forum of the Academic Society of Language, Communication and Culture.[3-143]

♦ Graduate School of Education

New faculty members were employed at the School of Education in preparation for its reorganization. Through this employment, the Graduate School of Education was also able to appoint and assign a number of new graduate academic advisors, including incumbent faculty members.

♦ Law School

In the Law School, the number of enrolled students per full-time faculty member stands at 6.2, enabling a finely tuned education provided in small groups.

(2) Matters that need to be improved

Whole University	3-2-(2)

Among faculty members who do not belong to any schools or graduate schools (i.e., faculty members reporting to the President) and Chaplains of each school, some members have not been appointed as graduate faculty members to a graduate school suited to their field of specialization.

Schools	3-2-(2)

♦ School of Humanities

Among the faculty of the School of Humanities, understanding has not been fully shared in some aspects concerning the issues of: sharing academic "literacy" with novice learners, provision of knowledge for such learners, and character building, which is to be achieved through small-group education. The School must address these issues urgently.

♦ School of Law and Politics

In AY 2009, the School of Law and Politics identified issues to be improved,[3-154] and accordingly, has taken necessary measures to address them.

Age structure: The low percentage of faculty less than 40 years of age is problematic.[3-67]

Acceleration of research exchange with overseas research institutes: Not sufficient.[3-155]

Ratio of female faculty: The ratio of female faculty declined temporarily in AY 2011.[3-80] Consensus has thus far not been reached regarding whether affirmative action should be taken. The current policy is that it is desirable to take this criterion (improvement in the ratio of female faculty) into consideration, insofar as a male candidate and a female candidate have a comparable level of ability.

While the teacher-student ratio at the School meets the Standards for Establishment of Universities and other related regulations, the number of "teachers" for this purport includes the number of "faculty members reporting to the President" and those engaged in foreign language education. Improvement is

needed regarding the excessively high ratio of students to faculty members who are engaged in the School's specialized education. [3-67)]

♦ School of Economics

As of May 2012, the number of students per full-time faculty member at the School of Economics stands at 54.7. (The calculation excludes "Instructors of English as a Foreign Language".) This is not necessarily a desirable figure, exceeding 44.5, the average of the entire University. [3-156)]

♦ School of Science and Technology

Installation of younger faculty and female faculty has not fully proceeded, while the School of Science and Technology has aimed to achieve this as one of the goals regarding faculty composition.

♦ School of Policy Studies

Regarding faculty organization in the School of Policy Studies, two issues have been recognized as needing improvement, as of 2012. One is the recent decline in the ratio of female faculty to a level far below the School's target, 20 percent. [3-67)] The other issue is the lopsided age structure. [3-72)] This is attributed to the structural problem that among faculty members employed at the time of the School's establishment and several subsequent additions/expansions of departments, a significant number of such members are approaching their retirement age, resulting in the aging of the faculty. These imbalances in the age structure and gender ratio must be corrected.

The School will continue its efforts to enhance the quality of its faculty primarily via the FD Committee, with a view to further diversifying its curriculum and promoting mutual understanding, among faculty, of lecture content, teaching skills, teaching materials and other related matters.

♦ School of Education

Due to the many uncertainties associated with the planned amendment of the teacher-training system, the School of Education could not fully proceed with the organization of faculty to accommodate the said amendment. The School could not hold an adequate number of study meetings and information exchange sessions intended to strengthen cooperation with the frontline teaching staff.

Graduate Schools   3-2-(2)

♦ Graduate School of Business Administration

The priority issue to be addressed in the Graduate School of Business Administration is the development of FD programs particularly designed for the Graduate School. It is essential for faculty members to further promote information sharing and mutually enhance their teaching abilities, while taking the recent situational changes into consideration, such as the increase in the number of Japanese graduate students who do not seek careers as researchers (i.e., students in the Specialized Academic Course) and the rapid increase in the number of students from overseas countries and regions.

♦ Graduate School of Science and Technology

In the Graduate School of Science and Technology, as in the case of the School of Science and Technology, installation of younger faculty and female faculty has not fully proceeded. To continue cutting-edge research efforts, it is necessary to revitalize research activities especially by installing faculty members in their early career years.

♦ Graduate School of Language, Communication, and Culture

Regarding the "student survey for improvement in teaching," in AY 2012, the Graduate School of Language, Communication, and Culture added two new questions asking whether the class had been operated as laid out in the syllabus, and whether the content of the syllabus was explained in the first class meeting. [3-144)]

In every academic year, the Graduate School invites several academic staff members from other universities' graduate schools to teach in its classes at KGU, and accordingly, the Graduate School's faculty has opportunities to interact with both internal and external members. However, such interaction is not sufficient. It is necessary for faculty members to engage in further communication beyond the scope of class topics, as well as to closer interaction by taking opportunity of workshops etc. This is also necessary in terms of improving evaluation of faculty members' research activities.

♦ Law School

Among the researcher faculty of the Law School, the percentage of members in their sixties is high (accounting for 66.7%; 10 out of 15 members).

The percentage of female members among the full-time faculty is low (accounting for 6.7%; 2 out of 30 members). [3-72)]

3. Development Measures for the Future

(1) Matters showing improvement

Schools	3-3-(1)

♦ School of Humanities

Under the current personnel procedures, the School of Humanities has secured academic staff who are excellent in both academic/research achievements and personality-wise. Transparency and rigor in these procedures are also guaranteed at a certain sufficient level. The Personnel Committee and the Undergraduate Faculty Board function organically. No major problems are likely to be seen in the foreseeable future.

♦ School of Law and Politics

To facilitate cooperation with the Law School in faculty deployment, the School of Law and Politics will establish the "Academic Affairs Liaison Office for the School of Law and Politics and the Law School." For further internationalization of the School, in AY 2013, the School will continue its current efforts for additional appointment of faculty members who can conduct classes of specialized subjects in English.

♦ School of Science and Technology

In preparation for the establishment of new departments planned in accordance with the New Medium-term Plan, the School of Science and Technology will form a well-balanced faculty organization covering basic to applied research fields, by adding new faculty members who are engaged in applied research.

♦ School of Policy Studies

Since its establishment, the School of Policy Studies has formed an extremely unique faculty organization, in terms of its diversity in the fields to be handled, combination of basic education, specialized education and practical education, integration of arts education and science education, and maintaining the ratio of non-Japanese faculty. Countries/regions of origin of non-Japanese faculty are not concentrated in the West; the School's faculty organization has been formed on the foundation of true globalism. [3-40)]

The faculty with the abovementioned features has enabled the integration of liberal arts education and specialized education that befits the School's Japanese name "Sogo Seisaku" (literally, "comprehensive policy studies"), producing a great and positive effect on students' learning. Most faculty members teach basic education for first- and second-year students and specialized education for third- and fourth-year students, as well as in graduate education. This faculty assignment has enabled a six-year integrated education incorporating undergraduate and graduate education, characterizing the School's approach as an educational institution. The School will maintain and further promote the abovementioned approaches. [3-41)]

♦ School of Education

Regarding faculty organization, the School of Education will develop personnel plans to realize a faculty deployment well-adapted to the educational and research content to be implemented henceforth in the School and the Graduate School of Education. The School will design future personnel plans, based on its image of an ideal School for the future, which was discussed on the occasion of the new faculty employment to accommodate the School's reorganization.

Graduate Schools 3-3-(1)

♦ Graduate School of Science and Technology

To further advance its internationalization, the Graduate School of Science and Technology will employ additional fixed-term non-Japanese faculty members. The Graduate School will also increase the number of non-Japanese researchers visiting from overseas countries/regions, by concluding new agreements with overseas universities.

♦ Graduate School of Language, Communication, and Culture

Regarding the (1) implementation of the FD Workshop, (2) student survey for improvement in teaching, and (3) disclosure of research achievements lists and research outcomes, the Graduate School of Language, Communication, and Culture will continue these measures, since they have been generating positive effects on the improvement of teaching in class and research guidance. With respect to Item (1) FD Workshop, the Graduate School will thoroughly review its content, and will further expand and deepen the themes and content that were discussed in the previous workshops. The Graduate School will also continue the measures of survey [Item (2)] and disclosure [Item (3)].

♦ Graduate School of Education

Regarding faculty organization, the Graduate School of Education will develop personnel plans to realize a faculty deployment well-adapted to the educational and research content to be implemented henceforth in the School and the Graduate School of Education. The Graduate School will design future personnel plans, based on the image of an ideal School for the future, which was discussed on the

occasion of the new faculty employment to accommodate the School's reorganization

♦ Law School

To maintain the current student-teacher ratio, the Law School will secure a sufficient number of faculty members.

(2) Matters that need to be improved

Whole University	3-3-(2)

Regarding faculty members who have not been appointed as graduate faculty members, the University will formulate specific plans to appoint the said members to graduate faculty at a graduate school suited to their field of specialization, in cooperation with the Deans of the relevant Graduate Faculty Boards.

Schools	3-3-(2)

♦ School of Humanities

In addition to the Lecture Meeting on Human Rights Issues, the FD Committee and the Humanities Seminar Instructors Meeting, the School of Humanities will newly organize a specialized committee for enhancement of the quality of faculty. With this specialized committee as a core organization, the School will enhance the faculty development system for all its members.

♦ School of Law and Politics

In AY 2009, the School of Law and Politics identified issues to be improved,[3-154] and accordingly, has taken necessary measures to address them. Regarding these issues, data to clarify specific situations have gradually been sorted out. The School will further proceed with improvements while monitoring such data.

Regarding the age structure and the ratio of female faculty, the School will promote planning of necessary measures at the Personnel Advisory Committee. For acceleration of research exchange with overseas research institutes, the School will promote joint activities with such institutes, while ensuring personnel exchange. Regarding the issue of the possible involvement of current and former students of the Law School, the School of Law and Politics will shape a specific system, in parallel with the establishment of the course of Law for Legal Profession.

The improvement in the overall ratio of students to teachers is less achievable, at least for the time being. In AY 2012, while the School attained a positive result in that it installed an increased number of academic assistants (Teaching Assistants (TA) and Learning Assistants (LA)),[3-157] the School aims to further develop the overall ability of its faculty by employing capable part-time instructors.

Regarding faculty development (FD), for the purpose of grasping the status of students' learning, the School will obtain, regularly and systematically, the results of institutional research (IR), which is currently in a trial phase. The School aims at effectively using such research to enhance its education, for instance by providing relevant advice to students and parents based on the specific data obtained from the said research, at meetings with students with poor academic performance, and at meetings with parents on the occasion of the Education Meeting.[3-158]

♦ School of Economics

English is a compulsory subject, the classes of which should desirably be provided in small groups. In the School of Economics, the size of the English classes has improved slightly, ever since the School independently commenced to employ Instructors of English as a Foreign Language (IEFLs) in AY 2005. Currently, one English class can accommodate approximately 35 students, in principle. Likewise, for classes of basic seminar and other practical subjects that need small-group education, the School will plan a new system to provide students with assistance both in and outside of class, by employing graduate students as Teaching Assistants, and undergraduate students as Learning Assistants. [3-159),3-160)]

♦ School of Science and Technology

Upon establishment of new departments planned in accordance with the New Medium-term Plan, the School of Science and Technology will employ fixed-term Assistant Professors, especially in their early career years. Regarding employment of female faculty, it was agreed at the Undergraduate Faculty Board that the School will ensure the assignment of at least one female member to each department. [3-161)]

♦ School of Policy Studies

Regarding its faculty organization, the School of Policy Studies will make improvements in terms of the following issues:

(1) The School will correct the imbalances in the faculty's age structure and gender ratio in the process of filling vacancies to take place after the prospective retirees leave the faculty. [3-67),3-72)]

(2) Upon faculty employment and promotion, the School will promote rigorous evaluation of members' achievements and performance, for the purpose of enhancing the quality of its faculty even further. [3-42)] The School will also promote disclosure of the faculty's research achievements via the research achievement database and other means.

To enhance the quality of its faculty, the School will also activate the FD Workshop and other related functions, accelerating the wider use of specific teaching materials, teaching skills, tools etc. [3-114)] The School will also make efforts with particular emphasis on the enhancement of skills in fundamental fields, such as foreign languages, statistics, research methods, etc., as well as on the establishment of a system to connect basic liberal arts education and specialized education.

(3) To achieve an integrated education of undergraduate and graduate programs, the School will organize a faculty capable of accommodating diverse curriculum, via future supplementary appointment of faculty members. Given the increasingly globalized society, the School must achieve a faculty organization enabling exchange between members engaged in English education and those in specialized education.

♦ School of Education

The School of Education will realize faculty assignment that can accommodate the amended teacher-training system, via future personnel planning. The School will also organize study meetings and information exchange sessions in order to strengthen cooperation with the frontline teaching staff.

Graduate Schools	3-3-(2)

♦ Graduate School of Business Administration

Thus far, the Graduate School of Business Administration has conducted FD activities jointly with the School of Business Administration. However, in response to the need for further development of FD programs particularly designed for the Graduate School, the Graduate School has established the Graduate

School FD Committee in AY 2012.　The new committee will deal with research guidance and other graduate school-specific issues, providing opportunities to enhance educational quality at the Graduate School. [3-162)]

♦ Graduate School of Science and Technology

Upon establishment of new departments planned in accordance with the New Medium-term Plan, the Graduate School of Science and Technology will employ fixed-term Assistant Professors in their early career years. The Graduate School will develop a structure enabling the said younger faculty members to provide instructions for graduate students, revitalizing cutting-edge research efforts at the Graduate School.

♦ Graduate School of Language, Communication, and Culture

The Graduate School of Language, Communication, and Culture will enhance the "student survey for improvement in teaching," by developing a survey system using the Internet that will allow respondents to fill out the questionnaire online, in addition to the conventional paper-based questionnaire.

The Graduate School will also promote the interaction of faculty with academic staff from other graduate schools of both KGU and other universities. Efforts will be increased to organize academic conferences, workshops, seminars, etc., more frequently, with a view to improving the evaluation of faculty members in their research activities.

♦ Law School

In consideration of the issues of age structure and gender composition, the Law School will formulate mid- and long-term personnel plans for its faculty, through the Future Vision Committee as described in Section 1-(2). [3-93)]

Chapter 4
Educational Content,
System and Outcomes

1. Educational Objectives, Diploma Policy and Curriculum Policy

Chapter 4 Contents

1. Educational Objectives, Diploma Policy and Curriculum Policy

1. Current Status

(1) Is a Diploma Policy clearly specified, based on the educational objectives?

Whole University

(2) Is a Curriculum Policy clearly specified, based on the educational objectives?

Whole University

(3) Are the educational objectives, the Diploma Policy and the Curriculum Policy familiar to members of the University (faculty, staff, students, etc.), and also disclosed to the public?

(4) Are regular examinations conducted regarding the appropriateness of the educational objectives,

the Diploma Policy and the Curriculum Policy?

2. Check and Evaluation

(1) Matters showing improvement

(2) Matters that need to be improved

3. Development Measures for the Future

* Chapter 4 does not contain reports of the Law School, the Business School or the Accounting School of the Institute of Business and Accounting, since these schools have received a Certified Evaluation and Accreditation for professional graduate schools within the past five years.

1. Current Status

(1) Is a Diploma Policy clearly specified, based on the educational objectives?

Whole University	4.1-1-(1)

♦ Undergraduate Course

Kwansei Gakuin (KG) defines its Ideals for its Graduates as "World Citizens embodying the spirit of 'Mastery for Service'"; specifically as "Graduates with a global perspective, care for others and a commitment to social transformation, who have both clear insight and a strong sense of ethics, enabling them to go out into the world confident in their ability to achieve their high ideals."[4.1-1)] Kwansei Gakuin University (KGU) has identified the knowledge and abilities that undergraduate students in all schools should commonly acquire by graduation in order to become "World Citizens embodying the spirit of 'Mastery for Service,'" and has organized them as the "Qualities Expected of KG Graduates."[4.1-2)] The Qualities comprise four viewpoints: (1) [Interest/Motivation/Attitude] Self-disciplined attitude and the motivation to contribute to society; (2) [Knowledge/Understanding] Extensive knowledge and deep expertise; (3) [Skills/Expression] Practical learning skills and communication ability; and (4) [Thinking/Judgment] Comprehensive ability to think and judge for problem-solving. The abovementioned knowledge and abilities are anticipated to be developed via the undergraduate education KGU provides based on the principles of Christianity, as well as via "University-wide subjects" supplementing such education. The said knowledge and abilities are also anticipated to be further deepened and reinforced by the efforts made by students themselves throughout their campus life (extracurricular education and activities, etc.). The knowledge and abilities identified as the Qualities Expected of KG Graduates thus constitute the University-wide policy for human resources development, as well as the University's educational objectives.

In AY 2011, while taking into consideration the specific elements of the Qualities Expected of KG Graduates, each school established its own Diploma Policies, in accordance with the "objectives concerning the fostering of human resources and other objectives of carrying out education and research" [4.1-3)] that each school stipulates in the Schedule to the University Regulations. These Policies also reflect the specialization and characteristics of disciplines that are studied and researched at each school. The Diploma Policies have been widely disseminated both inside and outside the University, via the Course Guide, KG's official website and other media.[4.1-4),4.1-5)]

♦ Graduate Course

Regarding the educational objectives of Kwansei Gakuin University Graduate School, the general provisions of the Graduate School Regulations provide as follows: "The Graduate School aims to contribute to cultural advancement, by providing education and promoting research in a specialized field of study on the basis of the liberal and specialized education provided in the undergraduate program, and by ensuring that students acquire profound scholarship and a wide range of research abilities, and further advance to acquiring the capability to instruct research, or developing the profound scholarship and other outstanding skills necessary to pursue a profession requiring a high level of expertise, while developing their character based on the principles of Christianity." Regarding the Graduate School's professional degree programs, the Regulations provide that "The professional graduate school is dedicated to developing in students the profound scholarship and outstanding abilities necessary to pursue a profession requiring a high level of expertise."[4.1-6) Article 1]

Based on these educational objectives of the whole Graduate School, the University has stipulated specific rules for degree conferment in the Academic Degree Regulations, which contain detailed regulations for conferment of Bachelor's, Master's, Doctoral and professional degrees. [4.1-7)]

In parallel with these regulations, each school has set its own educational objectives, and disseminated via KG's official website, Graduate School application guidelines, the Course Guide distributed to students, and other media. [4.1-4)] The explanations provided in such media are intermingled, broadly covering educational objectives, the Admission Policy, the Curriculum Policy and the Diploma Policy, and descriptions regarding degree conferment have also been contained in these explanations.

Following the specification of the Admission Policy, in 2011, each graduate school also specified its own Curriculum Policy and Diploma Policy. These policies were framed in reference to the Mission Statement and the KG's Ideals for the University, [4.1-8)] which were defined in AY 2009. This has ensured that all Diploma Policies formulated by each graduate school maintain consistency across the University, while respecting features attributed to the fields of research pursued by each graduate school. [4.1-5)]

Schools	4.1-1-(1)

♦ School of Theology

The School of Theology defines its educational objective as the "development of individuals who consider human beings from the aspect of their relationship with nature, society, thought and culture; and who are able to discover the various problems lying therein, explore the significance of life and the norms of living in the present day, and broadly communicate these findings to others based on the gospel of Christ; and thus serve society in a meaningful way." To specifically express this educational objective based on KG's educational objective, i.e., the development of "World Citizens embodying the spirit of 'Mastery for Service,'" the School formulated the Diploma Policy, in AY 2010, as described below. [4.1-9),4.1-10)p.18〜20]

<Diploma Policy of the School of Theology>

Students who:

・ have acquired the basic ability to study theology
・ have acquired basic abilities befitting university students
・ have acquired basic knowledge of the Old and New Testaments, and that of the history, dogma/thought and practice of Christianity
・ have acquired basic knowledge of Christian culture and other religions
・ are able to communicate with others in a manner that befits university students
・ for the Missionary Work Course, have acquired the knowledge necessary to work as Christian missionaries
・ for the Missionary Work Course, have the skills befitting Christian missionaries
・ for the Missionary Work Course, have a sense of curiosity befitting Christian missionaries
・ have acquired advanced knowledge in any of the fields of the Old or New Testament, the history, dogma/thought, practice or culture of Christianity, or that of other religions
・ are able to author essays or papers regarding Christian theology
・ have interest in, and awareness of contextualizing Christianity within a wide range of diverse issues
・ have generic knowledge, skills and interest beyond the realm of theology; and
・ are able to think about Christianity on their own initiative in the context of contemporary society, based on their own specialized knowledge, while employing the necessary skills.

♦ School of Humanities

With the aim of fostering students with the "Qualities Expected of KG Graduates," which form the basis of KG's educational goal — the development of "World Citizens embodying the spirit of 'Mastery for Service,'" the School of Humanities formulated and approved the School's Diploma Policy at a regular meeting of the Undergraduate Faculty Board held in July 2011. [4.1-11)] This Diploma Policy is made public via KG's official website. [4.1-12)] Regarding the award of academic degrees, the Policy lays down a basic policy shared in common by the School's three departments, which provides that students who receive a degree must be equipped with the self-directed ability to set a research theme and find solutions, based on a fundamental knowledge of the humanities, and must also acquire the ability to think flexibly by experiencing diverse disciplines relating to the humanities. In addition, the Diploma Policy provides as a requisite for awarding Bachelor's degrees that students study subjects based on their own self-directed interest, in accordance with a coursework system necessary to acquire expertise in each field of specialization; and that students obtain a minimum number of credits in any of the School's departments and majors, i.e., six majors in the Department of Culture and History (Philosophy and Ethics; Aesthetics and Art Studies; Geography and Area Studies; Japanese History; Asian History; and European and American History); the Department of Integrated Psychological Sciences; and four majors in the Department of Literature and Linguistics (Japanese Literature and Linguistics; English Literature and Linguistics; French Literature and Linguistics; and German Literature and Linguistics). The Diploma Policy also requires students to prepare graduation theses as a culmination of their undergraduate studies. Through thesis preparation, students are expected to develop a good grounding in the humanities, via the process of discovering a problem on their own initiative and conducting in-depth and specialized research from a comprehensive perspective. Nurturing in individual students a comprehensive strength as independent human beings constituting society, through the abovementioned approach, is expected to facilitate development of World Citizens.

♦ School of Sociology

While embracing the phrase "The truth shall make you free" as its basic spirit, the School of Sociology aims to develop individuals capable of making a concrete contribution to present-day society, by conducting research into contemporary society from a scientific perspective, with sociology as the central standpoint of that research. To realize this aim, the School has specified in its Diploma Policy the following objectives for developing students' intelligence and personality [4.1-13),4.1-14)p.31]:

1. **[Attitude/Interest] Attitude based on the founding spirit; Interest in society, culture and human beings: DP 1**

   Students who:

   (1) are equipped with a strong, self-disciplined mind as an independent individual, based on which they develop a basic attitude aiming to contribute to establishing a better relationship with others, and a better society in cooperation with others (an attitude symbolizing the School Motto, "Mastery for Service").

   (2) have a deep interest in contemporary society and the people living within it, as well as in cross-cultural and multi-cultural issues, and have a strong motivation for lifelong learning and consideration regarding such matters.

2. **[Knowledge/Thinking] Extensive, interdisciplinary knowledge centered on sociology; Sociological thinking: DP 2**

   Students who:

   (1) have acquired extensive and interdisciplinary knowledge centered on sociology; understand the problems confronting contemporary society and the people living within it, together with a practical approach to solving them; and have acquired knowledge of a range of social phenomena, issues and

problems attributable to globalization.

(2) are equipped with a sociological viewpoint and thinking (sociological imagination), as well as the capability to think and judge logically and empirically.

(3) understand the significance of social research from a practical perspective, and are equipped with basic knowledge of social research.

3. [Skills/Expression] Practical generic skills: DP 3

Students who:

(1) are equipped with the skills necessary to pursue lifelong learning (the ability to collect, analyze and evaluate information by using ICT (information and communication technologies), the ability to think logically and critically, quantitative skills, expression and communication ability, etc.).

(2) are equipped with communication skills in Japanese and at least one foreign language, with sufficient proficiency to accurately understand (read and listening) and clearly express themselves (writing and speaking).

(3) are equipped with basic skills concerning social research.

4. [Integrated ability] Problem-solving ability achieved as an overall learning outcome: DP 4

Students who are equipped with the ability to discover problems on their own initiative, and to analyze and solve them from a sociological standpoint, while exploiting the comprehensive learning outcomes described in Items 1 through 3, or socioliteracy.

♦ School of Law and Politics

Educational objectives: The School of Law and Politics has set five educational objectives: (1) acquisition of scientific thinking, (2) acquisition of extensive knowledge and social perspectives, (3) cultivation of righteous values and rich humanity, (4) development of sensitivity to human rights, and (5) equipment of international and global perspectives. [4.1-15),4.1-16),4.1-17)p.23~25]

Diploma Policy: Based on the aforementioned educational objectives, in AY 2010, the School set out to discuss the necessary issues for curriculum revision to be implemented in AY 2012. [4.1-18)] While preparing for implementation of this new curriculum, the School also formulated the Diploma Policy in AY 2011, on the basis of the discussions developed regarding the curriculum revision. The School aims to develop individuals capable of contributing to society at large, by providing education in the field of law and politics, based on the "social approach" philosophy. Based on this aim, Kwansei Gakuin University School of Law and Politics awards Bachelor's degrees to students who have attended the School for a specified number of years, have completed a minimum number of credits, and are recognized as having acquired the knowledge, abilities and skills consisting of the following:

<Interest/Motivation> Students who understand the spirit of freedom in civil society and the importance of basic human rights from the viewpoint of law and politics, and who have interest in, and motivation for making a social contribution

<Knowledge/Understanding> Students who are equipped with a broad social perspective and education, and who have acquired specialized knowledge in the field of law or politics

<Skills/Expression> Students who have practical learning abilities and skills, as well as the required communication abilities for an increasingly globalized civic life

<Thinking/Judgment> Students who are equipped with the comprehensive ability to think and judge in order to discover and solve problems, and who have developed legal thinking (legal mind) for students in the Department of Law, and civil society-oriented thinking (civic mind), for those in the Department of Political Science.

♦ School of Economics

As the principle of its educational philosophy and objectives, the School of Economics aims to develop

individuals who possess interest in a variety of social issues and events from a global viewpoint, and think on their own initiative based on their specialized knowledge of economics. Based on this principle, the School developed and specified its Diploma Policy in AY 2011, defining the character personality the School expects of graduates awarded the degree "Bachelor (Economics)" after receiving education at the School, as well as the abilities the School expects them to possess. The said character and abilities are described from the aspects of "Interest/Motivation" "Knowledge/Understanding" "Skills/Expression" and "Judgment/Problem-solving abilities," as described below [4.1-19] :

[Interest/Motivation]

  Students who have:

    - the ability to empathize with people and cultures from various regions of the world

    - the motivation to cooperate with others and contribute to society on their own volition

[Knowledge/Understanding]

  Students who have acquired:

    - knowledge of fundamental economic concepts and a logical/historical mindset in the field of economics

    - fundamental knowledge of the economic situation, history, language and culture, and religion of Japan and other countries around the world

[Skills/Expression]

  Students who are equipped with:

    - the ability to analyze economic data based on fundamental information processing skills

    - communication skills based on Japanese and the learning of one or more foreign languages

[Judgment/Problem-solving abilities]

  Students who are equipped with:

    - good judgment regarding today's socioeconomic phenomena based on an economics mindset

    - the ability to identify and solve problems in today's society/economy

♦ School of Business Administration

  KG defines its ultimate goal as the development of "World Citizens embodying the spirit of 'Mastery for Service.'" To clarify specific elements to develop in students in order to achieve this goal, KG has formed the concept of "Qualities Expected of KG Graduates" ((1) Interest/Motivation/Attitude, (2) Knowledge/Understanding, (3) Skills/Expression, and (4) Thinking/Judgment). [4.1-20)p.3] Taking into consideration these elements of the Qualities, the School of Business Administration has defined its "objective concerning the fostering of human resources and other objectives of carrying out education and research" as follows: "While emphasizing the connection between theory and practice, the School aims to examine, from the viewpoint of commercial science, in a multifaceted manner, diverse and dynamic activities performed by businesses and individuals as entities supporting economic activities. The School also aims to develop businesspersons capable of exploring a creative approach to promoting symbiosis with many other entities, regardless of differences in function and interests, amid today's society containing a number of complex factors." [4.1-21)p.2]

  Based on the aforementioned objective, in AY 2011, the School formulated its Diploma Policy reflecting the specialization and characteristics of disciplines studied in the School. [4.1-21)p.3] Specifically, the Policy aims at development in students of "basic awareness and attitude," "basic thinking and judgment" and relevant "knowledge and skills," under the School's educational philosophy, the "development of businesspersons equipped with genuine creativity." For the purpose of the Diploma Policy, the School defines the "basic awareness and attitude" as "the motivation to acquire knowledge, as well as the awareness and positive attitude to utilize that knowledge to serve society." The "basic thinking and judgment" is defined as "the ability to systematically understand, analyze and comprehend the roles

played by businesses and other economic entities in present-day society, the principles of their actions and their mechanisms, the policies and management techniques employed by them, the impact the said policies and management techniques have on society, and the importance of social responsibility and ethics assumed by economic entities"; and as "the ability to discover problems, ask the true nature of those problems, make an appropriate judgment on social phenomena based on logical thinking and multifaceted, comprehensive viewpoints, and take action based on that judgment." The "knowledge and skills" comprises "basic and specialized knowledge of commercial science, a well-rounded education, and a high level of communication ability, as well as the awareness and a positive attitude to promote harmonious co-existence with many other entities in a multi-polarized society, regardless of their functional and cultural differences." [4.1-21)p.3]

The School has in place the abovementioned Diploma Policy based on its educational philosophy and objectives.

♦ School of Science and Technology

The School of Science and Technology pursues its goals under the following philosophy: "The School of Science and Technology aims to conduct education and research on the basic principles of natural science and their application, and ultimately contribute to the progress of humanity, while being firmly grounded in natural science, science and technology, as well as the principles of Christianity constituting KGU's founding spirit." [4.1-22)p.20] To realize this philosophy, the School has set four educational objectives. The main elements are as follows: [4.1-22)p.20]

The School:

(I)   encourages students to acquire and apply basic knowledge of a broad range of natural sciences, cultivates students' character and broadens their horizons via diverse liberal education, and thereby develops individuals capable of effectively working in society

(II)   emphasizes experiment-based subjects, seminar subjects and graduation research, in order to develop in students the ability to make practical use of their knowledge of natural sciences and the capability to apply such knowledge in society

(III) attaches importance to English education, with a view to developing individuals with a scientific background who also are strong in English; and

(IV) maintains small group-based instruction, which has characterized the School's   education since the establishment of its predecessor, the School of Science, with a view to providing a finely tuned education.

The Diploma Policy of the School of Science and Technology contains the following four viewpoints based on the School's philosophy and goals [4.1-22)p.21]:

(i)   Interest/Motivation/Attitude

   Students who are:

   (1) equipped with a strong, self-disciplined mind, as well as the basic attitude necessary to establish better human relationships within society in cooperation with others

   (2) deeply interested in the relationship of natural sciences with society, culture and human beings, and are motivated to contribute to progress in society, culture and human beings through the advancement of natural sciences

(ii) Knowledge/Understanding

   Students who:

   (1) are equipped with extensive knowledge and a multifaceted perspective regarding society, culture, human beings and natural sciences

   (2) have a systematic and structural understanding of the basic knowledge in their major field

   (3) have acquired basic skills in their major field

(4) have knowledge and flexible thinking regarding methodology in order to develop the knowledge and skills specified in Items (2) and (3) to the level of application

(5) understand the significance of the academic and technological advancement in their field of specialization, in light of diverse contexts, such as society, culture and human beings

(iii) Expression/Skills

Students who are:

(1) equipped with the ability to effectively communicate with others in Japanese and English

(2) equipped with logical thinking, the ability to collect information and analyze data, and the skills to utilize computers and networks

(iv) Thinking/Judgment

Students who are equipped with the ability to identify problems, think creatively and solve problems, which is necessary to address problems in contemporary society

Consistency between the educational objectives ((I) through (IV)) and the Diploma Policy ((i) through (iv)) is ensured in that each objective interrelates with specific item(s) of the Diploma Policy, i.e., Objective (I) interrelates with Policy items (i) and (ii), Objective (II) with Policy items (ii) and (iv), Objective (III) with Policy item (iii), and Objective (IV) with Policy items (ii) and (iv).

♦ School of Policy Studies

\<Educational philosophy and Diploma Policy\>

As its educational philosophy, the School of Policy Studies aims to develop individuals capable of contributing to the sustained development of society, from the viewpoint of "Coexistence between people and nature, coexistence among people." Based on this philosophy, the School established its Diploma Policy in AY 2011. [4.1-23)p.10] The School's Diploma Policy requires that students be equipped with policy-making and implementation skills, while understanding the correlations between policies and other matters, from multifaceted perspectives, such as the environment, public affairs, language and culture, applied informatics, urban affairs, and international affairs.

\<Consistency between educational objectives and Diploma Policy\>

The Diploma Policy specifies four learning outcomes that students should seek to achieve: (1) the ability to discover specific problems based on the philosophy of the School, and formulate and implement feasible measures; (2) general ability encompassing natural science and social science; (3) practical learning experience and practical ability to interact with real-world society via fieldwork; and (4) the communication and presentation abilities necessary to understand, and interact with, diverse cultures and values, in the process of realizing policies. As specified in the School's educational objectives, the School aims to foster World Citizens. [4.1-24)] To achieve this objective, the School aims to develop individuals with the comprehensive and specialized abilities necessary to devise and implement specific measures, from a global perspective, to overcome a variety of problems arising in the world, and to advance and perpetuate "Coexistence between people and nature, coexistence among people." Items (1) through (4) of the Diploma Policy specifically represent the abovementioned objective of the School's undergraduate education.

\<Specification of learning outcomes to be achieved\>

The School has specified knowledge and abilities that students should acquire by graduation as Items (1) through (4) in the Diploma Policy. Keywords of each item are (1) general ability, (2) problem-solving ability, (3) practical ability, and (4) presentation and communication abilities.

♦ School of Human Welfare Studies

As a school embodying KGU's School Motto "Mastery for Service," the School of Human Welfare Studies provides a new approach to learning by integrating a variety of disciplines, such as health, sports,

social organization development, while inheriting the history and tradition of social welfare education pursued by the University. The School's Diploma Policy is specified via its Course Guide and KG's official website. [4.1-25)p.1~2,4.1-26)]

<Specific content of Diploma Policy >

Revision of the Diploma Policy was completed in AY 2012, after repeated and thorough discussions by the Undergraduate Faculty Board and the Curriculum Committee, based on the basic philosophy of the School's curriculum, in consideration of the previous education and instruction guidelines. The Policy specifically provides the following six pillars:

The School ensures that students:

(1) acquire basic abilities befitting university students

(2) acquire basic knowledge regarding humans, society and their "transactions"

(3) develop an empathic understanding of daily life issues and problems experienced by human beings, and devise practical solutions from a wider perspective

(4) for students in the Department of Social Work, acquire specialized knowledge of social welfare studies, and pursue learning to become able to participate in, and contribute to, solving problems regarding social welfare

(5) for students in the Department of Social Organization Development, acquire specialized knowledge of social organization development, and pursue learning to become able to participate in, and contribute to, establishing a global civil society; and

(6) for students in the Department of Holistic Human Sciences, acquire specialized knowledge of human science, and pursue learning to become able to contribute to realizing a higher quality of life in society.

Regarding academic degrees conferred by the School, students who have completed the prescribed content of each department's curriculum are awarded "Bachelor of Social Work" for those in the Department of Social Work, "Bachelor of Social Organization Development" for those in the Department of Social Organization Development, and "Bachelor of Holistic Human Science" for those in the Department of Holistic Human Sciences. The School has in place the aforementioned Diploma Policy, and makes it public.

♦ School of Education

The School of Education's section on KG's official website [4.1-27)] and the annually issued School of Education Course Guide [4.1-28)] provide the following information: the philosophy, goals and educational objectives of the whole of the School; the respective educational goals of the Department of Early Childhood and Elementary Education and the Department of Applied Education; how the philosophy of the whole School relates to each department's educational goals and objectives; and requirements for graduation. Moreover, from AY 2012, the abovementioned media also describe the School's Diploma Policy in easy-to-understand language for students.

The School's "objective concerning the fostering of human resources and other objectives of carrying out education and research" contain three key concepts: "ability to execute," "ability to educate" and "leadership." The School's educational and research goal is to equip students with these three "strengths" and develop them into educators who can tackle the complex and challenging educational problems existing today, while standing on the principle of having a deep "understanding of children." Based on this objective/goal, the Diploma Policy specifically defines the meaning of (1) having a deep "understanding of children," (2) being equipped with the "ability to execute," (3) being equipped with the "ability to educate" and (4) being equipped with "leadership." The Diploma Policy also specifically describes the learning outcomes that students are expected to acquire by graduation in each department (the Department of Early

Childhood and Elementary Education, and the Department of Applied Education).

♦ School of International Studies

The School of International Studies designs and implements its curriculum by setting its sights on the achievement of its "objective concerning the fostering of human resources and other objectives of carrying out education and research" as stipulated in the Kwansei Gakuin University Regulations. The School's Diploma Policy has been formulated in consideration of the abovementioned objective and curriculum, and has been designed to award students with the academic degree "Bachelor (International Studies)," by evaluating the following qualities/abilities, which students are expected to have acquired after attending the School for a specified number of years and completing the necessary subjects provided in the curriculum [4.1-83]:

(1) The ability to understand and analyze issues/problems regarding international affairs:

Being able to understand and analyze each region in the world from the various viewpoints of the humanities and social sciences

(2) The ability to discover and solve problems:

Being able to discover problems on the student's own initiative, and solve them by employing an appropriate means/approach

(3) The abilities of cross-cultural understanding and multi-cultural coexistence:

Being sensitive to different cultures, and being able to harmoniously coexist with diverse cultures

(4) Ethical values:

Possessing ethical values developed through liberal education, which is provided as "human education" grounded in the principles of Christianity

(5) Language communication skills:

Being able to effectively use foreign language skills and actively communicate information to others

---

Graduate Schools 4.1-1-(1)

♦ Graduate School of Theology

Based on its philosophy and goals, the Graduate School of Theology specifies its Diploma Policy as follows:

〈**Diploma Policy** for the first half of the doctoral program〉

The Graduate School confers Master's degrees upon students who have attended the first half of the doctoral program for at least two years (four semesters), have completed a specified number of credits, have received the necessary research guidance, have submitted a Master's thesis, and have passed the thesis examination and other designated examinations, while acquiring the following abilities based on the educational objectives of the said stage of the doctoral program:

Students who:

(1) have acquired the abilities to deepen their specialized knowledge and thinking, building on the basic knowledge of theology; and to conduct excellent and unique research in their field of specialization

(2) for the Christian Theology and Missionary Work Course, have the ready ability to serve in the field of missionary work, as instructors in church services, preachers and pastors; and have acquired the ability to theoretically reflect on their experiences obtained in church-related activities, and effectively make use of these experiences in future practice; and

(3) have developed a breadth of knowledge of Christianity, while learning the essence of Christianity; as well as the competence to exercise their deep insight in this multi-polar society in order to identify specific social and global issues and problems and address and solve them from a Christian standpoint.

<Diploma Policy for the second half of the doctoral program>

The Graduate School confers doctoral degrees (doctorate by coursework) upon students who have attended the second half of the doctoral program for at least three years (six semesters), have received the necessary research guidance, have submitted a doctoral dissertation, and have passed the dissertation examination and other designated examination, while acquiring the following abilities based on the educational objectives of the said stage of the doctoral program:

Students who have acquired a higher level of knowledge necessary to carry out advanced research in theology, sufficient academic ability to author research papers and make presentations at academic conferences, and a good command of classical and foreign languages necessary to read and comprehend relevant literature; who have intensively worked on research in their field of specialization over a period of three years; and who have acquired the ability to contribute to society and churches as specialists in theology. [4.1-29),4.1-30)P.9～15]

♦ Graduate School of Humanities

In consideration of the educational objectives stipulated in the general provision of the Graduate School Regulations, the Graduate School of Humanities, as its Diploma Policy, aims to develop researchers and advanced specialized professionals in both the basic fields and applied/practical fields of the humanities, as well as develop individuals with sophistication and intelligence who can support today's knowledge-based society. To achieve these goals, the Graduate School adopts a basic policy that requires students in the first half of the doctoral program to acquire a high level of specialized knowledge, the ability to think flexibly, and excellent skills; and that also requires those in the second half of the doctoral program to acquire the ability to further proceed with research activities relevant to t the current state of advanced academic research, and disseminate the fruits of such research to the general public. The Diploma Policy specifies the requirements for awarding Master's and doctoral degrees as follows: Students must engage in study and research in accordance with the coursework system necessary to acquire expertise in their field of specialization, i.e., the Graduate Department of Culture and History, the Graduate Department of Integrated Psychological Sciences, or the Graduate Department of Literature and Linguistics; and must, for the first half of the doctoral program, obtain at least 32 credits of required subjects and pass the examination of the Master's thesis; and for the second half of the same program, must attend the Graduate School for a certain specified number of years, obtain at least 12 credits of compulsory subjects, receive the necessary research guidance, and pass the examination of the doctoral dissertation. The aforementioned information is publicly provided via KG's official website. [4.1-31),4.1-32),4.1-6)Article19,4.1-7)Article4・Article5]

♦ Graduate School of Sociology

The Graduate School of Sociology specifies its Diploma Policy as follows:

Regarding the first half of the doctoral program (Master's program), the Policy sets four requirements for awarding of academic degrees: Students must be equipped with (1) the basic and fundamental knowledge and practical skills necessary to analyze real-world society based on sociological and socio-psychological thinking; (2) the basic and fundamental knowledge and practical skills necessary to correlate individual pieces of advanced, highly specialized knowledge; (3) the basic and fundamental knowledge and practical skills necessary to make a social contribution based on their expertise; and (4) the ability to specifically describe and analyze society, and organize such analysis into a Master's thesis, while using the abovementioned knowledge and practical skills. Regarding the second half of the doctoral program, the Diploma Policy provides that students be equipped with the knowledge and ability necessary, as researchers, to independently pursue research in the field of sociology or socio-psychology. [4.1-33)p.29,4.1-34),4.1-35)]

The Graduate School has also specified requirements for official qualification of "Doctoral Candidate," as described below, clarifying the requisites for awarding doctoral degrees.

Qualification requirements:　At least two presentations at academic conferences; Preparation of at least two papers [single-authored paper(s) or co-authored paper(s) (prepared with the student as the first author)] [Among these papers, at least one paper must have been submitted to, and accepted by, a journal with a referee system]; and submission of a "structural outline of the doctoral dissertation." A student is qualified as a "Doctoral Candidate" if his/her doctoral dissertation is expected to be submitted by the end of the academic year subsequent to the academic year containing the date of the prospective qualification. 4.1-36)

♦ Graduate School of Law and Politics

Educational objective: Based on its philosophy of "social approach," the Graduate School of Law and Politics aims, as its educational objective, to put into practice KG's founding spirit, "Mastery for Service," by developing capable individuals with advanced specialized abilities who value the liberty, human rights and justice that underlie law and politics, and who have a high motivation to render service to society, by means of conducting thorough research into law and politics that is firmly grounded in a broad, profound social perspective and education. 4.1-15),4.1-37),4.1-38)p.8·9

Diploma Policy: Based on the abovementioned educational objective, the Graduate School stipulates its Diploma Policy as follows: 4.1-39)

The Graduate School of Law and Politics confers academic degrees upon students who are recognized as having acquired the following abilities in the field of law and politics, based on the Graduate School's philosophy of "social approach," which emphasizes viewpoints resting on broad and profound social perspectives and education and the spirit of social contribution (service), in line with the spirit of freedom in civil society:

<Master's degree>

Master's degrees are awarded to students who have attended the Graduate School for a specified number of years, have completed a minimum number of credits, and are recognized as having acquired profound scholarship and the ability to conduct profound research in the disciplines of law and politics from a broad perspective.

<Doctoral degree>

Doctoral degrees are awarded to students who have attended the Graduate School for a specified number of years, have produced original research achievements, and are recognized as having acquired advanced research abilities, enabling them, as researchers, to independently pursue research activities in the field of law and politics, as well as a rich scholarship forming the basis of such research abilities. 4.1-5)

♦ Graduate School of Economics

On the basis of its educational objectives, the Graduate School of Economics developed and specified its Diploma Policy in AY 2011, as described below: 4.1-40)

[The first half of the doctoral program]

As requirements for acquisition of an academic degree, students in the first half of the doctoral program must complete a minimum number of credits, be certified for a certain level of foreign language ability, submit a Master's thesis or a theme research paper, pass the examination of the said thesis/paper, and complete the course study. To submit a Master's thesis, students must report the thesis content at the "Master's theses interim report meeting" held in their second year of study, and must receive the necessary guidance and advice from faculty member(s) other than their academic advisor. In the process of Master's thesis examination, assessment of approval/disapproval is made on the basis of

whether the thesis shows originality, while resting on the student's extensive and high level specialized knowledge in their field of specialization, as well as on outstanding analysis techniques shown by the student.

[The second half of the doctoral program]

For a student to be allowed to prepare and submit a doctoral dissertation in the second half of the doctoral program, he/she must: complete a specified number of credits of the relevant seminar program and of specific subjects designated by his/her academic advisor; be certified for a certain level of foreign language ability; conduct at least two report presentations in academic conferences held either inside or outside of Japan; prepare at least two papers, including single-authored or co-authored papers, among which at least one paper must be submitted to and accepted (approved for publication) by a peer-reviewed journal; and report on his/her research at the Economics Workshop.

In the examination of the doctoral dissertation, assessment of the approval/disapproval for degree conferment is made primarily on the basis of whether the dissertation has been developed by employing the latest knowledge in the student's field of specialization, an original viewpoint, advanced analysis techniques and an excellent ability to consider relevant issues; and whether the dissertation is expected to make a great intellectual contribution to domestic and international academic circles and society at large.

♦ Graduate School of Business Administration

The Graduate School of Business Administration specifies its educational objective in the Graduate School Course Guide, as described below: [4.1-41)p.2]

"As its educational objective, the Graduate School of Business Administration aims to produce 'researchers and specialized professionals with a high level of analytical skills and a deep insight into organizational operation,' with the objective of realizing the School Motto, 'Mastery for Service,' in the six fields of research: management, accounting, marketing, finance, business information, and international business. To achieve this objective, the Graduate School aims to nurture human resources with advanced expertise, rich humanity and a theoretical knowledge base, via its five-year integrated course, Research Course, and two-year Specialized Academic Course."

Based on this educational objective, the School also lays out its Diploma Policy in the Graduate School Course Guide, as described below: [4.1-41)p.2]

"The Research Course focuses on consolidating the foundation of the students' research ability necessary to develop doctoral dissertations. The course positions the Master's thesis as a partial and interim product of the doctoral dissertation. Therefore, the Graduate School encourages students to work on a wider scope of study including necessary fields outside their primary field of research, rather than simply concentrating on specialized research in that primary field. The Graduate School thus aims at developing in students a broad capacity for research in commercial science, and awards the academic degree 'Master (Commercial Science)' to students who have met this aim. Building on the abovementioned studies, students in the second half of the doctoral program engage in original and theoretical research, and submit doctoral dissertations. The Graduate School confers the academic degree 'Doctor (Commercial Science)' upon them."

"The Specialized Academic Course is aimed at developing in students necessary expertise within the first half of the doctoral program. Accordingly, the course is focused on completing the whole process to develop the ability of theoretical thinking and analysis within the two-year course period, by encouraging students to concentrate on studies in their primary field of research. The Master's thesis is positioned as a culmination of such academic research. The Graduate School awards students an academic degree with the title of their primary specialized field of research, i.e., Master (Management), Master (Accounting), Master (Marketing), Master (Finance), Master (Business Information) or Master

(International Business)."

♦ Graduate School of Science and Technology

The Graduate School of Science and Technology has clearly defined its Diploma Policy for awarding Master's and doctoral degrees, as well as the standard process for obtaining these degrees. The Diploma Policy provides that the Graduate School confer a Master's degree upon a student in the first half of the doctoral program who has acquired profound knowledge and research abilities in his/her major field. Regarding the second half of the doctoral program, the Policy requires students to acquire extensive knowledge beyond the scope of their fields of specialization, as well as the ability to independently conduct research from a wider perspective. The Policy provides that the Graduate School confer a doctoral degree upon a student who has acquired the ability to return the fruits of his/her research to academic society, industry and the general public at large. Aside from the Diploma Policy for the Graduate School as a whole, each graduate department also specifies their "learning objectives to be achieved" both the first half of the doctoral program (for Master's degrees) and the second half of the same program (for doctoral degrees). [4.1-42)]

♦ Graduate School of Policy Studies

Academic dissertations/theses that students submit to the Graduate School of Policy Studies are expected to deal with interdisciplinary and comprehensive research into real-world social issues. As the basic requirements for degree conferment, Master's theses must include political recommendations and proposals. Regarding doctoral dissertations, in addition to the abovementioned recommendations and proposals, the research must achieve theoretical advancement in the relevant field of specialization.

Master's degrees are awarded to students who have satisfied all requirements for course completion, and have passed the examination of the Master's thesis. [4.1-43)p.8~11] To satisfy the course completion requirements, students must attend the Graduate School for more than a specified number of years, complete a specified number of credits, make presentations at the Research Consortium and the Research Fair, and be certified for a certain level of foreign language (English) ability.

To receive a doctoral degree, students must be recognized as an independent researcher or a specialized professional capable of effectively working in the international arena, who possesses the ability to identify a research theme in an integrated field covering multiple policies, as well as to plan and proceed with research on that theme. To be recognized as such a researcher/professional, it must first be confirmed that the student has prepared survey paper(s), has reported his/her research at an academic conference or the like, has published peer-reviewed academic paper(s) (or equivalent book(s)), and has passed the examination of the abstract of his/her dissertation. Then, a public presentation and an examination committee meeting are held regarding the doctoral dissertation authored by the student after satisfying the abovementioned requirements. [4.1-43)p.32~33]

♦ Graduate School of Language, Communication, and Culture

Primary learning outcomes to be achieved in the Graduate School of Language, Communication, and Culture are as follows:
 (1) Advanced language communication skills
 (2) A high level of research ability
 (3) Practical ability in language education
To achieve these intended outcomes ((1) through (3)), the Graduate School has set the Diploma Policy as described below:
The Graduate School of Language, Communication, and Culture defines its philosophy as making a

contribution to society by developing, under KGU's basic philosophy, individuals with advanced language communication skills who possess rich humanity and a global/cultural outlook based on the University's founding spirit, along with a high level of academic expertise. The first half of the doctoral program is aimed at helping students conduct comprehensive research on language, communication and culture, and to this end, the Graduate School develops in students advanced language communication skills, based on which it promotes their research activities in the fields of Linguistic Science, Cultural Linguistics, Linguistic Education, and Japanese-language Education. In the second half of the doctoral program, the Graduate School aims to ensure that the extensive knowledge and research abilities developed during the first half of the same program culminate in highly advanced research activities specializing in the theoretical elucidation of language communication skills. While receiving guidance for preparation of doctoral dissertations, students are encouraged to further deepen their research from a comprehensive and specialized perspective, and thereby contribute to further development and deepening of the academic field of language, communication and culture.

Regarding the first half of the doctoral program, the respective objectives to be pursued in the fields of Linguistic Science, Cultural Linguistics, Linguistic Education, and Japanese-language Education are as follows:

Linguistic Science: aims at developing in students the extensive knowledge necessary to investigate real situations regarding language and its usage, and elucidate the mechanism of language.

Cultural Linguistics: aims at developing in students the extensive knowledge necessary to conduct cultural research regarding the English-, French- and German-speaking worlds, as well as countries/regions where East Asian languages are used; to conduct research into cross-cultural understanding; and to elucidate related mechanisms.

Linguistic Education: aims at developing in students the extensive knowledge necessary to explore methodologies for effective education in language communication skills, and to elucidate the mechanism of second-language acquisition, along with the development of relevant teaching materials and teaching methods.

Japanese-language Education: aims at developing in students the extensive knowledge necessary to explore methodologies for effective Japanese-language education for non-native speakers of the Japanese language, and to elucidate the mechanism regarding Japanese-language acquisition, including research into Japanese language and its acquisition, teaching materials, teaching methods, and the relationships between language and culture. [4.1-5)]

♦ Graduate School of Human Welfare Studies

The Diploma Policy of the Graduate School of Human Welfare Studies was formulated via repeated and thorough discussions by the Graduate Faculty Board and the Graduate School Committee for Deliberation of Issues, based on the basic philosophy of the Graduate School's curriculum, in consideration of the previous guidelines for education and instruction. The Diploma Policy is provided on KG's official website. [4.1-44)] Information corresponding to the content of the Policy is also provided in the Graduate School Guide and the entrance examination guide for the Graduate School, while it is not specifically titled "Diploma Policy." The specific content of the Policy is as follows:

[The first half of the doctoral program]

The Graduate School provides students with education on the thought, theory and history that form the basis of human welfare research, as well as on disciplines related to social science and human science that can facilitate development and application of human welfare research; and thereby develops individuals with knowledge and skills conducive to the maintenance and further development of a welfare society. The Graduate School also develops not only frontline welfare practitioners but also individuals who are capable of engaging in public administration and teaching in related fields of

specialization, and those who seek careers as social entrepreneurs. Students are expected to acquire both advanced knowledge and practical techniques in their field of specialization. Students must utilize such knowledge and techniques to develop their research, and prepare and submit a Master's thesis. Students who have passed the thesis examination are awarded the academic degree "Master of Arts in Human Welfare Studies."

[The second half of the doctoral program]

In this stage of the doctoral program, students receive research guidance primarily from their academic advisors (professors), in order to proceed with their research on the basis of the specialized knowledge and practical techniques acquired in the first half of the doctoral program. Students are expected to use original data obtained from a high level of research activities, and conduct research, based on original views that provide a new theoretical framework to the relevant field of specialization. Students must organize the results of such research into a doctoral dissertation, and submit it to the Graduate School. Students who have passed the dissertation examination are awarded the academic degree "Doctor of Philosophy in Human Welfare Studies."

As stated above, information corresponding to the content of the Diploma Policy is also provided in the Graduate School Guide and the entrance examination guide for the Graduate School, although it is not specifically titled "Diploma Policy."

♦ Graduate School of Education

The philosophy, goals and educational objectives of the Graduate School of Education are provided on its official website [4.1-27)] and in the Graduate School Guide.[4.1-45)p.28~29] The Graduate School of Education Course Guide [4.1-46)] explains the requirements for course completion for both the first and second half of the doctoral program. The same Guide also details submission guidelines for both doctoral dissertations and Master's theses, together with the respective requirements of eligibility for submission.

In AY 2011, the Graduate Faculty Board discussed and formulated the Graduate School's Diploma Policy for both the first and second half of the doctoral program, and specified it in easy-to-understand language for students, as provided below:

<The first half of the doctoral program>

Students who are able to:

(1) deepen their "understanding of children" based on extensive, specialized knowledge of pedagogy; and practically address the current diverse issues and problems regarding education (the ability to execute; knowledge; attitude)

(2) understand the philosophy of KG's founding spirit, i.e., education based on Christian principles; learn the values, thought, theory and history that form the foundation of education, as well as relevant academic approaches; and conduct research and educational activities, while taking social needs into consideration (the ability to educate; skills; attitude)

(3) communicate with others with a deep understanding of human nature and a keen sensitivity to human rights; and devote themselves to working with educatees, as well as to educational and research activities (leadership; the ability to execute; the ability to educate; attitude)

<The second half of the doctoral program>

Students who are able to:

(1) connect a high level of specialized knowledge with practice in the specialized field of pedagogy; and conduct educational and research activities conducive to solving the current diverse issues and problems regarding education (the ability to execute; knowledge)

(2) understand the philosophy of KG's founding spirit, i.e., education based on Christian principles; and display a research ability that enables analysis and conceptualization of issues, while employing high

level specialized skills supported by a firm sense of mission and ethics, and adopting a global and scientific perspective (the ability to educate; skills)

(3) communicate with others with deep understanding of human nature and a keen sensitivity to human rights; devote themselves to working with educatees, as well as to educational and research activities; and play a leading role in relevant fields (leadership; the ability to execute; the ability to educate; attitude)

In an effort to realize its philosophy and goals, the Graduate School provides two fields of specialization, i.e., the Field of Early Childhood Pedagogy and the Field of Applied Pedagogy, clarifying the content of its specialized study and research. By organically linking these two disciplines, the Graduate School aims to develop educators (specialized educators) with the "ability to execute," the "ability to educate" and "leadership" who can tackle the complex and challenging educational problems of today, based on "the understanding of children," and who can take a leadership role based on a high level of expertise; and also aims to develop researchers with rich and profound research ability and scholarship. In view of this, the Graduate School's Diploma Policy specifically defines achievement goals, regarding the "ability to execute," the "ability to educate" and "leadership" that students in each of the first and second half of the doctoral program should acquire by completion of their course. Students are deemed to have completely acquired these abilities when they have obtained a prescribed number of credits based on the Graduate School's curriculum, and have passed the examination of their dissertation/thesis. Students who are recognized as having acquired the said abilities are awarded a Master's degree for those in the first half of the doctoral program, and a doctoral degree for those in the second half of the same program.

♦ Institute of Business and Accounting

The educational objectives of the second half of the doctoral program provided in the Institute of Business and Accounting are described in the following excerpt from the Graduate School Regulations 4.1-47)Article 3:

The Institute of Business and Accounting provides professional degree programs in its Business School intended for MBA education, as well as the Accounting School intended for the development of professional accountants. By providing practical professional education in these two schools, the Institute aims to foster advanced specialized professionals in the fields of business management and accounting. While being independent as separate units, the two schools complement one another within the Institute, aiming at providing students with excellent educational outcomes that are uniquely achievable under the cooperation between these two schools. Meanwhile, the Institute also provides a doctoral program via its Graduate Department of Advanced Management, with the aim of promoting theoretical research and practical, applied research in the fields of business management and accounting, as well as developing researchers and specialists who pursue research in such fields.

The second half of the doctoral program is aimed at promoting both theoretical research and practical, applied research, while placing emphasis on discovering solutions to a range of issues and problems in the advanced field of business.

The Institute's Diploma Policy is specified as follows:

The Graduate Department of Advanced Management aims to develop individuals capable of working as:

- members of top management teams and business executives; senior managers in local governments and other administrative bodies
- researchers in private and public research institutes etc.
- specialists with high level consulting skills
- "researcher faculty" members or "professional faculty" members who are involved in education at professional graduate schools etc.

The Institute's Graduate Department confers the academic degree "Ph.D. (Management)" upon students who have acquired the ability to promote both academic research and practical, applied research aimed at solving problems regarding business, and who have produced excellent achievements in such research activities.

(2) Is a Curriculum Policy clearly specified, based on the educational objectives?

Whole University	4.1-1-(2)

♦ Undergraduate Course

At KGU, each school has in place its own Curriculum Policy in order to present, in a clear, specific and easy-to-understand manner, how the curriculum design reflects its respective Diploma Policies, which have been specified by featuring the specialized content and characteristics of the school's disciplines. [4.1-4),4.1-5)]

Before formulating its Curriculum Policy, each school simply presented specific information regarding the curriculum (e.g., allotment of subjects; distinction between compulsory and elective subjects; the earliest year of study in which students are allowed to register for a specific subject; the number of credits required for graduation). [4.1-48)] Establishment of the Curriculum Policy has ensured consistency between the curriculum provided by each school and its Diploma Policy, facilitating deeper understanding of the significance of each curriculum among school members.

Moreover, at KGU, each school develops "curriculum maps," [4.1-49)] as a tool to visualize what subjects are specifically provided in each school in accordance with its Curriculum Policy. Each school also presents "course registration models" for each of its courses or themes, [4.1-50)] with a view to facilitating systematic and step-by-step learning of an array of subjects provided in each school. These maps and models serve as effective educational tools not only for students to attain individual goals and objectives in their studies, but also for each school to achieve their educational objectives.

♦ Graduate Course

Regarding specification of Curriculum Policy, the University respects the individuality of each graduate school. The Policy is formulated on the basis of each graduate school's educational objectives and purposes of human resources development, which derive from the University's educational objectives. Each graduate school has formed its Curriculum Policy as an independent policy by separating it from educational objectives and similar documents, while the policy of curriculum design and implementation was previously incorporated into the description of educational objectives etc. This independent formation process has ensured a clear and easy-to-understand presentation of the Policy, even for those outside the University. [4.1-5)]

Some graduate schools have developed Curriculum Policies for each of their graduate departments (Graduate School of Science and Technology; Institute of Business and Accounting). In other graduate schools that are not divided into several graduate departments, Policies have been formed for each course according to their unique specialization (Graduate School of Theology; Graduate School of Sociology). In some other graduate schools, the Curriculum Policy of the whole graduate school is positioned as the foundation of the education provided at the graduate school, and based on the Policy, individual faculty members develop their course syllabuses (Graduate School of Humanities; Graduate School of Law and Politics; Graduate School of Economics; Graduate School of Business Administration; Graduate School of Policy Studies; Graduate School of Human Welfare Studies; Graduate School of Language,

Communication, and Culture; Law School). [4.1-5)]

While each graduate school has formed its Curriculum Policy with a certain level of individuality by featuring the characteristics of its fields of education and research, the Policies essentially maintain a standardized quality and character. This is because KGU, as a private university, operates on the basis of a clearly defined founding spirit and school motto, and that the objectives of undergraduate/graduate education that derive from such spirit and motto accordingly have a clear focus.

Schools	4.1-1-(2)

♦ School of Theology

The School of Theology specified the Curriculum Policy in AY 2010,as described below, as a means to explain the Diploma Policy at a more specific level, and indicate how the Diploma Policy is realized in the School's curriculum design. [4.1-9),4.1-10)p.18〜20]

<Curriculum Policy of the School of Theology>

(1) Acquisition of basic abilities befitting university students (Christian education subject group; language education subject group; basic education subject group)

(2) Development of basic knowledge, skills and interest in Christian theology (specialized basic subject group)

(3) Acquisition of the basic ability necessary as Christian missionaries (Christian Missionary Work Course)

(4) Acquisition of advanced knowledge, skills and interest in Christian theology (specialized major subject group)

(5) Development of generic knowledge, skills and interest beyond the realm of theology (free registration subject group)

♦ School of Humanities

To implement education based on the School of Humanities' Diploma Policy, which was approved at a regular Undergraduate Faculty Board meeting in July 2011, the School formulated the Curriculum Policy and approved it at a special Undergraduate Faculty Board meeting held in September 2011. [4.1-51)] In this Curriculum Policy, the School identifies four viewpoints as the basic policy of curriculum design: First, the curriculum provides basic academic education, via which students develop their ability to identify and solve problems on their own initiative; and provides all-round education for the nurturing of individuals equipped with intelligence and dignity; Second, the curriculum provides a diverse learning experience regarding the disciplines of the School's three departments, helping students cultivate well-balanced flexible thinking, acquire practical methodology based on a broader perspective, and develop the ability of problem-solving; Third, the curriculum helps students to equip themselves with a rich education and the capability to contribute to society in various forms as good citizens; Fourth, the curriculum is designed with graduate education in mind, thereby encouraging students to acquire specialized knowledge and skills, and develop the capability to contribute to society from an academic standpoint. Based on the abovementioned Curriculum Policy, the School has set philosophies for each of its three departments, as well as curriculum philosophies for each year of study. [4.1-52)]

The School also designed and prepared "curriculum maps" at a regular Undergraduate Faculty Board meeting held in March 2012, and made them public via KG's official website, as clear guidelines for students to make an informed choice of subjects to study while fully understanding the Curriculum Policy, thereby enabling them to properly obtain the number of credits required for graduation. [4.1-53),4.1-54)] The School also developed "course registration models" and made them public via KG's official website in

December 2011, in order to help students choose subjects in a manner that ensures systematic and step-by-step learning when they make self-directed choices of subjects. [4.1-55)]

♦ School of Sociology

In accordance with its Diploma Policy (DP), the School of Sociology has established and specified the Curriculum Policy and curriculum maps. [4.1-56)]

Subjects assigned as "Group A: compulsory subjects" include: "Christian subjects," in which students develop basic attitudes based on KG's founding spirit (the said subjects are attributed to DP 1-(1). The same applies hereinafter in this section.); "language education subjects" intended for students to acquire communication skills in foreign languages (DP 3-(2)); "academic preparation subjects" intended to provide introductory education, promote students' interest in society, culture and human beings, motivate them for lifelong learning, and equip them with generic skills for lifelong learning (DP 1-(2), DP 3-(1)); "intermediate studies subjects" intended to develop in students sociological viewpoints and thinking, and link students' learning to further advanced education and research (DP 2-(2)); and "advanced research subjects," in which students acquire, as a culmination of their undergraduate education, the ability to discover problems on their own initiative, and analyze and solve them from a sociological standpoint (DP 4).

Subjects assigned as "Group B: required elective subjects" include: "subjects for the School's three majors and seven fields," which are intended for students to acquire extensive and interdisciplinary knowledge and understanding centered on sociology, knowledge and understanding of social issues and problems, and knowledge and understanding of a range of issues and problems attributable to globalization (DP 2-(1)); and "research and reading subjects" intended for students to understand the significance of social research from a practical perspective, and acquire the basic knowledge and skills of social research (DP 2-(3), DP 3-(3)).

"Group C: free elective subjects" include a broad range of subjects for which students register based on their free choice in accordance with their needs and interests, and which are intended for students to supplement and expand their learning outcomes, such as language education subjects, sports science/health science subjects, information science subjects, interdisciplinary/cross-school subjects, and teacher training course-related subjects.

♦ School of Law and Politics

The School of Law and Politics worked on implementation of a new curriculum that had been scheduled for AY 2012. In parallel with the preparation for this curriculum revision, the School formulated, in AY 2011, the Curriculum Policy as described below, based on its educational objectives, and on the discussions developed by faculty members regarding the said curriculum revision:

To achieve its objectives of human resource development as stipulated in the Diploma Policy, the School of Law and Politics designs and implements a curriculum that incorporates the following points of emphasis:

(1) Subjects enabling students to deeply understand, based on self-motivation, the spirit of freedom in civil society and the importance of human rights and social contribution, and to develop a broad, interdisciplinary and global perspective

(2) Subjects helping students to systematically acquire specialized knowledge in each course

(3) Subjects enabling acquisition of communication skills in several languages, and for promotion of multi-cultural understanding

(4) Subjects enabling acquisition of basic learning skills

(5) Seminar subjects primarily based on small-group, interactive education, in which students work on identification of problems, and then examine and discuss solutions to them, while employing the

knowledge and abilities acquired through the abovementioned subjects

With these five points as pillars, the School designs and implements its curriculum. [4.1-17)p.23～25,4.1-57),4.1-58)]

♦ School of Economics

The School of Economics formulated the Curriculum Policy in AY 2011, setting its sights on the development of human resources in line with the School's Diploma Policy, under the educational objectives of the School. The Curriculum Policy is provided in the Course Guide and on the School's official website. [4.1-59)]

[Interest/Motivation]

In relation to these elements, the School provides "introductory education subjects" intended for a smooth transition from secondary education experienced in and before high school to higher education at university; and "language education subjects," which are provided to help students develop a sound mind, and learn about and generate empathy towards peoples and cultures in various regions of the world. The School also provides "general education subjects" consisting of: "Christian subjects," which form the foundation of KGU's Christian principles; "interdisciplinary/cross-school subjects"; and "specialized education subjects offered by other schools" that teach the fundamentals of various non-economic disciplines.

[Knowledge/Understanding]

In relation to these elements, the School provides: "language education subjects" intended for students to acquire a fundamental knowledge of the economic situations, histories, languages, cultures and religions of Japan and countries/regions around the world; "Christian subjects," which form the foundation of KGU's Christian principles; "interdisciplinary/cross-school subjects"; and "specialized education subjects offered by other schools." To build upon this broad academic foundation, the School provides "specialized basic subjects," which are provided for understanding of fundamental concepts in economics and historical viewpoints regarding the economy and society, as well as for acquisition of economic thinking. "Specialized basic subjects" comprise basic subjects, introductory subjects, and subjects on various analytical tools, all of which are systematically assigned for developmental learning and exploration in various economic fields, ranging from basic-level learning to standard- and application-level learning. These "specialized basic subjects" are followed by "specialized subjects," which comprise "course standard subjects" assumed to be studied by many students, and "course application subjects" aimed at further advanced learning. "Course related subjects" are intended to facilitate mutual correlation between the various pieces of knowledge learned in course study. The School provides course registration models to encourage systematic learning by students.

[Skills/Expression]

In relation to these elements, the School provides: "information science subjects" and "subjects on analytical tools," which are intended to develop skills regarding economic statistics and data analysis on the basis of information processing; "language education subjects" to foster communication skills in Japanese and foreign languages; "introductory education subjects" for smooth transition from secondary education to higher education at university; and "course related subjects" containing "research seminar subjects" based on small-group education.

[Judgment/Problem-solving abilities]

In relation to these elements, the School provides "life design subjects," which are aimed at helping students understand today's complex socioeconomic phenomena, fostering the ability to discover and solve problems with good judgment, and providing opportunities for students to think about their lifestyle and careers. The School also provides "specialized subjects" comprising "course standard subjects" and "course application subjects"; and small-group-based "research seminar subjects" aimed

at cultivating the ability to mutually correlate pieces of specialized knowledge/understanding of economics acquired through the abovementioned subjects. [4.1-48),4.1-60)]

♦ School of Business Administration

The School of Business Administration has set the Curriculum Policy in order to present, in a clear, specific and easy-to-understand manner, how the School's Diploma Policy is reflected in its curriculum design. [4.1-20)] Specifically, the School defines the pillars of its curriculum design as (1) acquisition of general education as businesspersons, (2) acquisition of minimum competence as businesspersons, (3) acquisition of a high level of specialized knowledge as businesspersons, (4) acquisition of communication abilities as businesspersons and (5) acquisition of foreign language ability as businesspersons.

The School has also developed a "curriculum map" as a tool to visualize what specific subjects are incorporated in the School's course offerings, based on its Curriculum Policy. [4.1-61)] Moreover, the School presents "course registration models" for each of the six courses, i.e., Management, Accounting, Marketing, Finance, Business Information and International Business, in order to facilitate students' systematic and step-by-step learning of an array of subjects provided in each course.

The School of Business Administration specifies the Curriculum Policy as indicated above, based on its educational objectives. [4.1-20)p.5]

♦ School of Science and Technology

The School of Science and Technology specifies the Curriculum Policy as described below:

Subjects provided in the School of Science and Technology are broadly categorized into "general education subjects" and "specialized education subjects." "General education subjects" comprise Christian subjects, language education subjects and free elective subjects. "Specialized education subjects" comprise basic subjects, advanced subjects, experiment/seminar subjects, graduation research subjects ("special seminar" for the Department of Mathematical Sciences; hereinafter inclusively referred to as "graduation research subjects") and free elective subjects, which are established by each department. These subjects constitute the whole of the School's curriculum. [4.1-22)p.22] Each subject is provided in line with the School's educational objectives and the Diploma Policy (consisting of Viewpoints (i) (ii) (iii) and (iv) specified in Section 4-1-(1)). Each subject is attributed to the Diploma Policy as follows: Regarding "general education subjects," Christian subjects are attributed to Viewpoint (i), language education subjects to Viewpoint (iii), and free elective subjects to Viewpoint (ii); Regarding "specialized education subjects," basic subjects are attributed to Viewpoint (ii), advanced subjects to Viewpoint (ii), experiment/seminar subjects to Viewpoints (ii) and (iii), graduation research subjects to Viewpoints (i) (ii) and (iv), and free elective subjects to Viewpoint (ii). The "subject category" for each subject, distinction between compulsory and elective subjects in each department, the number of credits, and other details are provided in the Course Guide. [4.1-22)p.65~70]

♦ School of Policy Studies

The School of Policy Studies specifies the Curriculum Policy as described below:

As a basic policy, the curriculum emphasizes (1) cultivation of humanity through understanding of Christianity, (2) the School's philosophy as the starting point for learning, (3) general ability, (4) practical learning experience and practical ability, (5) the ability to discover and solve problems, and (6) communication and presentation abilities. Subjects provided in the School are broadly categorized into "Christian subjects," "specialized basic subjects" and "major subjects." The specialized basic subjects comprise [Category 1] "language subjects," [Category 2] "basic study subjects" covering natural sciences, social sciences and the humanities, and [Category 3] "introductory subjects," and "method subjects"

covering computer science and mathematical statistics. The major subjects comprise "specialized subjects," "interdisciplinary subjects" and "policy issue subjects," which are established by each department. In addition, the School also provides "seminar subjects," and "subjects regarding the registered architect qualification" and "subjects regarding teacher certification." These subjects constitute the whole of the School's curriculum. [4.1-23)p.18～19] Subjects are provided in accordance with policy emphases (1) through (6). Specifically, Christian subjects are provided to achieve Emphasis (1). Introductory subjects are intended for learning based on the School's philosophy, as stated in Emphasis (2). Category 2 subjects and interdisciplinary subjects are intended for the development of general ability specified as Emphasis (3). Subjects aimed at developing practical ability, Emphasis (4), include major subjects, policy issue subjects, and seminar subjects that involve diverse fieldwork. To develop the problem-solving ability specified in Emphasis (5), the School provides Category 3 subjects, as well as the major subjects and policy issue subjects that are established by each department. Category 1 subjects and seminar subjects are intended for the development of communication and presentation abilities specified as Emphasis (6). The "subject category" for each subject, distinction between compulsory and elective subjects in each department, the number of credits, and other details are provided in the Course Guide. [4.1-23)p.12～29]

♦ School of Human Welfare Studies

The School of Human Welfare Studies has formed the Curriculum Policy based on its educational objectives and Diploma Policy, and disseminates it via the Course Guide and KG's official website. [4.1-25)p.1～2,4.1-26)]

The School formulated the Curriculum Policy in AY 2011 after repeated and thorough discussions by the Undergraduate Faculty Board and the Curriculum Committee. In accordance with the Policy, the School provides Christian subjects, language education subjects and liberal education subjects, with the aim of equipping students with basic abilities befitting university students. Each of the School's three departments has set and made public its respective policies regarding students' acquisition of specialized knowledge, skills and appropriate attitudes.

1) The Curriculum Policy of the Department of Social Work

The Department of Social Work has established specialized education subjects to equip students with specialized knowledge, skills and appropriate attitudes in the field of social work studies. The department specifies in the Policy that through these subjects, it aims to help students acquire fundamental knowledge of humans, society and their "transactions," and the ability to solve related problems; learn the histories and philosophies of social welfare in Japan and other countries/regions in the world; gain general knowledge of social welfare and social security; and acquire basic knowledge, skills and attitudes regarding the theories and practice of social work.

2) The Curriculum Policy of the Department of Social Organization Development

The Department of Social Organization Development has established specialized education subjects to equip students with specialized knowledge, skills and appropriate attitudes in the field of social organization development. The department specifies in the Policy that through these subjects, it aims to help students acquire basic knowledge of the philosophy of social organization development, and acquire the specialized knowledge, skills, experience and appropriate attitudes necessary to practice social organization development.

3) The Curriculum Policy of the Department of Holistic Human Sciences

The Department of Holistic Human Sciences has established specialized education subjects to equip students with specialized knowledge, skills and appropriate attitudes in the field of human sciences. The department specifies in the Policy that through these subjects, it aims to help students acquire the attitude to understand humans from both mental (spiritual) and physical aspects, and the specialized

knowledge necessary to acquire such attitude; understand the issues, problems and theories regarding each stage of human life, from both mental (spiritual) and physical aspects; and acquire specialized knowledge of the way of life of humans and human life, together with relevant assistance skills.

In addition, each of the three departments provides the subjects of "research seminar" and "graduation research," with an eye to developing the ability of students to conduct research activities regarding department-specific research themes. Departments also provide free elective subjects intended for students to acquire advanced knowledge, skills and attitudes regarding disciplines relating to the content of each department's specialization. The School has established, and made public, the abovementioned Curriculum Policy based on its educational objectives.

♦ School of Education

With the aim of helping students achieve the learning outcomes expected of them, the School of Education has set the Curriculum Policy, which explains the basic ideas regarding the School's educational content, educational system and other related matters. The Policy has been made public via the School's official website and the "School of Education Course Guide."

The curriculum of the School is broadly divided into "general education subjects" and "specialized education subjects." Both subject groups feature high-quality curriculum design aimed at realization of the School's philosophy and goals. The "general education subjects" comprise Christian subjects, language education subjects, information science subjects and liberal education subjects. The "specialized education subjects" contain "common school-wide specialized education subjects"; "specialized education subjects for the Department of Early Childhood and Elementary Education," which comprise "common department-wide specialized education subjects," "specialized education subjects for the Early Childhood Education Course" and "specialized education subjects for the Elementary Education Course"; and "specialized education subjects for the Department of Applied Education," which comprise "applied pedagogy core subjects" and "teacher training-related subjects."

Regarding the School's curriculum, specific implementation policies are defined from seven aspects: (1) an understanding of children, (2) the ability to execute, (3) the ability to educate, (4) leadership, (5) global outlook, (6) the curriculum of the Department of Early Childhood and Elementary Education, and (7) the curriculum of the Department of Applied Education. [4.1-28)p.17]

♦ School of International Studies

The School of International Studies has set the Curriculum Policy while emphasizing the following five points: [4.1-83)]

(1) The School provides Christian subjects and other subjects regarding religion, philosophy, thought, human rights, etc. By providing liberal education as "human education" grounded in the principles of Christianity, the School aims to develop "ethical values" in students.

(2) The School aims to help students develop their "language communication skills" by providing a curriculum allowing them to study foreign languages, while placing emphasis on a single specific language throughout the four years, along with a wide variety of opportunities to study other foreign languages. The School provides specific subjects, the instructions of which are delivered in English, under the categories of "basic international subjects" and "specialized international subjects."

(3) By providing programs for studying abroad, the School aims to help students cultivate their "abilities of cross-cultural understanding and multi-cultural coexistence," as well as "language communication skills." The School's study-abroad programs include a short-term program (approximately one month), a mid-term program (from three months to one semester), a long-term program (from one semester to one year), and other related study-abroad programs.

(4) The School ensures that all full-time faculty members teaching "specialized international subjects"

also teach "research seminar subjects," in addition to subjects regarding their specialized fields of research, in principle. The School aims to help students develop their "ability to discover and solve problems," by providing interdisciplinary learning opportunities covering the fields of "Culture and Language," "Society and Governance" and "Economics and Management," as well as through small-group education.

(5) The School aims to develop in students the "ability to understand and analyze issues/problems regarding international affairs." To this end, the School helps students become able to understand and analyze each region in the world from various viewpoints of the humanities and social sciences, by providing both basic subjects and international subjects regarding the fields of "Culture and Language," "Society and Governance" and "Economics and Management."

Graduate Schools	4.1-1-(2)

♦ Graduate School of Theology

The Graduate School of Theology provides learning opportunities in its single Graduate Department of Theology, which is divided into four research fields (the biblical field; the historical and cultural field; the systematic and thought field; and the practical field). The Graduate School conducts research and education in such a manner that students choose their own research theme, and then deepen that chosen theme through academic and personal interaction with their academic advisors, in order to acquire an academic degree (Master's, Doctorate). The Curriculum Policy of the Graduate School of Theology is specified, as described below, based on its educational objectives:

<Curriculum Policy for the first half of the doctoral program>

(1) The Christian Theology and Missionary Work Course aims to develop in students practical abilities for serving as leaders in the Christian community. The Christian Thought and Culture Course aims to develop individuals with specialized knowledge and deep thinking, particularly in the fields of Christian history, culture and thought.

(2) To achieve these aims, the Graduate School provides, in the first half of its doctoral program, compulsory subjects and required elective subjects for each of the two courses and four fields. For course completion, students are required to obtain 32 credits including those from the subject "research seminar." To accommodate diverse research themes, the Graduate School allows students to designate sub-academic advisor(s), in addition to their academic advisor.

(3) To obtain a Master's degree, students are encouraged to proceed with research and thesis preparation in a well-planned manner, by following a process comprising research planning, annual reporting, notification of the Master's thesis title, interim presentation, Master's thesis preparation and oral presentation.

<Curriculum Policy for the second half of the doctoral program>

(1) The second half of the doctoral program is intended to foster researchers specializing in theology. This stage of the doctoral program helps students acquire a higher level of knowledge necessary to carry on advanced research in theology, sufficient academic ability to author research papers and make presentations at academic conferences, and a good command of classical and foreign languages necessary to read and comprehend relevant literature. By helping students intensively work on research in their field of specialization over a period of three years, the program aims at developing them into individuals capable of contributing to society and churches as specialists in theology.

(2) To obtain a doctoral degree, students are encouraged to proceed with research and dissertation preparation in a well-planned manner, by following a process comprising research planning, presentation at an academic conference, annual reporting, annual planning, paper preparation,

notification of the doctoral dissertation title, doctoral dissertation preparation and public oral examination. [4.1-29),4.1-30)p.9~15]

♦ Graduate School of Humanities

In the first half of its doctoral program, the Graduate School of Humanities provides education in diverse disciplines via three graduate departments and 12 fields of specialization, with the aim of helping students acquire a high level of specialized knowledge, flexible thinking and excellent skills. The Graduate School provides "research seminar" as a compulsory subject in each field of specialization, as well as elective subjects featuring the characteristics of each graduate department and field of specialization, such as "special lecture," "material research," "special experiment," "applied practice" and "literature research." The curriculum is designed for students to study these subjects in a systematic and cross-disciplinary manner. [4.1-62)p.29~30] Meanwhile, the second half of the doctoral program is aimed at helping students acquire the ability to conduct self-directed and creative research activities, while building on the abilities acquired in the first half of the same program. To this end, under the structure comprising three graduate departments and 11 fields of specialization, the Graduate School provides curriculums for each field that require students to first study "research seminar" and "doctoral dissertation preparation seminar," and then ultimately submit doctoral dissertations. [4.1-62)p.31]

♦ Graduate School of Sociology

The Graduate School of Sociology has established and specified the Curriculum Policy as described below:

With the aim of helping students acquire socioliteracy, the Graduate School provides three majors: "theory/model" (lectures on sociological theories, social psychology, etc.); "field/method" (studies on socio-cultural resources, social history, etc.); and "research/data/presentation" (data studies, social statistics, etc.). Students are expected to acquire extensive knowledge in these three majors, while following an upward spiral of learning from basic knowledge up to advanced knowledge; as well as to acquire a high level of ability to further develop the abovementioned knowledge to the level of application, by studying in the "sociology research seminar" they belong to. The Graduate School of Sociology also features optional programs in which students can participate in accordance with their particular motivations.

These optional programs specifically include the Socioliteracy Basics Program, which is intended for students in the first half of the doctoral program, featuring lectures aimed at development of ideas, knowledge and skills regarding theories and models, fieldwork, and statistical and data analysis; and the Socioliteracy Advanced Program intended for students in the second half of the doctoral program, which is designed to help students develop highly specialized original viewpoints, while supplementing the lectures provided in "quantitative research/qualitative research subjects," "dissertation preparation support class" and "English presentation class." [4.1-63)]

The Graduate School also provides subjects encompassing the three majors underpinning "socioliteracy," with the aim of helping students develop comprehensive viewpoints, i.e., subjects of "advanced sociology lecture/research A" (for the first half of the doctoral program), and "advanced sociology lecture/research B" (for the second half of the doctoral program). These two subjects facilitate integration and linkage between the three majors.

Information regarding the number of credits allotted to each subject, the distinction between compulsory and elective subjects, and other related matters are specified in the Course Guide. Students are encouraged to study the said "advanced sociology lecture/research" subjects in their first year of each stage of the doctoral program, in order to ensure step-by-step acquisition of knowledge.

♦ Graduate School of Law and Politics

The Graduate School of Law and Politics has defined its Curriculum Policy, as described below, in the Graduate School Operation Committee:

To help students acquire research abilities as stipulated in the Diploma Policy, the Graduate School of Law and Politics designs and implements a curriculum that incorporates the following points of emphasis:

<The first half of the doctoral program>

a) Subjects intended for students to systematically acquire highly advanced knowledge in the fields of law and politics in each program

b) Subjects intended for research on literature written in foreign languages that is necessary for the students' research activities

c) Seminar subjects in which students identify problems and consider solutions to them by employing the knowledge and abilities acquired through the abovementioned subjects, and in which students receive guidance for Master's thesis preparation, such as theme setting, thesis structure and other related matters

<The second half of the doctoral program>

a) Subjects intended for students to systematically acquire specialized knowledge, as well as scholarship forming the basis of such knowledge, which are necessary to conduct advanced research in law and politics

b) Subjects intended for research on literature written in foreign languages that is necessary in the students' research activities

c) Seminar subjects in which students organize their original research achievements into doctoral dissertations by employing the knowledge and abilities acquired through the abovementioned subjects, and in which students receive advice and guidance to equip themselves with the high level of research ability necessary to independently pursue research activities [4.1-38)p.8・9,4.1-5)]

The Graduate School provides model processes for obtaining academic degree in each of the first and second half of the doctoral program, as a reference to help students understand what process they must follow to obtain a degree. [4.1-38)p.22・23,4.1-64)]

♦ Graduate School of Economics

The Graduate School of Economics established the Curriculum Policy in AY 2011 based on its philosophy and objectives. [4.1-65)]

In the first half of the doctoral program, the Graduate School provides "research core subjects" for students aspiring to be researchers, as the subjects for cross-disciplinary learning that such students are expected to study in order to acquire high level qualifications and abilities. The students are required to study all or part of this subject group. For students who seek careers as specialists, advanced professionals, civil servants or employees at private businesses, the Graduate School provides "standard core subjects" intended to equip these students with a wide range of advanced education in economics. The students are required to study all or part of this subject group. With the said core subjects as a basis, the Graduate School devises a curriculum structure appropriate for the research goals and abilities of individual students.

In the second half of the doctoral program, students pursue research under the guidance of their academic advisor, while aiming to achieve the goals of preparing a doctoral dissertation of a sufficiently high quality to survive an evaluation at the international level, as well as of obtaining a doctoral degree. Students also receive advice from their academic advisor regarding the subjects they should study, and related matters. The Graduate School provides a joint seminar arrangement, if necessary, in which guidance regarding preparation of a doctoral dissertation and other research papers is provided for a single student, by a research guidance group led by his/her academic advisor.

[The first half of the doctoral program]

In the first half of the doctoral program, students are expected to further develop their knowledge of economics acquired in the undergraduate program, and acquire a higher level of specialized knowledge and analytical ability, setting their sights on preparation of a high-quality Master's thesis and obtaining an academic degree.

For students who seek a career as a researcher at a university, research institute or other entity, the program provides "research core subjects" for cross-disciplinary learning that such students are expected to study in order to acquire the high level qualifications and abilities necessary to effectively work as researchers. The students are required to study all or part of this subject group. Meanwhile, some students may aim to effectively work, after course completion, as specialists, advanced professionals, employees at private businesses or civil service workers at national and local government bodies, while utilizing the specialized knowledge acquired in the first half of the doctoral program. For these students, the program provides "standard core subjects" intended to equip them with a wide range of advanced education in economics. The students are required to study all or part of this subject group.

Whether students seek a career in research or another profession, they are expected to study the abovementioned core subjects as the common foundation for studies in the first half of the doctoral program. They are also expected to acquire the academic grounding befitting a graduate student specialized in economics, and study specialized subjects in accordance with their research themes. Regarding specialized subjects, the Graduate School ensures an extensive and systematic offering of subjects ranging from cutting-edge fields to traditional fields in economics, with a view to satisfying the diverse and sophisticated academic appetite of graduate students, and to accommodating increasingly complex economic issues. Regular revisions of how such specialized subjects should be provided for students are done, and any necessary improvements are made.

Individual students receive guidance from their academic advisor regarding which core and other subjects they should study, in consideration of their objectives and needs in studying at graduate school, future goals, aptitudes, abilities and other factors.

In the process of Master's thesis preparation, students are required to make a relevant report at the "Master's theses interim report meeting" (public meeting) held in their second year of study. On this occasion, students can receive guidance and advice for an enhanced level of thesis preparation, from faculty members in diverse disciplines, aside from their academic advisor.

[The second half of the doctoral program]

In the second half of the doctoral program, students pursue the goals of preparing a doctoral dissertation of sufficiently high quality to survive an evaluation at the international level, as well as of obtaining a doctoral degree (doctorate by coursework).

To achieve these goals, students conduct research activities under the guidance of their academic advisor, and also receive advice from the advisor regarding the subjects they should study, and related matters. The Graduate School provides, if necessary, an arrangement in which guidance regarding preparation of a doctoral dissertation and other research papers is provided, for a single student, by a research guidance group led by his/her academic advisor.

The Graduate School issues guidelines for the process to obtain a doctoral degree, including information regarding research reports, and preparation and presentation of research papers, which students should submit in each of their first three years of study. Research and educational guidance is provided in a systematic manner, in line with these guidelines.

All graduate students are required to report their research at an Economics Workshop, which is held with the participation of external researchers. This report is one of the requirements for submission of the dissertation/thesis for an academic degree.

♦ Graduate School of Business Administration

Based on its educational objectives, the Graduate School of Business Administration specifies the Curriculum Policy, as described below, in the Graduate School Course Guide. [4.1-41)p. 2]

In their first year of study in the first half of the doctoral program, students in both the Research Course and the Specialized Academic Course designate their academic advisor's field of specialization as the student's own primary field, which is any one of the Graduate School's six fields, i.e., management, accounting, marketing, finance, business information, and international business. In the first half of the doctoral program, students study small-group, lecture-based subjects provided by graduate faculty members, and prepare their Master's theses. In the Research Course, students work on Master's thesis preparation, while receiving guidance from the Doctoral Dissertation Guidance Committee, as well as seminar instruction from their academic advisor. The Master's thesis is positioned as an interim product toward the ultimate preparation of a doctoral dissertation. Meanwhile, students in the Specialized Academic Course receive seminar instruction from their academic advisor, and prepare Master's theses as the culmination of their two-year academic pursuit.

In the second half of the doctoral program, students continue their research to complete the doctoral dissertation preparation that has been continuing from the first half of the same program. While receiving guidance from the Doctoral Dissertation Guidance Committee led by their academic advisor, students aim to obtain a doctoral degree within the three-year course period, or, at latest, within five years from their entrance to the second half of the doctoral program.

♦ Graduate School of Science and Technology

The Curriculum Policy of the Graduate School of Science and Technology is disclosed via the official website. [4.1-42)] In the first half of the doctoral program, the Graduate School provides subjects comprising compulsory and elective subjects which are aimed at helping students acquire extensive knowledge, insight and abilities enabling them to contribute to the advancement of natural science and science and technology, and ultimately to the progress of humanity; as well as at developing them into engineers, researchers and other highly specialized professionals. To develop in students logical thinking and practical research abilities, the Graduate School requires students to work on, as compulsory subjects, "special experiment" and "seminar" worth 12 credits, as well as "literature seminar" worth 4 credits. In the second half of the doctoral program, the Graduate School provides "special research" subjects to encourage student to conduct advanced research in natural science and its application, and thereby develops individuals capable of effectively working as highly specialized professionals. Each graduate department specifies its policy concerning "special research."

♦ Graduate School of Policy Studies

Based on its philosophy "human ecology," the first half of the doctoral program in the Graduate School of Policy Studies is aimed at fostering specialists who are equipped with the specialized knowledge and skills of problem analysis and policy proposal, and who are capable of effectively working in the international community. To this end, the Graduate School has established subjects for providing specific knowledge necessary to acquire the skills of problem analysis and policy proposal ("policy science research method" as a "policy basics subject"; and subjects regarding policy analysis techniques, as "policy research subjects"), as well as "field research subjects" aimed at deepening individual specialized knowledge (subjects for the six fields based on the Graduate School's philosophy; and common subjects). These subjects are provided in the form of lectures and seminars. The Graduate School also provides "research projects," which are jointly instructed and operated by several faculty members specializing in different fields of research. The said projects are intended to provide students with opportunities for

self-directed and interdisciplinary research activities, in which students examine a single theme from various perspectives, and attempt to organize and integrate relevant policies. With a view to developing students' presentation and discussion abilities, the Graduate School requires students to make presentations at the Research Consortium, a joint research body involving external institutes and other organizations, as well as at the Research Fair, which is co-organized with the School of Policy Studies. In the Field of Urban Studies, for students seeking eligibility to take the examination for first-class registered architects, the Graduate School provides lectures recognized as equivalent to two years of practical experience, as well as relevant "seminar subjects" and "internship subjects." [4.1-43)p.27] Meanwhile, the second half of the doctoral program aims to develop researchers, educators and specialized professionals who are equipped with a high level of expertise and rich creativity, and who are capable of effectively working in the international community. Research guidance and dissertation guidance, which are centered around the "dissertation seminar" instructed by academic advisors, form the foundation of the curriculum. The Graduate School proactively encourages students to participate in academic conferences and make research presentations while they are at university. The Graduate School also aims to help students develop their research planning skills and general ability that enable them to develop research themes on their own initiative and act as a leader of research team, without just passively studying research themes given by others. [4.1-43)p.6～8]

♦ Graduate School of Language, Communication, and Culture

Based on its educational objectives, the Graduate School of Language, Communication, and Culture has set the Curriculum Policy, as described below:

While requiring students to choose one field of specialization from among the Graduate School's four fields, i.e., Linguistic Science, Cultural Linguistics, Linguistic Education, and Japanese-language Education, the Graduate School has achieved a flexibly designed curriculum that allows students an option to study subjects in other fields. The Graduate School ensures that subjects for developing language communication skills are primarily instructed by native speakers, and that class instruction is given in the target language, in principle. Through this approach, the Graduate School aims to equip students with advanced language communication skills. Regarding the Japanese-language Education Program, the Graduate School provides students with "practicum subjects," so as to help them develop practical skills.

The Graduate School's curriculum design is intended to facilitate comprehensive research in the field of language, communication and culture, with the emphasis on the development of advanced language communication skills through the abovementioned learning and instruction.

The second half of the doctoral program provides students with guidance for doctoral dissertation preparation, in the form of individual guidance (Independent Study) and group guidance (the Language, Communication and Culture Seminar), with the aim of fostering researchers capable of conducting independent research.

The Graduate School provides its curriculum in accordance with the aforementioned policies. [4.1-5)]

♦ Graduate School of Human Welfare Studies

The Graduate School of Human Welfare Studies has set its policy on the design and implementation of its curriculum as the Curriculum Policy, based on the School's educational objectives and Diploma Policy, and has made it public via KG's official website. [4.1-44)] The Curriculum Policy was formulated in AY 2011, after repeated and thorough discussions by the Graduate School Committee for Deliberation of Issues and the Graduate Faculty Board.

1) Curriculum Policy of the first half of the doctoral program

Subjects provided in the first half of the doctoral program are divided into four subject groups: the "group of transactions between humans and society (the environment)" dealing with various disciplines regarding social welfare; the "society group" dealing with the structure of the state and society that

supports the welfare society; the "human group" dealing with issues and problems regarding the mind (spirituality) and body of humans; and "common subjects" dealing with the specific content to be commonly studied throughout the Graduate School. The Graduate School aims to help students acquire advanced knowledge and specialized techniques via these subjects, and provides thesis guidance to help them organize the result of their learning outcomes into Master's theses.

2) Curriculum Policy of the second half of the doctoral program

The curriculum of the second half of the doctoral program is designed for students to designate their academic advisor (professor) in accordance with their research theme, and work on preparation of a doctoral dissertation under the guidance of the said advisor. As its Curriculum Policy, the Graduate School expects students in this stage of the doctoral program not only to deepen their research by studying domestic and foreign literature and undertaking qualitative and quantitative research, but also to test the results of their research in the broader society, by presenting reports at academic conferences and submitting and publishing research papers in academic journals. The Graduate School provides dissertation guidance to help students organize the results of such research and complete their doctoral dissertations. In the second half of the doctoral program, the Graduate School adopts the Doctoral Candidate System, in which a student who is recognized by the Graduate School as being able to submit a doctoral dissertation within one year is qualified as a Candidate, for whom guidance is provided on submitting a dissertation.

♦ Graduate School of Education

With the aim of helping students achieve learning outcomes expected of them, the Graduate School of Education discussed and formulated the Curriculum Policy in AY 2011. The Policy specifies, as described below, the basic ideas regarding the Graduate School's educational content, educational system and other related matters, for each of the Graduate School's first and second half of the doctoral program.

<The first half of the doctoral program>

Course offerings in the first half of the doctoral program are divided into "subjects for the Field of Early Childhood Pedagogy," "subjects for the Field of Applied Pedagogy" and "research subjects." Research subjects contain the "early childhood pedagogy research seminar" and the "applied pedagogy research seminar." The range of subjects for both Fields is systematically designed on the basis of the concept "understanding of children," with emphasis on practical perspectives.

All subjects are elective, except for the "early childhood pedagogy research seminar" and the "applied pedagogy research seminar" provided as research subjects. Students are thus allowed to study a wide range of subjects concerning both Fields, while receiving integrated research guidance.

The "early childhood pedagogy research seminar" and the "applied pedagogy research seminar" are compulsory subjects in both Fields, and are intended to provide students with advanced academic knowledge, in accordance with the research areas and approaches relevant to each respective Field; as well as to provide research guidance to help students prepare Master's theses, the submission of which is required of all students.

To complete the first half of the doctoral program, students must:

(1) attend the first half of the doctoral program for at least two years (excluding any period of absence from school)

(2) obtain at least 32 credits, in total, including 24 credits from subjects provided in either of the two Fields (elective subjects) and 8 credits from the research subject (compulsory subject) (* Of the 24 credits for elective subjects, up to 12 credits may be from subjects provided in the Field other than the student's field); and

(3) pass the Master's thesis examination.

\<The second half of the doctoral program\>

The second half of the doctoral program provides "research seminar" (compulsory subject) as its sole subject. This research seminar is primarily intended to help students prepare doctoral dissertations under the guidance of their academic advisor, who is designated at the time of the student's entrance to the second half of the doctoral program.

To complete the second half of the doctoral program, students must:

(1) attend the second half of the doctoral program for at least three years (excluding any periods of absence from school)

(2) obtain 12 credits of the research seminar, and

(3) pass the doctoral dissertation examination.

The abovementioned curriculum design is detailed in the tables titled "Subjects for the first half of the doctoral program" and "Subjects for the second half of the doctoral program," which are provided in the Graduate School of Education Course Guide. [4.1-46)p.9]

♦ Institute of Business and Accounting

In the Curriculum Policy for the second half of its doctoral program, the Institute of Business and Accounting stipulates the requirements for course completion, requiring students to attend the program for at least three years, receive necessary research guidance, and pass the doctoral dissertation examination and the general academic ability examination. [4.1-66),4.1-67)p.2] The Policy also provides that students study the subject "advanced management special research," in accordance with their research plan, if recognized as necessary by their research advisor.

As part of the process of education and research guidance, students are expected to complete the following process in each year of study: In the first year of study, students are expected to prepare a "preparation plan for doctoral dissertation research," investigate basic literature in both relevant and related fields, and plan appropriate research methods for their research theme; In the second year of study, students are expected to fix research objectives, subjects and methods in preparation for the doctoral dissertation, engage in theoretical research, comprehend related business trends, submit an "interim report of the doctoral dissertation research," and take a "general academic ability examination" at the end of the second year; In the third year of study, students are expected to complete the whole process of research, including verification of the demonstrativeness of the research and examination of the research results, prepare the doctoral dissertation, report the final results via public presentation, and submit the dissertation. [4.1-67)p.2]

---

(3) Are the educational objectives, the Diploma Policy and the Curriculum Policy familiar to members of the University (faculty, staff, students, etc.), and also disclosed to the public?

Whole University	4.1-1-(3)

♦ Undergraduate Course

The Diploma Policy and the Curriculum Policy of each school were formulated after a series of thorough discussions over two years from AY 2010 by the Undergraduate Faculty Board of each school, the University-wide Academic Affairs Committee [4.1-68)] and other bodies, on the basis of each school's "objective concerning the fostering of human resources and other objectives of carrying out education and research." These Policies are made publicly available on KG's official website. [4.1-5)] "Course registration models" are also provided on the official website in a unified manner. [4.1-50)]

In the schools' section on KG's official website, each school provides independently designed content explaining the education it provides, including "curriculum maps" and "course registration models," in addition to the Diploma Policies and Curriculum Policies. [4.1-4)] The Course Guide and other media provided by each school also specify its Diploma Policy and Curriculum Policy, facilitating the familiarization of students and faculty and staff members with the Policies and related information. For new students, the Policies and related information are explained to them through orientation regarding course registration and studies.

♦ Graduate Course

The Diploma Policies and Curriculum Policies of graduate schools are assembled and made public via a web page titled "Information Disclosure" on KG's official website, together with their Admission Policies. [4.1-69)] By visiting this one-stop information disclosure page, students and other individuals inside and outside the University can readily access and browse the three policies of all graduate schools (i.e., the Diploma Policy, the Curriculum Policy and the Admission Policy).

Of the 13 graduate schools, eight graduate schools provide their Diploma Policies and Curriculum Policies in their own sections on KG's official website, and six graduate schools specify them in their Course Guide. Aside from these media, graduate schools also use other media, as necessary, so as to disseminate relevant information regarding their Policies in an appropriate manner. The Institute of Business and Accounting discloses its Curriculum Policy only. [4.1-4)]

Schools	4.1-1-(3)

♦ School of Theology

The educational objectives, Diploma Policy and Curriculum Policy of the School of Theology are made public on the University's/School's official website. [4.1-70),4.1-9)] These Policies are also specified in the Course Guide, which is distributed to students at the beginning of each academic year. The School provides explanations of these Policies as part of the course guidance, encouraging students to check the content and progress of their studies and learning in light of these Policies. Particularly for new students, the School takes the opportunity afforded by the course guidance and the overnight orientation, which are held immediately after their entrance to the School, to encourage them to understand the four-year process of their study and research, and set their learning goals. Explanations are provided to students while giving special consideration to clarifying the relationship between the Policies. [4.1-10)p.18~20] To present the interrelationship between the Curriculum Policy and each subject in a systematic and structural manner, the School has prepared curriculum maps, as well as course registration models for each of the School's courses. These maps and models are made public on the School's website. [4.1-71),4.1-9)] The course registration models are also contained in the Course Guide. [4.1-10)]

For class instructors, the Policies are explained on various occasions, such as the FD Workshop (School), which is held for full-time faculty and part-time instructors separately. In development of syllabuses, faculty members and instructors are expected to describe their syllabuses so that the Curriculum Policy is embodied in elements of the achievement goals in each subject. [4.1-72)p.34~37]

♦ School of Humanities

Since AY 2010, the School of Humanities has frequently discussed and considered the Diploma Policy and Curriculum Policy by convening a School Committee, a Curriculum Committee and other meetings, on the basis of the School's "objective concerning the fostering of human resources and other objectives of carrying out education and research." At Undergraduate Faculty Board meetings, in expectation that

understanding of the Policies among all faculty members would be further deepened via the process of discussion, meeting participants had informal discussions about these Policies as a foundation for the formal deliberation at the Board meeting. This helped to make members more familiar with the Policies. [4.1-73)]

For students, the Diploma Policy and Curriculum Policy are provided via the School's section on KG's official website, and in the Course Guide. Curriculum maps[4.1-54)] and course registration models[4.1-55)] are also provided in the School's section on KG's official website, promoting familiarization of students with such information.

All information (the Policies, maps and models) is made public via the "Academic Web Service (educational information disclosure website)," providing wider access to the information regarding the School's curriculum for students and other entities inside and outside the University.

As indicated above, information relating to the School's curriculum is made accessible to the general public.

♦ School of Sociology

The educational objectives, Diploma Policy and Curriculum Policy of the School of Sociology are reconfirmed among the School's faculty members annually, via a report made at an Undergraduate Faculty Board meeting concerning these objectives, Policies and other related matters as part of the self-assessment. [4.1-74)]

For students, these objectives and Policies are communicated by specifying them in the Course Guide. The School also provides information regarding the Policies, etc. in the School's section on KG's official website, as well as at open house events, in an effort to disseminate such information to the general public, including those considering taking the entrance examination for the School. [4.1-14)p.29~32,4.1-75)]

♦ School of Law and Politics

<Educational objectives>

The educational objective of the School of Law and Politics are specified, together with its philosophy and goals, in the Course Guide, [4.1-17)p.23~25] as well as on the School's website, [4.1-16)] which is accessible via KG's official website. [4.1-15)]

<Diploma Policy and Curriculum Policy>

In parallel with the curriculum revision, the School formulated and finalized the Diploma Policy and the Curriculum Policy after due consideration at Undergraduate Faculty Board meetings held in AY 2011, on the basis of draft policies developed by the Dean's Office Committee. [4.1-76)] The Diploma Policy and the Curriculum Policy are provided in the Course Guide, as well as on the official websites of the School and the Academic Affairs Department, to make them available for both University members and the general public. [4.1-17)p.23~25,4.1-57),4.1-58)]

♦ School of Economics

The Diploma Policy and the Curriculum Policy of the School of Economics are communicated to students by specifying them in the Course Guide distributed to students, and by providing explanations of such information at course guidance meetings for new entrants to the School. These Policies are also provided on the official website so as to make them widely accessible for parents, potential test-takers for the School's entrance examination, University members and the general public. For high school students who are considering taking the entrance examination for the School, the School's educational philosophy and related information are introduced at entrance examination explanatory meetings held at partner schools and associated schools, as well as at open house events. While using the official website as a

presentation tool, the School explains such information not only to the high school students but also to their parents and the faculty and staff of the high schools. [4.1-59)]

The School provides the web pages "*Warera Kwan-Gaku Keizaijin*" (literally, "We are KG business leaders.") which carry messages from the School's graduates working at the forefront of society, encouraging students to envision their future careers; as well as the web pages "*Mezase Kwan-Gaku Keizaijin*" (literally, "Aiming for KG business leaders") which are intended to help students develop roadmaps for their specific goals for the future. [4.1-77),4.1-78)] With an eye to increasing the effectiveness of its website, the School employs the School's official Facebook page to conduct specific educational activities based on its educational objectives, Diploma Policy and Curriculum Policy. [4.1-79)] Understanding of the educational objectives, Diploma Policy and Curriculum Policy is shared among the School's faculty and staff, since these objectives and Policies were discussed during the process of their formulation and approval by the Undergraduate Faculty Board.

♦ School of Business Administration

The School of Business Administration uses the Course Guide [4.1-20)p.5~8] and the School's official website [4.1-61)] to publicly provide information regarding its Diploma Policy, Curriculum Policy, curriculum maps and course registration models, which have been developed on the basis of the School's "objective concerning the fostering of human resources and other objectives of carrying out education and research." Such information is also communicated in the oath administration ceremony and orientation events for new students. Aside from new students, the School re-familiarizes current students and faculty and staff members with such information by distributing the Course Guide, and by explaining it at the research seminar guidance meeting intended for students in their second year of study. For the general public, including those considering taking the entrance examination for the School, information regarding the Policies, etc. is disseminated via the official website, the Curriculum Guide [4.1-80)] and the School Book. [4.1-81)] The Education Meeting and other occasions are also used to introduce the said information to guarantors of students. [4.1-21)p.3~5]

♦ School of Science and Technology

The School of Science and Technology familiarizes University members (faculty and staff members, students, etc.) with its educational objectives, Diploma Policy and Curriculum Policy by specifying them in the Course Guide. These educational objectives and Policies are also communicated to faculty members at Undergraduate Faculty Board meetings, and to students in course guidance intended for new students. For the general public, the two Policies (the Diploma Policy and the Curriculum Policy) are disclosed via the official websites of both the University and the School, while the educational objectives are made public on the School's website. [4.1-42)]

♦ School of Policy Studies

The School of Policy Studies re-familiarizes students and faculty and staff members with information regarding its philosophy, Diploma Policy, Curriculum Policy, curriculum map and course registration models, annually, by specifying it in the School's course guide "Study Information 2012." [4.1-23)p.10~11] The said information is also provided in a unified manner in the School's section on KG's official website. The School's web page, titled "About policy studies," provides the School's departmental structure, educational objectives, Diploma Policy and Curriculum Policy. [4.1-24)]

♦ School of Human Welfare Studies

The Diploma Policy and Curriculum Policy of the School of Human Welfare Studies are communicated

to faculty/staff members and students, and are disclosed to the general public, via the School's Course Guide and KG's official website. [4.1-25)p.1~2,4.1-26)]

These Policies are also specified in the School's entrance examination guide, with an eye to imparting them to those preparing for the entrance examination for the School, and the academic and administrative staff of the schools of such prospective test-takers. The Course Guide, which is independently prepared by the School, provides overall information regarding its curriculum. This Guide is distributed to students and other School members in each academic year, facilitating wider understanding of the curriculum.

As described above, efforts are being made to familiarize faculty/staff members, students and other University members with information regarding the School's Diploma Policy and Curriculum Policy, as well as to disseminate such information widely to the general public, by employing various media.

♦ School of Education

The School of Education employs a variety of media to provide information regarding its philosophy, goals, educational objectives, Diploma Policy and Curriculum Policy for students and faculty and staff members, as well as for the general public, including potential test-takers for the School's entrance examination. The philosophy, goals and educational objectives are disseminated via the School's section on KG's official website, the "School of Education Course Guide," brochures for prospective test-takers and other media. The Diploma Policy and the Curriculum Policy are specified in the School's section on KG's official website and the School's Course Guide. [4.1-27),4.1-28)p.16]

Course guidance is provided to students by using the Course Guide, with an emphasis on instillation of the School's educational objectives, Diploma Policy and Curriculum Policy in students. New students receive a general course orientation provided by the School, along with specific orientations given by each department. To explore effective approaches to familiarizing students with the educational objectives, Policies and other information, the School discusses improvement measures and shares relevant information at monthly meetings of the Curriculum Committee.

♦ School of International Studies

The educational objectives of the School of International Studies have been fully absorbed by faculty and staff members via the discussions and other meeting opportunities held in the process of developing these objectives. For students, the educational objectives are communicated by specifying them in the Course Guide, [4.1-82)] which is distributed to all students attending the School. As in the case of the educational objectives, the School's Diploma Policy and Curriculum Policy have been absorbed by the faculty and staff members via the discussions and other meeting opportunities held in the process of developing the Policies. Students are encouraged to deepen their understanding of these Policies via the Course Guide. The Diploma Policy and the Curriculum Policy are also disclosed in the School's section on KG's official website,[4.1-83)] providing access for faculty and staff members, students, potential test-takers for the School's entrance examination, as well as for the general public at large.

Graduate Schools	4.1-1-(3)

♦ Graduate School of Theology

The educational objectives, Diploma Policy and Curriculum Policy of the Graduate School of Theology are made public on the University's/the Graduate School's section on KG's official website, together with "course registration models" for each of the Graduate School's courses and fields of research. [4.1-84),4.1-29),4.1-85)] The Policies and course registration models are also specified in the Course Guide, which is distributed to students at the beginning of each academic year. [4.1-30)p.9~15] In course guidance, the

Graduate School encourages both new and current students to refer to these Policies and models as a reference for developing study plans.

For class instructors, the Policies are explained in the FD Workshop (Graduate School) and on various other occasions.

♦ Graduate School of Humanities

The Graduate School of Humanities has set the Diploma Policy and the Curriculum Policy based on its "objective concerning the fostering of human resources and other objectives of carrying out education and research," and has provided them in the Graduate School's section on KG's official website. [4.1-31)] The Graduate School surveyed the level of recognition of its educational policy among students, by incorporating related questions in the "student evaluation of teaching" survey, the questionnaire of which was independently prepared by the Graduate School. Since the survey was distributed in July 2012, the answers are currently being analyzed. Meanwhile, the Graduate School has not thus far devised systematic measures for disseminating its educational policy to the general public.

♦ Graduate School of Sociology

The Graduate School of Sociology provides information regarding its Diploma Policy and Curriculum Policy in the Course Guide and on KG's official website, disclosing the information not only to students but also to the general public. [4.1-33),4.1-34),4.1-35)]

The Graduate School also specifies "the process for obtaining a doctorate in the second half of the doctoral program in the Graduate School of Sociology" in the Graduate School Course Guide/Curriculum. Information regarding the abovementioned Policies and the process for obtaining academic degrees is communicated on various occasions, such as at Graduate School Operation Committee meetings for University members, and at explanatory meetings on the entrance examination for the Graduate School for those seeking to enter the Graduate School. [4.1-36)]

♦ Graduate School of Law and Politics

The Graduate School of Law and Politics specifies and makes public its educational objectives in the Graduate School's section on KG's official website. The Diploma Policy and the Curriculum Policy were discussed by the Graduate School Committee for Deliberation of Issues and its successor committee "Graduate School Operation Committee," and were established by the Graduate School's Graduate Faculty Board, after due deliberation involving all Board members. [4.1-86)]

The Diploma Policy and the Curriculum Policy are specified in the Graduate School's Course Guide in each academic year, and also made public on KG's official website, to make them available for both University members and the general public. [4.1-38)p.8·9,4.1-5),4.1-64)]

♦ Graduate School of Economics

As in the case of the School of Economics, the faculty and staff of the Graduate School of Economics have a shared understanding of the educational objectives, Diploma Policy and Curriculum Policy of the Graduate School, since these objectives and Policies were formulated after due deliberation and approval of the Graduate School's Graduate Faculty Board. These objectives and Policies are also disseminated to University members via the Course Guide and the Graduate School's section on KG's official website. [4.1-87)p.3·8·9]

For students, information regarding the abovementioned objectives and Policies is provided, together with information on the process for acquiring academic degrees, via the Course Guide and the official website, as well as via the explanation delivered by the Associate Dean of Student and Academic Affairs at

the annual course orientation. [4.1-88)]

While provision of information for the general public basically relies on the website, the Graduate School introduces the Policies, etc. to those seeking to enter the Graduate School, in particular, at the entrance examination explanatory meetings, by distributing the Course Guide to them.

♦ Graduate School of Business Administration

The Graduate School of Business Administration holds the course guidance meeting for new entrants to the Graduate School in early April each year. In accordance with the Graduate School Course Guide, an explanation is provided regarding the Graduate School's educational objectives, curriculum content, course offerings, course registration procedure, Diploma Policy, the process for obtaining academic degrees, and other relevant information. The Graduate School Course Guide is also distributed to all faculty members. Academic advisors have a meeting with individual students and provide individual course guidance prior to the course registration by students. The educational objectives of the Graduate School are widely disseminated to the general public via the Graduate School Guide, the entrance examination guide, and the Graduate School's section on KG's official website. [4.1-89),4.1-90),4.1-91)]

Information regarding the Diploma Policy and a diagram illustrating the process for obtaining academic degrees are made public via the Graduate School Course Guide and the Graduate School's section on KG's official website. [4.1-91),4.1-41)p.13]

♦ Graduate School of Science and Technology

The educational objectives, Diploma Policy and Curriculum Policy of the Graduate School of Science and Technology are made public on KG's official website, [4.1-42)] providing access for students and the general public. For both of the first half of the doctoral program (Master's degree program) and the second half of the doctoral program (doctoral degree program), each graduate department has set its own policies, since different graduate departments expect students to develop different abilities and skills. These policies are (re)familiarized to graduate faculty members at the Graduate School's first Graduate Faculty Board meeting in each academic year, as well as to students in the course guidance for new entrants to the Graduate School.

♦ Graduate School of Policy Studies

The Graduate School of Policy Studies has specified information regarding its philosophy, Diploma Policy, curriculum and other matters regarding its courses and studies in the Graduate School's course guide "Study Information 2012." [4.1-43)p.3~23]

In the preparatory process for the curriculum revision implemented in 2011, the Graduate School organized a working team involving faculty and staff members, in which the Graduate School's educational objectives, Diploma Policy and Curriculum Policy were thoroughly reviewed and discussed. This discussion process has been shared by all faculty members. An increasing number of faculty members participate in the Research Consortium and related workshops, as well as in the Policy Workshop and the "Doughnut Hour," facilitating their deeper understanding of the said objectives and Policies. In preparation for the Graduate School's website, brochures and other public relations materials, staff members are deeply involved in the preparation work from the planning phase. Through this process, they have become fully familiar with the Graduate School's Policies, etc.

In an effort to disseminate the Policies and other information to the general public including those seeking to enter the Graduate School, various public relations tools and opportunities are employed, such as KG's official website, the guide to admission (brochure) and the entrance examination explanatory meeting. [4.1-89)p.22~23]

For undergraduate students, the Policies of the Graduate School are imparted by taking advantage of pre-admission counseling sessions and other occasions. The Graduate School also encourages undergraduate students to participate in the Doughnut Hour and other workshops, so as to promote deeper understanding of the Policies. It is expected that in AY 2013, the Graduate School will accept graduates from the School of Policy Studies, who will complete their undergraduate program under the School's four-department structure, which was introduced in 2009. Efforts are also being made to instill the Graduate School's philosophy, Policies, etc. in these prospective graduate students.

♦ Graduate School of Language, Communication, and Culture

The Graduate School of Language, Communication, and Culture provides information regarding its educational objectives, Diploma Policy and Curriculum Policy on the official website and other media, and communicates it in a specific manner to faculty and staff members and students. Specifically:

(1) The Graduate School's philosophy, goals and educational objectives are specified in the Graduate School's section on KG's official website, [4.1-92] as well as in the brochure introducing the Graduate School.

(2) The Diploma Policy and the Curriculum Policy are made public via KG's official website. [4.1-5]

♦ Graduate School of Human Welfare Studies

The Diploma Policy and the Curriculum Policy of the Graduate School of Human Welfare Studies are communicated to faculty/staff members and students, and are disclosed to the general public, via the Graduate School's section on KG's official website. [4.1-44] These Policies are also outlined briefly in the Graduate School's entrance examination guide, with an eye to imparting them to those preparing for the entrance examination for the Graduate School, as well as the faculty and staff of the educational institutions of such prospective test-takers. The Course Guide, which is independently prepared by the Graduate School, provides overall information regarding its curriculum. This Guide is distributed to students and other Graduate School members in each academic year, facilitating wider understanding of the curriculum. As described above, efforts are being made to familiarize faculty/staff members, students and other University members with information regarding the Graduate School's Diploma Policy and Curriculum Policy, as well as to disseminate such information widely to the general public, by employing various media.

♦ Graduate School of Education

The Graduate School of Education employs a variety of media to provide information regarding its philosophy, goals, educational objectives, Diploma Policy and Curriculum Policy for students, faculty and staff members, as well as for the general public, including potential test-takers for the Graduate School's entrance examination. The philosophy, goals and educational objectives are disseminated via the Graduate School's section on KG's official website, the "Graduate School of Education Course Guide," the Graduate School Guide, and other media. The Diploma Policy and the Curriculum Policy are specified on KG's official website. In addition, the Graduate School's section on KG's official website also provides course registration models for both the Field of Early Childhood Pedagogy and the Field of Applied Pedagogy. [4.1-27]

♦ Institute of Business and Accounting

The educational objectives, Diploma Policy and Curriculum Policy of the Institute of Business and Accounting are disseminated to University members and the general public, by providing them on KG's official website. [4.1-47),4.1-66]

(4) Are regular examinations conducted regarding the appropriateness of the educational objectives, the Diploma Policy and the Curriculum Policy?

Whole University	4.1-1-(4)

♦ Undergraduate Course

At KGU, each school completed the establishment of its respective Diploma Policies and Curriculum Policies by the end of the spring semester of AY 2011. Schools are scheduled to enter an examination process, starting from AY 2012, regarding the appropriateness and consistency of their educational objectives, Diploma Policies and Curriculum Policies.

At the end of AY 2011, KGU's Academic Affairs Committee developed the "Basic policy for promotion of University-wide initiatives for improvement and enrichment of education," [4.1-93] in consideration of the necessity of periodical examination cycles. Concerning the examination of the appropriateness of each Policy, the said Basic policy stipulates three points as described below, in the section titled "3. Establishment of a system for regular examination and disclosure of educational and learning objectives and goals, the three Policies etc.":

(1) Each school shall annually examine the individual contents of, and interrelationships between, its philosophy, goals, educational objectives, objective concerning the fostering of human resources, Admission Policy, Curriculum Policy and Diploma Policy.

(2) In accordance with its educational improvements and curriculum redesign, each school shall examine the appropriateness and consistency, and make revisions, if necessary, regarding its educational and learning objectives and goals, the three Policies and other related matters.

(3) The established educational and learning objectives and goals, the three Policies and other related matters shall be widely disseminated not only to students and faculty and staff members but also to the general public via the University's official website and other means.

This evaluation item (i.e., whether regular examinations are conducted regarding the appropriateness of the educational objectives and the Diploma and Curriculum Policies) is a compulsory evaluation item in the annual self-assessment. Improvements regarding the said appropriateness are made, as necessary, in the process of periodical examination and revision of curriculums, etc. at each school.

♦ Graduate Course

Graduate schools basically adopt the standpoint that their Diploma Policies and Curriculum Policies, which have derived from KGU's founding spirit, School Motto and the University's educational objectives, should not be easily swayed by changes in the social situation. At the same time, however, it is also the case that graduate education itself is confronted with the need for continual reform amid drastic changes in the social situation, as pointed out in the document "Graduate education in the globalized society," a report presented in January 2011 by the Central Council for Education, the Ministry of Education, Culture, Sports, Science and Technology (MEXT).

At KGU, each graduate school has established its own planning/review teams for educational reform and other related bodies, such as the Graduate School FD Committee. In meetings of these teams etc., examination is conducted regarding the Admission Policy, course registration models, model processes for obtaining academic degrees, and other related matters.

As a body to overlook the abovementioned examination efforts, the Graduate School FD Subcommittee has been established within the Graduate School Student and Academic Affairs Committee. Chaired by the Dean of Academic Affairs, this subcommittee strives for improvement in graduate education.

Schools	4.1-1-(4)

♦ School of Theology

While the School of Theology had already formed and made public certain "course registration models" for each field (Old Testament studies, New Testament studies, historical theology, systematic theology, the philosophy of religion, and practical theology), the School re-developed its course registration models for each of the School's Courses, in consideration of the establishment of the Diploma Policy, Curriculum Policy, etc. In this re-development process, the appropriateness of the Policies, etc. was examined (AY 2011). The re-developed course registration models are made public in the School's section on KG's official website. [4.1-71] Henceforth, the School plans to modify the models to a content that is easier to understand for students, taking into consideration the results of the "student evaluation of teaching" survey. As a system for regular examination, the Self-assessment Committee (School) checks and examines the appropriateness of the Policies, etc. under the responsibility of the Dean, in the annual self-assessment process. The check and examination of the said appropriateness is conducted in terms of its relationship with related measures, along with examination of the progress in such related measures. The results are verified by the School's Undergraduate Faculty Board, and then reported to the Internal Third-party Committee. [4.1-94]

♦ School of Humanities

The School of Humanities established the Diploma Policy, the Curriculum Policy and other related policies in AY 2011, further clarifying the previous educational objectives, diploma policy and curriculum policy. Accordingly, the Policies, etc. are deemed appropriate at this point in time, and it is not necessary to examine and review them for the time being. However, in accordance with the "Basic policy for promotion of University-wide initiatives for improvement and enrichment of education" adopted by the Academic Affairs Committee at the end of AY 2011, the School intends, henceforth, to review its course offerings and overall curriculum as necessary, taking changes in the social situation into consideration, while maintaining the philosophy of the School. To this end, the School has established not only the FD Committee but also the Humanities Seminar Instructors Meeting and other bodies, as part of the independent efforts of the School. The School also independently provides other relevant opportunities conducive to better education at the School.

♦ School of Sociology

At the School of Sociology, the appropriateness of its educational objectives, Diploma Policy and Curriculum Policy is examined by the School of Sociology Self-assessment Committee, and the results are reported to the Undergraduate Faculty Board. The said appropriateness is also examined by three committees, the meetings of which are held regularly (i.e., the Future Vision Committee, the Curriculum Planning Committee and the Learning and Education Support Planning Working Group). [4.1-95]

The Future Vision Committee, which was established at the School in AY 2012, discusses fundamental issues concerning the organizational structure and philosophy of the School as a whole, involving discussion on the educational objectives and the Diploma Policy. Regarding the Curriculum Policy, the Curriculum Planning Committee makes constant efforts to explore possible approaches to better undergraduate education at the School.

Efforts are also being made to devise "organic" measures to achieve the abovementioned objectives and Policies at a higher level. To increase the effectiveness of the Policies, etc., the Learning and Education Support Planning Working Group engages in intensive discussion regarding the School's organizational initiatives for any necessary improvements, taking into consideration the cultivation of students' character

from a comprehensive perspective.

♦ School of Law and Politics

At the School of Law and Politics, a system is in place whereby the appropriateness of the School's Diploma Policy, Curriculum Policy and curriculum map is examined periodically by the School of Law and Politics FD Activities Planning Committee, the Convener of which is the School's Associate Dean of Academic Affairs.

For AY 2012, the said appropriateness was examined at the first meeting of the FD Activities Planning Committee held in May, and the result was reported to the Undergraduate Faculty Board meeting held in June. [4.1-96),4.1-97)]

♦ School of Economics

The School of Economics established the Diploma Policy and the Curriculum Policy in AY 2011, on the basis of its educational objectives. Since the Policies have just been formed, the School's administration intends to implement periodical examination of the appropriateness of these Policies in the future, as necessary, along with the appropriateness of the educational objectives. Specifically, the examination is to be conducted by the School of Economics/Graduate School of Economics Self-assessment Committee, upon preparation of progress reports as part of the annual self-assessment process conducted across the University. The examination result is to be verified by the School's administration. If a specific issue needs consideration as a result of examination, it will be discussed by the Specialized Education Committee or the Basic Education Committee, depending on the type of curriculum content involved. [4.1-98),4.1-99)]

♦ School of Business Administration

The School of Business Administration completed the establishment of its educational objectives, Diploma Policy and Curriculum Policy in the spring semester of AY 2011. The School has also commenced application of a revised curriculum in AY 2012. The School will examine the appropriateness and consistency of these educational objectives etc. in the future in various committees and other bodies, such as the FD Committee and the Future Vision Committee. [4.1-100)] The School fully recognizes that it is important to embody the educational objectives in the curriculum so as to specifically connect the educational objectives with the educational content provided for students; examine the appropriateness and effectiveness of such objectives; and use the examination feedback for future improvements in education.

♦ School of Science and Technology

The appropriateness of the philosophy, educational goals (including educational objectives) and the Diploma Policy of the School of Science and Technology is examined at the first meeting of the Undergraduate Faculty Board in each academic year. [4.1-101)] The appropriateness of the "School's Curriculum Policy and the School of Science and Technology Curriculum Map [Overview]" (a relational table between each item of the Diploma Policy and the primary policies for each subject group listed in the Curriculum Policy) is examined at the first meeting of the Dean's Office Committee in each academic year. [4.1-102)]

♦ School of Policy Studies

The School of Policy Studies recognizes that the Diploma Policy, the Curriculum Policy, the curriculum map and course registration models are deeply intertwined. Any need for change in the Policies etc. is discussed in a relevant committee, and is further deliberated by the Dean's Office Committee and the Undergraduate Faculty Board, in accordance with the procedure established at the University. The School

has established and implemented an internal system in which the School distributes documents indicating its Diploma Policy, Curriculum Policy, curriculum map and course registration models to all faculty members, as a material for the Undergraduate Faculty Board meeting held at the end of each academic year, with the aims of ensuring re-familiarization of faculty members with the Policies etc., and examining and evaluating their appropriateness. [4.1-103),4.1-24)]

♦ School of Human Welfare Studies

At the School of Human Welfare Studies, the periodical examination of the appropriateness of its educational objectives, Diploma Policy and Curriculum Policy is conducted by the Undergraduate Faculty Board, which is represented by the Dean, the meetings of which are held monthly with participation by all faculty members of the School; and the Curriculum Committee, the meetings of which are held approximately monthly to discuss a variety of issues regarding the educational objectives, the Diploma Policy and the Curriculum Policy, with participation by several representatives from each department. The said appropriateness and related issues have thus far been discussed in detail at these meetings. [4.1-104)]

In AY 2011, the School revised its curriculum, based on the need for a revision identified as a result of detailed examination of the appropriateness of the Curriculum Policy. The School will continue its examination efforts, while recognizing the necessity for systematic examination of the appropriateness of its educational objectives, Diploma Policy and Curriculum Policy on a regular basis.

♦ School of Education

At the School of Education, in an effort to examine, and identify problems regarding the appropriateness of its educational objectives, Diploma Policy and Curriculum Policy, relevant discussions are made by the Curriculum Committee, the meetings of which are held monthly to discuss issues regarding the curriculum; and the "Instructors' Meeting of the Kindergarten Teacher- and Nursery Teacher-Training Course" and the "Instructors' Meeting of the Elementary School Teacher Training Course," which are held approximately once every two months. These meetings promote discussions aimed at achieving improvements in the educational objectives and the Policies by the academic year in which the School is expected to produce its first graduates since its establishment. Based on the results of the discussions at these meetings, the Future Vision Committee designed a new curriculum in preparation for the School's reorganization scheduled for AY 2013. This new curriculum was specified in the "notification of the establishment of the Department of Education of the School of Education" submitted to MEXT in April 2012. The School of Education Faculty Meetings were held at the end of the spring semester of AY 2010 and AY 2012. The meeting in AY 2010 discussed the School's philosophy, goals, curriculum, future visions and other related issues. The meeting in AY 2012 discussed the School's philosophy and goals incorporated in the School's reorganization plan, the status of discussions proceeding at the Central Council for Education of MEXT, and the relationship between students' future career paths and the School's philosophy and goals. [4.1-105)p.13～18,4.1-106)]

♦ School of International Studies

At the School of International Studies, the appropriateness of its educational objectives, Diploma Policy and Curriculum Policy is examined annually, as part of the agenda of the Undergraduate Faculty Board. [4.1-107)]

At the Board meeting, which is held with participation by all full-time faculty members of the School, the said appropriateness and related issues are discussed, with the distribution to all participants of a photocopy of the "notification of the establishment of the School of International Studies," as well as specific documents indicating the School's Diploma Policy and Curriculum Policy. Discussions on the

educational objectives and Policies are made at the first Board meeting in each academic year. This provides an opportunity for all faculty members engaged in undergraduate education at the School to reconfirm, examine and exchange views on the School's educational objectives, Diploma Policy and Curriculum Policy at the beginning of each academic year. Via this opportunity, the School expects faculty members to have a shared recognition and understanding of related issues and problems, in an effort to achieve more appropriate operation of its educational activities. Such discussion efforts have enabled the School to operate and carry out its activities, while maintaining the appropriateness of its educational objectives, Diploma Policy and Curriculum Policy.

Graduate Schools 4.1-1-(4)

♦ Graduate School of Theology

In response to the establishment of the three Policies (the Diploma Policy, the Curriculum Policy and the Admission Policy), the Graduate School of Theology is now proceeding to a specific planning phase for clear specification of the standards regarding degree conferment and course completion approval in accordance with the Policies. It has been decided that in AY 2012 the Graduate School will set to work on a clear definition of the examination standards of Master's theses and doctoral theses, and relevant planning is currently underway. [4.1-108)] In this planning process, the appropriateness of the educational objectives, the Diploma Policy and the Curriculum Policy is to be examined. Meanwhile, for the first half of the doctoral program, the Policies etc. undergo a basic examination of appropriateness primarily conducted by the Graduate School's Associate Dean of Student and Academic Affairs (a faculty member in charge of academic affairs), during the process of planning and disclosure of course registration models. Specifically, it is confirmed whether a given course registration model meets the Graduate School's requirements for course completion, when the model is developed by incorporating the Graduate School's offerings (compulsory and elective subjects) designed based on its Curriculum Policy, under the framework comprising two courses (the Christian Theology and Missionary Work Course and the Christian Thought and Culture Course) and four fields (the biblical, historical and cultural, systematic and thought, and practical fields).

As a system for regular examination, the Self-assessment Committee (Graduate School) checks and examines the appropriateness of the Policies etc. under the responsibility of the Dean, in the annual self-assessment process. The check and examination of the said appropriateness is conducted in terms of its relationship with related measures, along with examination of the progress of such related measures. The results are verified by the Graduate School's Graduate Faculty Board (such verification is conducted jointly with the School of Theology's Undergraduate Faculty Board, in consideration of the relationship with the related measures taken at the School), and then reported to the Internal Third-party Committee. [4.1-109)]

♦ Graduate School of Humanities

At the Graduate School of Humanities, the appropriateness of the educational objectives, the Diploma Policy and the Curriculum Policy is examined at regular Graduate School Administration Meetings (held at least semimonthly) and meetings of the Graduate School Committee for Deliberation of Issues comprising members commissioned by the Dean. In AY 2011, the Graduate School not only worked on specification of its Diploma Policy and Curriculum Policy [4.1-110)] but also examined the appropriateness of the Curriculum Policy in terms of its practical application; for instance, its appropriateness was examined in relation to the submission of "preliminary doctoral dissertations," as well as the notification by new graduate students of their academic advisors and sub-academic advisors. [4.1-111)]

♦ Graduate School of Sociology

At the Graduate School of Sociology, the appropriateness of its educational objectives, Diploma Policy and Curriculum Policy is examined and discussed annually by the Graduate School of Sociology Self-assessment Committee (comprising the Graduate School Administration and the Convener in charge). In AY 2011, the said appropriateness was also examined and discussed by the Graduate School Liaison Committee and the Post-GP Operation Committee, in consideration of the outcomes achieved via projects implemented under the Program for Enhancing Systematic Education in Graduate Schools (2008~2010).

♦ Graduate School of Law and Politics

At the Graduate School of Law and Politics, since the Graduate School Committee for Deliberation of Issues was reorganized as the Graduate School Operation Committee, committee meetings have been held on a regular basis, with the Convener being the Associate Dean of Student and Academic Affairs. The appropriateness of the educational objectives, the Diploma Policy and the Curriculum Policy is examined at the first Graduate School Operation Committee meeting held at the beginning of each academic year. Thus, a system for periodical examination has been established. For AY 2012, the first Graduate School Operation Committee meeting was held in April, and the second meeting in May. The results of the discussions were reported at the Graduate Faculty Board meetings held in April and May. [4.1-39),4.1-112),4.1-97)]

♦ Graduate School of Economics

The Graduate School of Economics established the Diploma Policy and the Curriculum Policy in AY 2011, on the basis of its educational objectives. Since these Policies have just been formed, the appropriateness of these Policies will be examined in the future, as necessary, by the Graduate School Administration. As in the case of the School of Economics, the said examination is to be conducted upon preparation of progress reports as part of the annual self-assessment process.

♦ Graduate School of Business Administration

While the Graduate School of Business Administration had already disclosed its Diploma Policy in the Graduate School Course Guide and the Graduate School's section on KG's official website, the Graduate School created a diagram illustrating the process for acquiring academic degrees, and made it public in the abovementioned Guide and on the website, based on the discussions at the Graduate Faculty Board meetings in AY 2011, with the aim of helping students more readily understand the process.

The diagram has enabled both students and faculty members to more readily understand the timeframe in which students can obtain an academic degree. Meanwhile, the Doctoral Program Guidance Committee submits guidance-related reports to the Graduate Faculty Board, and this encourages students and their academic advisors to set clear and specific goals at each given point after the student's entrance to the Graduate School. The appropriateness of the curriculum content and related matters is annually examined, in parallel with the process for deciding specific subjects and their instructors for a subsequent academic year for each of the Graduate School's research fields (Management, Accounting, Marketing, Finance, Business Information and International Business). As a result of the examination, if any need for drastic curriculum reorganization is identified, the possibility of reorganization is discussed by the Graduate School's Administration Meeting, the Graduate School Committee for Deliberation of Issues, and the Graduate Faculty Board. [4.1-41)p.13]

♦ Graduate School of Science and Technology

At the Graduate School of Science and Technology, the appropriateness of its educational objectives,

Diploma Policy and Curriculum Policy is thoroughly discussed in each graduate department at the end of each academic year, and verified by the Graduate School Committee, the Dean's Office Committee and the Graduate Faculty Board of the Graduate School of Science and Technology. The objectives and Policies currently publicly available are those verified at the end of AY 2011. [4.1-42)]

♦ Graduate School of Policy Studies

At the Graduate School of Policy Studies, the examination system established upon the curriculum revision in 2011 is currently valid, serving as a system for periodical examination of the appropriateness of its educational objectives, Diploma Policy and Curriculum Policy. Maintenance/review of this examination system requires coordination with the School of Policy Studies. In view of this, the Graduate School and the School jointly convene the Future Vision Planning Committee and its subcommittees on a periodical basis. [4.1-113)] The Graduate School has established an internal system in which the results of the discussions in the abovementioned committees etc. are further deliberated by the Dean's Office Committee and the Graduate Faculty Board.

The Graduate School will continue necessary discussions to maintain an appropriate examination system of educational objectives and the Policies, while taking into consideration inputs from external entities and changes in the social situation, and collecting information regarding graduate schools of other universities that provide education in policy studies.

♦ Graduate School of Language, Communication, and Culture

At the Graduate School of Language, Communication, and Culture, the appropriateness of its educational objectives, Diploma Policy and Curriculum Policy is examined as part of the annual self-assessment. The said appropriateness is also examined at monthly meetings of the Graduate School Administration Meeting, the Graduate Faculty Board, the Second Half of the Doctoral Program Academic Advisors Meeting, the Curriculum Committee and the International Exchange Committee, as well as at working groups established under the Curriculum Committee for each research field of the Graduate School. [4.1-114)]

As a result of the abovementioned examination efforts, the Graduate School established and reformed its programs etc. during the six years from the previous Certified Evaluation and Accreditation. Major establishment and reforms include:

(1) establishment of the Japanese-language Education program [4.1-115)]
(2) reorganization of the Cultural Linguistics program by language type [4.1-116)]
(3) reform of the examination method of doctoral dissertations [4.1-117)p.168・174・178]
     (To increase objectivity in dissertation examination, the Graduate School invited external examiners from outside the Graduate School's faculty, in accordance with its internal regulations, in principle.); and
(4) renaming and establishment of subjects in the Linguistic Education program. [4.1-118)]

♦ Graduate School of Human Welfare Studies

At the Graduate School of Human Welfare Studies, the examination of the appropriateness of its educational objectives, Diploma Policy and Curriculum Policy is conducted by the Graduate Faculty Board, which is represented by the Dean, the meetings of which are held monthly with participation by all faculty members teaching at the Graduate School; and the Graduate School Committee for Deliberation of Issues, the meetings of which are held approximately monthly to discuss a variety of issues and problems regarding the first and second half of the doctoral program, with participation by several members of the Graduate School. The said appropriateness has thus far been examined on an ad hoc basis at these

meetings. [4.1-119)] In AY 2011, the Graduate School held several meetings to examine the appropriateness of its Curriculum Policy. Based on the need for curriculum revision recognized as a result of such meetings, the Graduate School has revised its curriculum in AY 2012. [4.1-120)p.5～7]

♦ Graduate School of Education

At the Graduate School of Education, the Graduate School Committee for Deliberation of Issues discusses necessary issues to improve the appropriateness of the Graduate School's educational objectives, Diploma Policy and Curriculum Policy. Setting its sights on its reorganization scheduled for AY 2013, the Graduate School will complete by the end of AY 2012 the review of its educational objectives, Diploma Policy and Curriculum Policy, on the basis of the existing AY 2012 versions of the objectives and Policies. [4.1-121)]

♦ Institute of Business and Accounting

As part of the University-wide effort of annual self-assessment, the Institute of Business and Accounting prepares the "self-assessment: progress report" on an annual basis, regarding the second half of its doctoral program. The evaluation items include one regarding the appropriateness of the educational objectives, the Diploma Policy and the Curriculum Policy. At the Institute, this appropriateness is examined by the Graduate Faculty Board, a decision-making body for issues concerning the second half of the doctoral program. [4.1-122),4.1-123)]

2. Check and Evaluation

(1) Matters showing improvement

Whole University	4.1-2-(1)

♦ Undergraduate Course

Concerning the "Qualities Expected of KG Graduates," the Diploma Policy and the Curriculum Policy, due consideration and deliberation have been undertaken not only by the Undergraduate Faculty Boards of each school and the University-wide Academic Affairs Committee but also by the University Senate, resulting in establishment of a framework that enables each school to examine its curriculum while taking into consideration both its educational objectives and those of the University as a whole. In addition to defining the aforementioned Qualities and Policies, the University and schools have made these Qualities and Policies publicly available via the Course Guide, KG's official website and other media, contributing not only to communicating them to students and the general public but also to increasing awareness of them among faculty and staff.

Other efforts that have proven effective for the enhancement and guarantee of the educational quality provided at KGU include: the development of curriculum maps, which are also useful for examining consistency between the curriculum and the Diploma Policy; and the formulation of course registration models, which visualize a step-by-step, sequential learning process in the undergraduate course.

♦ Graduate Course

The University has made public the Admission Policy, the Diploma Policy, the Curriculum Policy and other educational information by assembling them in the "Information Disclosure" section on KG's official website. This has facilitated information dissemination to those both inside and outside the University, as

well as internal information sharing concerning the status of each graduate school.

Schools	4.1-2-(1)

♦ School of Theology

The School of Theology reviewed its education and clearly specified a range of policies, providing School members with an opportunity to objectively reconfirm the whole of the School's educational objectives and curriculum. This effort has helped each instructor to have a clear awareness of the role and position of the subject taught by himself/herself in the whole curriculum, and has also provided students with an opportunity to have an overview the whole of their learning activities at the University, reflect on their own activities and set clear goals for better learning. The said effort has also allowed faculty members and students to share definite information regarding the Diploma Policy and the Curriculum Policy. This has produced positive effects in terms of the enhancement and guarantee of the quality of education at the School, by facilitating consistent planning and guidance based on the clearly defined qualifications required of graduates of the School, and the curriculum enabling students to acquire such qualifications. The newly established Curriculum Policy, curriculum map and course registration models have allowed students to develop a study plan incorporating a wide variety of subjects, helping them to set appropriate learning objectives for their individual goals. In this respect, some students actively seek consultation regarding their study plans.

♦ School of Humanities

The School of Humanities has continued due consideration and deliberation regarding its educational objectives, Diploma Policy and Curriculum Policy through its various bodies, such as the School's Undergraduate Faculty Board, the Administration Meeting, the School Committee, the Dean's Office Meeting and the Curriculum Committee. Through this consideration and deliberation, the School has explored its ideal educational objectives and Policies, based on the discussions made by all schools in the Academic Affairs Committee, while following the policy of the whole University embodied in the "Qualities Expected of KG Graduates," which form the basis of the University's ideals for its graduates, i.e., "World Citizens embodying the spirit of 'Mastery for Service.'" Through this consideration/deliberation process, knowledge of the School's educational objectives has been fully shared by faculty and staff members, contributing to increasing their awareness of the objectives.

Students register for subjects and engage in their coursework based on the School's policy for effective learning, which is clearly represented by the curriculum map and course registration models. This has helped students pursue more focused learning activities, and has also led to an enhanced and guaranteed quality of education at the School.

♦ School of Policy Studies

Objectives of the School of Policy Studies that have been achieved at a satisfactory level include: education and guidance in line with the philosophy and principles specified in the School's Curriculum Policy; development of human resources with knowledge in complex fields of study and a wider outlook; provision of programs conducive to developing a practical command of foreign languages and promoting cross-cultural understanding; and finely tuned education for students from overseas countries and regions.

♦ School of Education

In AY 2011, the School of Education reviewed and reorganized the descriptions of its Diploma Policy and Curriculum Policy through the Curriculum Committee, in order to communicate them to students in an

easy-to-understand manner. The revised Policies were proposed to and approved by the Undergraduate Faculty Board. These new Policies were disclosed in AY 2012 in the School's section on KG's official website, and have also been specified in the AY 2012 School of Education Course Guide.

Graduate Schools   4.1-2-(1)

♦ Graduate School of Law and Politics

Upon completion of the establishment of the Curriculum Policy and the Diploma Policy in AY 2011, the Graduate School of Law and Politics also formulated and made public course registration models for both the first and second half of the doctoral program. A process is currently underway to incorporate the content of the course registration models in relevant internal regulations. [4.1-38)p.22·23]

♦ Graduate School of Economics

As a requirement for obtaining an academic degree stipulated in the Diploma Policy, since AY 2011, the Graduate School of Economics has required students in the first half of the doctoral program to make a report presentation at the "Master's theses interim report meeting," and has also required students in the second half of the doctoral program to make a report presentation at the Economics Workshop. Nearly two years has passed since this requirement was introduced. This requirement has been fully observed, and has contributed to enhancing the quality of theses and dissertations, by allowing students to obtain advice from a larger number of faculty members, including not only their academic advisors but also other faculty members in diverse fields of specialization. Particularly in the "Master's theses interim report meeting" held this year (AY 2012), approximately 10 faculty members and more than 10 graduate students participated (the number counted by the Associate Dean of Student and Academic Affairs), and an active exchange of views took place. The meeting was joined not only by second-year students but also by first-year students who are slated to author theses in the subsequent academic year, providing a great stimulus for these students.

♦ Graduate School of Science and Technology

The Graduate School of Science and Technology has specified a standard process for obtaining academic degrees, clarifying a timeline along which students are expected to complete specific tasks/objectives.

♦ Graduate School of Policy Studies

The Graduate School of Policy Studies encouraged students to actively participate in the Research Consortium, the Doughnut Hour and other events, helping students to deepen their understanding of the educational and research philosophy pursued by the Graduate School. The Research Consortium has contributed to increasing recognition of the Graduate School in society. Through public presentation sessions of Master's theses, a better understanding of thesis preparation is also gradually spreading among undergraduate students. [4.1-43)p.24]

♦ Graduate School of Language, Communication, and Culture

In the Graduate School of Language, Communication, and Culture, positive effects have been achieved in its Diploma Policy, as listed below, in relation to its educational objectives and curriculum:
(1) With respect to Master's degree conferment, each Master's thesis/theme research paper submitted by a student is read carefully by three readers in accordance with the Academic Degree Regulations, and is also closely examined by conducting an oral examination. This examination process ensures the

authoring of high-quality Master's theses and theme research papers that deserve the award of a Master's degree.

(2) With respect to doctoral degree conferment, since 2006, when the Graduate School's first students completed its second half of the doctoral program, the Graduate School has provided finely tuned research guidance for students to prepare doctoral dissertations. A guidance system is in place that enables students to obtain a doctoral degree within a specified period of time after they submit their doctoral dissertations.

(3) Internal regulations clearly stipulate the requirements for qualification as doctoral candidates, as well as for submission of doctoral dissertations, securing transparency for students. [4.1-7),4.1-124)]

♦ Graduate School of Education

At the Graduate School of Education, drafts of the Diploma Policy and the Curriculum Policy that had been proposed by the Graduate School Committee for Deliberation of Issues to the Graduate Faculty Board in AY 2011 were approved. [4.1-121)]

(2) Matters that need to be improved

Whole University	4.1-2-(2)

♦ Undergraduate Course

A range of policies and course registration models that have been formulated by the University and schools are disclosed on KG's official website in a unified manner. [4.1-5)] However, regarding the schools' own websites, Course Guides and other media provided by each school, efforts in disclosing such information are not necessarily made in a unified manner.

♦ Graduate Course

While the Admission Policy is properly specified in application guidelines, the three primary Policies, as a whole, are not necessarily disclosed in a standardized manner in the graduate schools' sections on KG's official website, the graduate schools' own websites, Course Guides and other media. This is also the case with a variety of publications independently prepared by each graduate school, as well as with the Graduate School Guide.

Schools	4.1-2-(2)

♦ School of Theology

While recognizing the diverse needs, interests and goal setting of individual students, the School of Theology must develop a system to periodically examine whether the existing descriptions of its Diploma Policy and Curriculum Policy can accommodate such diversity, and whether the Policies respect the freedom of learning within a certain specified scope of study.

♦ School of Humanities

The School of Humanities has disclosed information regarding its educational objectives, Diploma Policy and Curriculum Policy in various forms via KG's official website, Course Guide and other media. To ensure further instillation of these objectives and Policies in students, the School must take measures for more finely tuned explanation, for instance via individual course guidance in "the humanities seminar" class for first-year students, and in seminar classes for third- and fourth-year students, rather than relying

on information disclosure via the Internet.

♦ School of Policy Studies

To promote deeper understanding of its educational policy by students, the School of Policy Studies must take measures to instill its educational policy in students via practical learning activities. To this end, the School will obtain feedback from students regarding their understanding of the School's educational policy, and will also further enhance the existing systems that have enabled upper-year students to actively participate in the learning experience of lower-year students.

♦ School of Education

Regarding the new curriculum to be introduced in AY 2013, the School of Education must achieve a consistent Curriculum Policy, by comparing the design/implementation policies for the new curriculum to the policies of the existing curriculum.

Graduate Schools   4.1-2-(2)

♦ Graduate School of Humanities

The Graduate School of Humanities has a system in place that allows students to submit doctoral dissertations within six years after their entrance to the second half of the doctoral program, and that in such case, students must submit the doctoral dissertation while attending the University. This system is currently applied to students who have returned to the second half of the doctoral program after withdrawing from the same program without completing it. This eventually makes it difficult for such students to submit a doctoral dissertation. However, this problem has not been fully addressed. In addition, the appropriateness of the requirement for doctoral dissertation submission under this system (the number of pages of the dissertation) has not thus far been fully examined.

♦ Graduate School of Economics

The Diploma Policy and the Curriculum Policy of the Graduate School of Economics have been formulated in AY 2011, in line with its educational objectives. The content of the Policies is determined to be appropriate at this point in time. However, the Graduate School has not implemented a system for examination to ensure appropriateness in the application of these Policies, or a system for revision of the Policies in response to such examination. Given the introduction of a new curriculum scheduled for AY 2013, the Graduate School must urgently implement the examination/review systems, in parallel with the implementation of the new curriculum.

♦ Graduate School of Policy Studies

To further promote entrance to the Graduate School of Policy Studies, the Graduate School must review the effectiveness of public relations and communication means. The Graduate School must efficiently hold explanatory meetings on the entrance examination for the Graduate School, and must also promote joint public relations efforts with the School of Policy Studies in a unified and coordinated manner. While students who have entered the Graduate School are familiar with its educational and research philosophy, this philosophy is not fully understand by undergraduate students at KGU and students from other universities who are currently at the stage of considering advancing to the Graduate School. The Graduate School must also devise necessary measures for closer relationships and possible cooperation between the fields of research conducted at the Graduate School.

♦ Graduate School of Education

Regarding the new curriculum to be introduced in AY 2013, the Graduate School of Education must achieve a consistent Curriculum Policy, by comparing the design/implementation policies for the new curriculum to the policies of the existing curriculum.

While the Graduate School's section on KG's official website currently provides information on its philosophy, goals and educational objectives, it is necessary to add information regarding its objective concerning the fostering of human resources, Admission Policy, Diploma Policy and Curriculum Policy. The Graduate School also plans to specify the same information in the Course Guide.

3. Development Measures for the Future

(1) Matters showing improvement

Whole University	4.1-3-(1)

♦ Undergraduate Course

As described in Section 1-(4), the University adopted the "Basic policy for promotion of University-wide initiatives for improvement and enrichment of education" in AY 2011. Regarding a range of policies already established at each school, specific examination and improvement efforts will be conducted henceforth by the FD Committee and other bodies in each school.

To prevent the formulated University-wide promotion policy from becoming a mere formality, the Academic Affairs Committee, which handles academic affairs for the whole University, will make a concerted effort with each school for periodical examination and improvements, by providing an opportunity to share reports from each school and exchange views regarding related issues at least annually.

♦ Graduate Course

The University will publicize the guaranteed quality of its graduate education through various public relations efforts, such as translation of the existing "Information Disclosure" section on KG's official website into several languages.

Schools	4.1-3-(1)

♦ School of Theology

The School of Theology conducts the FD Workshop (School) twice a year, with participation by faculty members of the School, in order to reconfirm its Diploma Policy and Curriculum Policy, and discuss the relationship of these Policies with syllabuses developed by each faculty member. In addition to this effort, the School will further improve the examination system employed by the Self-assessment Committee (School), and will develop a system for facilitating flexible revision of its curriculum maps and course registration models in accordance with the optimally designed curriculums.

♦ School of Humanities

At the School of Humanities, regular meetings are held by the Curriculum Committee, the FD Committee, the Humanities Seminar Instructors Meeting and other bodies, in which participants conduct specific examination of improvements that can be made in the School's education, and review the content

of course offerings, allocation of subjects to each year in the four-year course of study, and other related matters. In the School, a system is in place for periodically conducting such examination and review.

♦ School of Policy Studies

The School of Policy Studies has maintained a range of systems to encourage upper-year students to voluntarily assist lower-year students in their learning activities, as an effort symbolizing the key concept of the School's basic philosophy "Coexistence." These systems include: the Support Assistant (SA) System for computer seminar classes, which has continued since the establishment of the School; the assistance system by upper-year student volunteers in "basic seminar" classes; and the Learning Assistant (LA) System, which was introduced in the fall semester of AY 2011 for English education programs provided as basic education for the first- and second-year students. The School will instill its educational policy in its members by maintaining a system whereby students voluntarily participate in the learning experience of other students and interact with one another, regardless of their year of study. [4.1-125)]

♦ School of Education

In line with the new curriculum to be implemented in AY 2013, the School of Education will convene the Curriculum Committee to review the Diploma Policy and the Curriculum Policy. Regarding the reviewed Policies, the School will proceed with necessary procedures to obtain approval from the Undergraduate Faculty Board by the end of AY 2012, disclose the new Policies via the School's section on KG's official website and the School of Education Course Guide in AY 2013, and familiarize School members, etc. with the new Policies.

Graduate Schools   4.1-3-(1)

♦ Graduate School of Law and Politics

The Graduate School of Law and Politics will ensure deeper understanding of course registration models by its members, for instance by familiarizing new students with the models by taking the opportunity afforded by the course guidance meeting held after the entrance ceremony. The Graduate School will also re-familiarize academic advisors with the models at Graduate Faculty Board meetings, as necessary.

♦ Graduate School of Economics

The Graduate School of Economics aims to enhance the "Master's theses interim report meeting" intended for students in the first half of the doctoral program, as well as the Economics Workshop held for students in the second half of the doctoral program. To this aim, the Graduate School will increase its efforts to communicate the objectives of the meeting and the workshop and provide related information more frequently at Graduate Faculty Board meetings and other occasions, in order to encourage faculty members who are not serving as "academic advisors" of specific students to participate in the said meeting and workshop. The Graduate School will thus ensure an enhanced system whereby the development of students' abilities is promoted as a Graduate School-wide effort.

♦ Graduate School of Science and Technology

The Graduate School of Science and Technology will establish and disclose examination standards for Master's theses and doctoral dissertations for each of its graduate departments.

♦ Graduate School of Policy Studies

The Graduate School of Policy Studies will increase its efforts to invigorate activities by graduate students at the Doughnut Hour, the Research Consortium and the Research Fair. The Graduate School will also encourage undergraduate students to participate in public presentation sessions of Master's theses, increasing their motivation to advance to the graduate course.

♦ Graduate School of Language, Communication, and Culture

At the Graduate School of Language, Communication, and Culture, research guidance systems for thesis/dissertation preparation are functioning at a satisfactory level in both the Master's Thesis Course and the second half of the doctoral program. These systems must be maintained properly. The Graduate School will continue its efforts regarding the Academic Society of Language, Communication and Culture, which comprises students and faculty members of the Graduate School, and which conducts academic research activities regarding language, communication and culture, promoting academic development among its members. Specifically, the Graduate School will ensure that the Society will continue to hold semiannual forums and annual lecture sessions, and to publish bulletins. Regarding the Theme Research program, the Graduate School will maintain the day and evening course system to support working adults who seek to study, by providing evening programs at Osaka Umeda Campus for those who cannot attend day-time programs on weekdays.

♦ Graduate School of Education

In line with the new curriculum to be implemented in AY 2013, the Graduate School of Education will convene the Curriculum Committee to review the Diploma Policy and the Curriculum Policy that have been adopted in AY 2012. Regarding the reviewed Policies, the Graduate School will proceed with the necessary procedures to obtain approval from the Undergraduate Faculty Board (Graduate Faculty Board) by the end of AY 2012 and familiarize Graduate School members, etc. with the new Policies. In AY 2013, the Graduate School will publicly provide information regarding its philosophy, goals, educational objectives, objective concerning the fostering of human resources, Admission Policy, Curriculum Policy and Diploma Policy, via both the Graduate School's section on KG's official website and the Graduate School of Education Course Guide, with a view to widely disseminating such information.

(2) Matters that need to be improved

Whole University	4.1-3-(2)

♦ Undergraduate Course

Concerning the lack of unity in the system of information disclosure regarding the websites, Course Guides and other media provided by each school, the University will share recognition with each school and provide them with necessary information at Academic Affairs Committee meetings, in order to make improvements for better information disclosure in AY 2013. [4.1-126)]

Regarding the curriculum maps developed in AY 2011, the style of development varies between schools. Some schools have developed detailed maps specific to the level of subjects. Maps developed by other schools indicate the content more broadly based on subject categories. The University will promote discussion regarding this issue by taking opportunity of related examination/reviews at each school, and sharing information at Academic Affairs Committee meetings. As a specific measure, the University will ensure that the Faculty Development Subcommittee, established within the Academic Affairs Committee, [4.1-68)] will promote enhancement of curriculum maps, in parallel with consideration of the introduction of a

subject numbering system. [4.1-127)]

♦ Graduate Course

The University will ensure that full text of the three primary Policies will be specified, by the end of AY 2012, on the graduate schools' own websites and Course Guides distributed to students. For other media, the University will ensure that information disclosure by each graduate school will be made in a manner that appropriately represents the three Policies and the image of the ideal human resources to be fostered.

Schools 4.1-3-(2)

♦ School of Theology

In consideration of the diverse needs and interests of individual students, instructors in the School of Theology review their syllabuses each academic year. In this process, instructors must always keep in mind the Diploma Policy and the Curriculum Policy. The School will more clearly communicate to instructors the points to note in development of syllabuses. The School will also establish a system to confirm that the content of syllabuses is properly practiced in class instruction, while using the "student evaluation of teaching" survey and other means.

♦ School of Humanities

Based on the University-wide discussions in the Academic Affairs Committee, the School of Humanities has established the Diploma Policy, the Curriculum Policy and other related policies, and is also currently developing a system to examine these Policies etc. The School will henceforth implement and operate the new Policies and related systems, while reviewing the frequency and content of the FD Workshop and other related meetings, so as to further increase the effectiveness of the Policies etc.

♦ School of Policy Studies

The School of Policy Studies will further enhance its educational programs, with a view to ensuring deeper permeation in the School of the culture of "active learning," in which upper-year students actively participate in the learning experience of lower-year students.

♦ School of Education

The School of Education will specify its course registration models not only in the School's section on KG's official website but also in the School's Course Guide. Regarding the new curriculum to be introduced in AY 2013, the School will provide as many opportunities as possible for all faculty and staff members to discuss the policies regarding the design and implementation of the new curriculum.

Graduate Schools 4.1-3-(2)

♦ Graduate School of Humanities

Regarding the appropriateness of the requirement for doctoral dissertation submission (the number of pages of the dissertation), the administration of the Graduate School of Humanities will sort out the problems, and will propose this as an issue for consideration by each Field.

♦ Graduate School of Economics

Regarding the periodical examination of the appropriateness of the Diploma Policy and the Curriculum Policy, the Graduate School of Economics will ensure that the examination will be carried out by the

Self-assessment Committee, by taking advantage of the preparation of progress reports as part of the annual self-assessment process, and that the examination results will be verified by the Administration of the Graduate School of Economics. Concerning the process for obtaining a doctoral degree in the second half of the doctoral program, the periodical examination of its appropriateness is to be conducted by the Graduate Education Committee in and after AY 2013. The Graduate School plans to establish the FD Committee by the end of AY 2012. The abovementioned examination work will be carried out, based on the sharing of necessary information and cooperation with the FD Committee.

♦ Graduate School of Policy Studies

To ensure that its appeal and unique features will attract publicity, the Graduate School of Policy Studies will further enhance not only its research and educational programs but also the quality of students' campus life as a whole. For working adults who are considering studying at the Graduate School, the Graduate School will review and sort out the issues to be considered in attracting students who are to study at Kobe-Sanda Campus, and will take appropriate measures, so as to increase the number of applicants for the Graduate School. By achieving closer cooperation between its fields of research, the Graduate School will facilitate cross-disciplinary, profound research endeavors in policy issues. The Graduate School will strongly emphasize and communicate its uniqueness to undergraduate students and the general public, and will also widely disseminate the outcomes of its unique research efforts, especially at explanation seminars for prospective Graduate School students and via other activities to attract students.

♦ Graduate School of Education

The Graduate School of Education will ensure that issues regarding evaluation standards for Master's theses and doctoral dissertations will be discussed by the Graduate School Committee for Deliberation of Issues, and that the result of the discussions will be proposed to, and deliberated and finalized at the Graduate School's Graduate Faculty Board. The Graduate School will disclose these evaluation standards separately for each of the first and second half of the doctoral program via the Graduate School's section on KG's official website by the end of AY 2012, as well as in the Graduate School of Education Course Guide for AY 2013 and onward.

Regarding the new curriculum to be introduced in AY 2013, the Graduate School will provide as many opportunities as possible for all faculty and staff members to discuss the policies regarding the design and implementation of the new curriculum.

Chapter 4
Educational Content,
System and Outcomes

2. Curriculum and Educational Content

Chapter 4 Contents

2. Curriculum and Educational Content

2. Check and Evaluation

(1) Matters showing improvement

Whole University

Schools

Graduate Schools

(2) Matters that need to be improved

Whole University

Schools

3. Development Measures for the Future

* Chapter 4 does not contain reports of the Law School, the Business School or the Accounting School of the Institute of Business and Accounting, since these schools have received a Certified Evaluation and Accreditation for professional graduate schools within the past five years.

1. Current Status

(1) Does the University appropriately provide course offerings and systematically design its curriculum in accordance with the Curriculum Policy?

Whole University	4.2-1-(1)

♦ Undergraduate Course

Kwansei Gakuin University (KGU) has traditionally designed its curriculum while giving consideration to ensuring a sequential and systematic education from the basics to a specialized level, or from introduction to application. The curriculums of all schools are generally structured by two types of subjects: "general education subjects" and "specialized education subjects." "Specialized education subjects" are further divided into several categories in accordance with the content of specialization of each school and department. The number of credits required for graduation is specified for each category. [4.2-1)]

In an effort to further promote sequential and systematic curriculum design, the University has recently been taking a range of measures, such as the development and disclosure of curriculum maps [4.2-2)] and course registration models, [4.2-3)] as well as planning for the introduction of a subject numbering system. [4.2-4)]

Curriculum maps are a tool to indicate how subjects (or subject groups) specifically embody the educational elements to be pursued in undergraduate education as specified in the Diploma Policy and the Curriculum Policy. Curriculum maps were formulated by each school in AY 2011. Some maps, for instance maps of the School of Theology and the School of Human Welfare Studies, are described in detail, referring to all subjects provided by the school, while other maps are described simply, indicating a curriculum structure at the subject group level, as typified by maps of the School of Economics and the School of Law and Politics. Recognizing that curriculum maps also serve as a relational table between the Diploma Policy and the achievement goals in each subject, a concerted University-wide effort must be made to further enhance curriculum maps in the process of examining the consistency between the said Policy and achievement goals.

Course registration models are aimed at helping students acquire comprehensive knowledge and deepen their learning, by encouraging sequential and systematic study of subjects in line with their learning objectives and themes. Course registration models have already been developed at each school. It is henceforth necessary to further make improvements and devise appropriate measures in accordance with the increasingly diverse interests of students, such as the development of a "coursework model" featuring the connection to graduate education.

The numbering of subjects is intended to numerically indicate the level of difficulty of subjects and their step-by-step structure. At KGU, the School of Economics has pioneered the use of a numbering system, which was introduced in AY 2012. [4.2-5)] The introduction of the system is recognized as a critical issue for further enhancing the international acceptability of the University's curriculum, amid the increasingly globalized university education provided by the University. Since the fall semester of AY 2012, the University has discussed related issues in the Faculty Development Subcommittee established under the Academic Affairs Committee.

Curriculum trees are a tool to illustrate the step-by-step advancement of, and interrelations between subjects. Since AY 2010, the University has considered how to develop curriculum trees for "University-wide subjects." While curriculum trees have already been prepared as a trial in the "United Nations subject group," "international subject group" and "life design subject group," [4.2-6)] tree

development is difficult in some subject groups due to their nature. The University will promote discussion on the possibility of standardized development of curriculum trees for "University-wide subjects."

KGU has taken the abovementioned measures to ensure systematicness in its curriculum, while promoting development of the Diploma Policy and Curriculum Policy. Recognizing the need to establish a process of periodical and organizational examination regarding these measures, the Academic Affairs Committee formulated, in a meeting held in February 2012, the "Basic policy for promotion of University-wide initiatives for improvement and enrichment of education." [4.2-7)] Needless to say, for effective examination of the appropriateness and consistency of these measures, continuous reevaluation efforts are a requisite, including redefinition of the ideal curriculum for the University, while ensuring organizational arrangements enabling such continuous efforts.

♦ Graduate Course

The Graduate School Regulations provide that "The Graduate School aims to contribute to cultural advancement by providing education and promoting research in a specialized field of study on the basis of the liberal and specialized education provided in the undergraduate program, and by ensuring that students acquire profound scholarship and a wide range of research abilities, and further advance to acquiring the capability to instruct research, or developing the profound scholarship and other outstanding skills necessary to pursue a profession requiring a high level of expertise, while developing their character based on the principles of Christianity," and that "Among the University's graduate schools, schools dedicated to developing in students the profound scholarship and outstanding abilities necessary to pursue a profession requiring a high level of expertise shall be categorized as professional graduate schools." [4.2-8)Article 1] Based on these provisions of the Graduate School Regulations, each graduate school has defined its own "objective concerning the fostering of human resources," as well as its Diploma Policy and Curriculum Policy, while maintaining its own characteristics. Curriculums have been designed systematically, in accordance with the Diploma Policy and Curriculum Policy of each graduate school. [4.2-9)] Graduate schools, in general, are required to provide education based on an appropriate balance between coursework (lecture-based subjects) and research work (seminar and practicum subjects). In this respect, graduate schools at KGU have generally achieved a good balance between coursework and research work in their course offerings, while the level of such achievement shows slight variations reflecting the educational characteristics of each graduate school. [4.2-10)]

In 2009, KGU formulated the New Strategic Plan 2009-2018 and the New Medium-term Plan 2009-2013, defining its "Ideals for its Graduates" and "Ideals for the University." The course offerings of each graduate school are structured systematically in consideration of the principles defined in these Plans and Ideals. The Graduate School Student and Academic Affairs Committee, a body dealing with issues concerning all graduate schools, serves as a coordinator of the graduate schools' course offerings. Curriculum Policies of each graduate school are made public on KG's official website. [4.2-11),4.2-9)] The same website also provides course registration models of the Graduate School of Theology and professional graduate schools.

Schools	4.2-1-(1)

♦ School of Theology

Regarding the relationship between its Curriculum Policy and each subject, in AY 2010, the School of Theology formulated and made public a curriculum map and a relational diagram incorporating its Diploma Policy. [4.2-12),4.2-13)p18~20] As a result of curriculum examination conducted during the process to

formulate the map etc., the School confirmed that its course offerings were generally appropriate, and that its curriculum had been designed systematically.

Specifically, based on the School's Curriculum Policy, the curriculum for first- and second-year students is designed with the aim of helping (1) acquisition of basic abilities befitting university students. Particularly in "basic seminar A/C," compulsory subjects for first- and second-year students, the School incorporates programs anticipating students' future career design, as well as programs aimed at helping students discover their own identity and potential, in cooperation with the University's Center for Career Planning and Placement and the Student Support Center (the Office for Student Support and Counseling). The School also cooperates with the University Libraries in introducing students to how to search for books, journals and other materials at libraries and via the Internet at an early stage in their undergraduate program, as an indispensable skill necessary for their study and research at the university.

An integral part of the four years of learning at the School of Theology is (2) the development of basic knowledge, skills and interest in Christian theology. Subjects intended for this objective are also incorporated in the curriculum for first- and second-year students as compulsory subjects and required elective subjects, with an eye to consolidating the students' foundation in Christian theology before they learn more advanced knowledge.

The curriculum for third- and fourth-year students contains an adequate number of subjects emphasizing (3) acquisition of the basic abilities necessary to become Christian missionaries, and (4) acquisition of advanced knowledge, skills and interest in Christian theology. This curriculum design allows students to deepen their interest within the scope of specialized fields of theology.

The School also encourages students to (5) develop generic knowledge, skills and interest beyond the realm of theology, so that they can not only study subjects on Christian theology itself but also expand their exposure to other fields of study and deepen their knowledge in those fields, while building on the base of their theological knowledge. In this respect, the School has adopted a system allowing students to include up to a specified number of credits acquired from subjects provided by other schools, as well as from "University-wide subjects," in the number of credits required for graduation under the "free registration subject group" category. [4.2-13] This system is expected to serve as an approach to realizing KG's Ideals for the University, i.e., a Learning Community without "fences." Under the Multidisciplinary Studies Program (MDS Program), in which students systematically study subjects of other schools, 22 theology majors are, or were enrolled in a certain program provided by other schools during the period from AY 2006 through AY 2012. (Out of nine students who already graduated from the University, six completed the program.) Among these Program registrants, two students used the University's Joint Degree System and obtained academic degrees from both the School of Theology and the other school. [4.2-14]

♦ School of Humanities

Curriculums provided at KGU feature a sequential and systematic design emphasizing learning from the basics to a specialized level, or from introduction to application, with the aim of ensuring development of the Qualities Expected of KG Graduates as a common University-wide goal. The curriculums of each school generally comprise two types of subjects: "general education subjects" and "specialized education subjects." In line with this curriculum structure, the School of Humanities has systematically designed its curriculum, which is broadly categorized into "common subjects" and "department subjects," as well as "free registration subjects" intended to provide education from a broad perspective. The number of credits required for graduation is specified for each category. "Common subjects" are further divided into sub-categories — Christian subjects, language education subjects, information processing subjects, the humanities seminar, and general subjects/introductory subjects, contributing to enriching the basic education of the School. This rich array of basic education guides students to the learning of specialized

knowledge in a step-by-step manner. Specialized education subjects comprise "seminar subjects" and "department subjects." "Department subjects" are further divided into specialized lecture-based subjects, special lecture subjects, research subjects, experiment/practicum subjects, specialized language subject, and other subjects, ensuring sequentiality and systematicness in the School's education. All students are required to prepare graduation theses as a culmination of their overall undergraduate study. The School has thus established a system to guarantee the quality of students' learning outcomes.

Based on the abovementioned systematic framework, the School provides specialized education in a unified manner, while covering diverse disciplines comprising three departments and 11 majors. At the same time, the School provides students with opportunities to learn advanced knowledge in parallel with a breadth of general knowledge; for instance, by commencing to offer specialized lecture-based subjects in the second year of the undergraduate program while emphasizing the special features of each major.

The design of the School's curriculum is significantly complex, containing subjects ranging from the humanities seminar and other basic subjects provided for all students, regardless of their department and major, to major-specific subjects intended for specialized education. In view of this complexity, the School prepared curriculum maps [4.2-15)] and course registration models [4.2-16)] in AY 2011, so as to clarify the curriculum structure and reinforce its sequentiality and systematicness.

The curriculum maps illustrate curriculums for each of the School's three departments, i.e., the Department of Culture and History, the Department of Integrated Psychological Sciences and the Department of Literature and Linguistics, in a specific manner to the level of individual subjects, in line with the School's Diploma Policy [4.2-17)] and Curriculum Policy. [4.2-18)] These maps clearly indicate the relationship between the Diploma Policy and the achievement goals of each subject.

The course registration models clearly show sequentiality and systematicness in the curriculums for each of the 11 majors constituting the abovementioned three departments. Reference to these models helps students design the content of their learning in the undergraduate program, based on their self-directed choice from both subjects providing a broad range of general knowledge and subjects providing specialized knowledge.

The development of the Diploma Policy, Curriculum Policy, curriculum maps and course registration models has helped clarify the relationship between the School's educational policies and course offerings, while demonstrating systematicness in its curriculum design.

♦ School of Sociology

Course offerings of the School of Sociology are broadly divided into three groups: Group A (compulsory subjects), Group B (required elective subjects) and Group C (free elective subjects). [4.2-19)]

"Group A: compulsory subjects" contain five categories: Christian subjects, language education subjects, academic preparation subjects, intermediate studies subjects, and advanced research subjects.

"Christian subjects" comprising "Christian studies A/B" are primarily intended to help students develop basic attitudes based on KG's founding spirit. "Language education subjects" are primarily aimed to equip students with communication skills in foreign languages.

"Academic preparation subjects," a category for the first-year education, consist of "basic seminar" and "sociology relay lecture A/B." This relay lecture is an omnibus-style subject, the lecturers of which change weekly, and each lecturer imparts to students basic and application-level knowledge in his/her field of specialization. The relay lecture is aimed at encouraging novice students to grasp an outline of the extensive field of sociology, while providing them with an opportunity to feel closer to, and develop interest in more than 50 full-time faculty members and their fields of research. The relay lecture requires students to submit an essay in each class session, helping them develop academic writing skills.

"Intermediate studies subjects," seminar subjects to be studied after the "basic seminar subjects," are primarily intended to equip students with sociological viewpoints and thinking ("sociological

imagination"), and link the students' learning to further advanced education and research.

"Advanced research subjects" comprise subjects of "research seminar I/II" and "graduation theses." These subjects are aimed at helping students acquire, as a culmination of their undergraduate education, the ability to discover problems on their own initiative, and analyze and solve them from a sociological standpoint. [4.2-20)]

"Group B: required elective subjects" have been structured based on two fundamental ideas, i.e., diverse scope of learning and free choice of subjects, with an eye to accommodating the great intellectual curiosity held by students. As an example, regarding "subjects for the School's three majors and seven fields," the School has adopted the following operational approaches: (i) Specialized subjects are organized into modules in seven fields (Media and Information, Social Representation, Global Society, Contemporary Society, Social Networks, Social Problems, and Social Psychology) in order to enable students to systematically study the extensive field of sociology; (ii) While specifying a group of subjects recommended to be studied during the first two years of study, the School does not place restrictions on the year of study in which students register for such subjects; and (iii) While specifying recommended course registration models in the form of diverse "research stories," the School does not place restrictions on how each student designs the set of subjects he/she enrolls in. These operational approaches have enabled flexible learning in accordance with the interests and intellectual development of individual students. [4.2-21)]

"Group C: free elective subjects" comprise language education subjects, sports science/health science subjects, information science subjects, interdisciplinary/cross-school subjects, teacher-training course-related subjects, etc. This subject group allows students to deepen their general knowledge, obtain the necessary credits for acquisition of a teacher's license, enroll in subjects based on their free choice in accordance with their own needs and interests, and supplement and expand their learning outcomes.

By combining the abovementioned three groups of subjects, the School endeavors to develop in students a flexible and well-balanced way of thinking, the ability to take action to solve questions on their own initiative, and sharp observation skills, thereby developing them into individuals capable of returning their learning to the general public.

♦ School of Law and Politics

<Curriculum revision>

The School of Law and Politics has revised its curriculum, with the new curriculum being implemented since AY 2012. The School's Curriculum Policy and Diploma Policy were formulated on the basis of discussions among faculty members regarding the School's ideal education during the process for preparing the said curriculum revision. Accordingly, the new curriculum embodies the principles behind the two Policies. The focus of the curriculum is explained by the following three points:

Course realignment: First, the School realigned its courses so as to help students systematically acquire specialized knowledge, in accordance with their interests and future career plans. Specifically, the School introduced six courses: (1) Law for the Legal Profession, (2) Legal Theory, (3) Business Law, (4) International Law and Politics, (5) Public Policy and (6) Political Systems. Among these courses, students in the Department of Law are allowed to choose from Courses (1) (2) (3) (4) and (5), and those in the Department of Political Science are allowed to choose from Courses (4) (5) and (6). Course (5), Public Policy, which is available for students in both departments, is jointly provided with the School of Economics. Consideration is thus given to enabling students to study a wide range of subjects, including offerings by the School of Economics. Students choose a course in line with their future career direction, and commence relevant studies from the fall semester of the second year of their studies. Course (1), Law for the Legal Profession, is a newly established course in the revised curriculum. This course, intended for students aspiring to enter the legal profession, admits a limited number of selected students, and

commences earlier than other courses — in the spring semester of the students' second year. This arrangement has enabled students to intensively study from an early stage of their undergraduate program, graduate earlier than other undergraduate students to advance to the Law School, and take the National Bar Examination as early as five years after their entrance to the University.

A wider variety of seminar subjects: Second, the School broadened the variety of its seminar subjects. Aside from "start-up seminar" provided as a compulsory subject in the first year, which is studied from the spring semester of the students' first year of study, the School provides diverse seminar subjects under the category of "School of Law and Politics seminar subjects." These subjects include: "fundamental seminar," which is studied by first-year students in the fall semester; "law and politics general seminar," which is intended to provide second-year students with a wide range of learning experiences; and "moot court seminar," in which second-year students experience mock trials. Seminars intended for third- and fourth-year students in order to deepen their expertise consist of "law research seminar I/II," "political science research seminar I/II" and "law and political culture general seminar I/II." Each course provides seminar subjects as follows: In the abovementioned specialized Courses (2) through (6), "course introductory seminar" is provided for second-year students, and "practical seminar A/B," instructed by professional faculty members, is provided for third- and fourth-year students. In Course (1) Law for the Legal Profession, the School provides second-year students with "developmental seminars" in the fields of constitutional law, civil law, criminal law, and code of civil procedure, as well as "practical seminar A" instructed by professional faculty members. For third- and fourth-year students in Course (1), "practical seminars B/C/D," "case method civil law seminar" and "writing seminar" are provided. Students are expected to study subjects equivalent to at least two credits by choosing from among the abovementioned "School of Law and Politics seminar subjects."

Allocation of subjects in consideration of the students' year of study: Third, as in the case of the previous curriculum, the School provides subjects while assigning each subject to an appropriate year of the undergraduate program, so that students can study specialized subjects from introductory content to highly specialized content in a step-by-step manner. Among specialized subjects intended for first- and second-year students, subjects constituting "specialized introductory subjects" and "key specialized subjects," which form the basis of specialized education, are provided in fixed slots on the schedule, in order to prevent their schedule from overlapping with that of compulsory "language subjects." 4.2-22),4.2-1),4.2-23)

♦ School of Economics

In line with its Curriculum Policy, the School of Economics has developed a new systematic curriculum to apply to new students who entered, or will enter the School in or after AY 2012. In the new curriculum, the School has adopted a subject numbering system, whereby specialized education subjects are structured in accordance with the level of difficulty in learning ("numbering of specialized subjects"). By clarifying the objectives, content and the level of difficulty of each subject, this system is aimed at averting the possibility of students signing up for specialized subjects that significantly deviate from their individual goals and future directions, as well as to help them identify and choose subjects suited to their individual aims, such as advancement to graduate school in pursuit of a higher level of learning. As the basic education necessary for studying the abovementioned specialized education subjects, the School provides an array of "specialized basic subjects," achieving a systematic, step-by-step allocation of subjects to each year from the first year of the undergraduate program.

Specifically, the School aims to achieve "Interest/Motivation" and "Knowledge/Understanding," as specified in the Curriculum Policy, by providing "general education subjects," which comprise Christian subjects, language education subjects, specialized language subjects, introductory education subjects, sports science/health science subjects, information science subjects, interdisciplinary/cross-school subjects,

and life design subjects. On the basis of these subjects, the School positions "specialized basic subjects," which deal with the basic content that all students are expected to study, as the basis for specialized learning. These "specialized basic subjects" comprise "basic subjects," "introductory subjects" and "subjects on analytical tools," which are numbered in the 100s. Through these subjects, the School aims at helping students understand fundamental concepts in economics and historical viewpoints regarding the economy and society, as well as acquire an "economic" way of thinking. To build upon this basic-level learning, the School provides "course standard subjects" numbered in the 200s, encouraging all students to enroll in these subjects as the main part of their study plans. For students who seek to move up to the next level in their learning, the School provides "course application subjects" numbered in the 300s. Subjects numbered in the 350s are also provided for these students, dealing with even higher levels of education in economics, accommodating students aspiring to enter graduate school or seeking careers as advanced professionals. The School also provides "research seminar subjects" under the category of "course related subjects." "Research seminar subjects" are intended to help students correlate each learning experience obtained in the undergraduate course, and develop their "Judgment/Problem-solving abilities" as stipulated in the Curriculum Policy, i.e., good judgment regarding today's socioeconomic phenomena based on an economics mindset, and the ability to identify and solve problems in today's society/economy. [4.2-1),4.2-24)]

♦ School of Business Administration

Among its basic subjects, the School of Business Administration designates "basic bookkeeping" and "basic economics" as compulsory subjects for first-year students. These subjects are provided based on the School's educational principle of regarding knowledge of bookkeeping and economics as an integral part of the "minimum competence" (minimum fundamental knowledge) with which graduates of the School of Business Administration must be equipped. In AY 2011 and AY 2012, the School expanded its employment of fixed-term faculty members, with an eye to providing more in-depth instruction in "basic bookkeeping" and "basic economics" in small-sized classes, thereby helping students further deepen their comprehension of these subjects. The School has also allocated the subjects of "basic business administration," "basic mathematics," "basic statistics," "introduction to marketing," "introduction to finance," "introduction to international business" and "introduction to business English reading," as required elective subjects among the group of "basic subjects," which are available for all students, including first-year students. This allocation of subjects helps students enhance their motivation to study six types of "course specialized subjects" available from their second year of study, and accelerates their comprehension of these specialized subjects. [4.2-1)]

As described above, the School allows first-year students to commence studying "basic subjects," and second-year students "course specialized subjects," helping students determine and choose the course to pursue in their third and higher years of study, by the end of their second-year program.

Previously, the School provided "course specialized subjects" as subjects equivalent to four credits each, in general. However, the School redesigned all specialized subjects to grant two credits for each subject, and has implemented this arrangement since AY 2012. This is one of the most important points of reform in the AY 2012 curriculum. This two credit-based system is intended to increase opportunities for students to study subjects that they regard as necessary for their undergraduate studies and activities after graduation, even if such subjects are not in their major field. In other words, the curriculum is designed to afford students free choice, with a view to encouraging them to acquire a breadth of knowledge in the field of business by studying subjects regarding overall business administration, while pursuing systematic learning within the scope of the specific "course specialized subjects" that are necessary for preparation of their graduation theses, as well as for career development as specialists after graduation. In this respect, the School gives consideration to preventing students from registering in a haphazard way, by distributing

to them at the beginning of each academic year the "Course Guide (Course registration)," which contains course registration models for each of the six courses in the School. [4.2-25)p.6~8] Moreover, in order to avoid a considerable evaluation gap between subjects, the School communicates to subject instructors the intended range of average points in the performance evaluation for each subject. [4.2-26)p.8]

Regarding seminar subjects, the School ensures small-group education, attaching high priority to the enhancement of educational effects. Regarding "commercial science seminar" for first-year students, the School sets the maximum number of students to be admitted to each class by dividing the number of new entrants in the academic year by the number of faculty members available to teach this seminar subject. At the School, which normally attracts a sufficient number of new students to fill the places for admission, a class of "commercial science seminar" is normally formed with up to 25 or 28 students, achieving a high level of education in relatively small groups. The high educational value of "commercial science seminar" is well known among new students, and almost 100 percent of them are enrolled in this subject.

As in the case of the previous curriculum, "research seminar" for third- and fourth-year students is positioned as an elective subject, and the upper limit of the number of students in each class is maintained at 20. Consequently, the rate of enrollees in the research seminar subject among these students stands as low as around 70 percent. In the research seminar, students can pursue their own specialized research until the fall semester of the year of graduation.

While subjects instructed by full-time faculty members, in general, tend to place emphasis on theories, the School's course offerings also contain many "common advanced lecture subjects" instructed by business executives, including endowed courses by private businesses etc. These subjects attract a large number of students, since they accommodate the students' need for practice-oriented learning. [4.2-27)]

For decades, the School has continued efforts to enhance education in foreign language subjects. In cooperation with other schools etc., the School has provided opportunities for language education, covering a wide variety of languages and proficiency levels.

As described above, the School clearly indicates the earliest year of study in which students are allowed to register for each subject; appropriately guides students from basic-level learning to advanced and specialized learning; and provides educational content accommodating a variety of needs of students. The School thus provides appropriate course offerings, and systematically designs a curriculum in accordance with its Curriculum Policy.

♦ School of Science and Technology

In its Curriculum Policy, the School of Science and Technology outlines its course offerings as follows: "Subjects provided in the School of Science and Technology are broadly categorized into 'general education subjects' and 'specialized education subjects.' 'General education subjects' comprise Christian subjects, language education subjects and free elective subjects. 'Specialized education subjects' comprise each department's basic subjects, advanced subjects, experiment/seminar subjects, graduation research subjects and free elective subjects. Each group of subjects is implemented in line with the Diploma Policy of the School of Science and Technology." The School revised its curriculum in parallel with the introduction of a six-department structure in AY 2009. For graduation, students are required to obtain 128 credits (32 credits from general education subjects and 96 credits from specialized education subjects). The number of credits required for graduation in each department and the list of the School's course offerings, both of which are based on the School's Curriculum Policy, are made public in the Course Guide. [4.2-28)p.24~36·61~64]

Regarding allocation of subjects, general education subjects are commonly provided for lower-year students in all six departments. Specialized education subjects are systematically assigned so that the students' learning is connected in a step-by-step manner, from basic subjects for first-year students, which provide department-specific specialized education, to advanced subjects and experiment/seminar subjects,

and ultimately to graduation research subjects as the final goal of the undergraduate education. The School has formulated a curriculum map (overview), as well as curriculum trees, which illustrate the interrelations between subjects in each department, in order to use them in the examination of sequentiality and systematicness in its course offerings. To help students specifically grasp the sequentiality and systematicness of the School's course offerings, the School has also developed course registration models for each department, making them public in the School's section on KG's official website. [4.2-29)]

Specialized education and liberal education are positioned in the whole curriculum as follows: Liberal education is provided through "general education subjects," which are commonly offered for lower-year students in all six departments. By requiring students to obtain one fourth of the total number of credits required for graduation from "general education subjects," the School aims to foster individuals capable of responding to diverse needs in society. Among such credits from the general education subjects, the School has designated, as compulsory, four credits obtained from "Christian studies," which are essential to realize KG's founding spirit, as well as 12 credits obtained from "English education subjects," which are intended to develop a global mindset in students. Meanwhile, specialized education is provided while ensuring step-by-step advancement from each department's basic subjects, which are available from the first-year program, to advanced subjects, experiment/seminar subjects, and ultimately to graduation research subjects. The curriculum for specialized education thus emphasizes basic education, while achieving an appropriate balance with advanced/applied education. With a view to helping students develop their ability to identify and solve problems through "graduation research," which is conducted as the final goal of their undergraduate education, the School ensures that graduation research is conducted based on small-group education, which respects the characteristics of individual students, while providing them with an opportunity to experience the research activities pursued by each laboratory.

♦ School of Policy Studies

Based on its Curriculum Policy, the School of Policy Studies has designed and implemented its curriculum as described below:

<Curriculum implementation in line with the principle of the Curriculum Policy>

Firmly grounded in education based on Christian principles, the School has designated "Christian studies" as compulsory subjects. To facilitate understanding of the School's basic philosophy, "Coexistence between people and nature, coexistence among people," the School provides the subjects of "discrimination and human rights," "introduction to ethics," "environmental ethics," "scientific ethics" and other relevant subjects, and has also designated "introduction to policy studies" and "introduction to human ecology" as compulsory subjects. To realize another principle and the School's motto, "Think globally, act locally," the School emphasizes the development in students of the ability to communicate globally, as well as the ability to discover problems and the policy-making skills necessary in local community settings. To help develop these abilities and skills, the School provides "English communication" as a compulsory subject for first- and second-year students. Category 2 subjects include basic subjects in the fields of social sciences, natural sciences and the humanities, and Category 3 subjects include statistics and mathematical subjects. This curriculum allows students to combine and study a variety of disciplines based on their free choice, helping them develop the ability to approach problems from a complex viewpoint, as set forth in the Curriculum Policy.

<Offering necessary subjects>

The list of the School's course offerings based on the Curriculum Policy is made public in the Course Guide "Study Information 2012," which also systematically explains how to obtain the 124 credits required for graduation. [4.2-30)p.12～29]

<Systematic allocation of a sequential array of subjects>

New entrants to the School do not belong to any specific department at the outset. Students choose their department before proceeding to the second year of study. In view of this system, the School allocates four introductory subjects, including "introduction to policy studies," as part of the first-year education, so that new students can study these subjects as a common foundation for their undergraduate learning, and can make an informed choice as to their major, based on a broad knowledge of the educational content provided by each department. In an effort to ensure systematic learning, the School sets "basic seminar," "English communication" and "computer seminar" as three pillars of its first-year education, designating them as compulsory subjects. For the second- and higher-year education, the School assigns specific subjects intended to help students obtain practical learning experience and practical ability, continuing from the first-year education. These subjects include: seminar subjects, diverse practicum subjects, "English communication" subjects, which are aimed at developing practical English skills enabling students to effectively communicate their views to others; and subjects regarding information science, which are aimed at developing information literacy in students.

\<Positions of specialized education and liberal education\>

The School positions the first two years of the undergraduate program as a period of liberal education with primary emphasis on comprehensive learning. The School requires third- and higher-year students to study, as compulsory subjects, "main major subjects" of their department and "major subjects" provided by other departments, as well as "research seminar I/II" (Department of Policy Studies, Department of Urban Studies, and Department of International Policy Studies) and "media workshop I/II" (Department of Applied Informatics). In the "research seminar" and "media workshop," students engage in their studies through seminar-based small-group education, and prepare papers (promotion papers, graduation theses) on their research themes, under instruction by full-time faculty members. Among "major subjects" studied by third- and fourth-year students, the minimum requirement regarding the number of credits students must obtain from the subjects in their department and their main major field is kept at 24 credits, out of 40 credits required for the said major subjects as a whole. In consideration of the need for comprehensive learning, the School allows students a certain level of discretion in choosing major subjects.

♦ School of Human Welfare Studies

The status of course offerings based on the Curriculum Policy of the School of Human Welfare Studies, as well as the systematic design of its curriculum, are as described below:

The number of credits required for graduation is 124. In the case of students who entered the School in AY 2012, the 124 credits must comprise (1) 24 credits of "general education subjects" (of which six credits must be from Christian subjects, 16 credits from language education subjects, and two credits from liberal education subjects); (2) 70 credits of "specialized education subjects," of which 12 credits are from "research seminar" and "graduation research," and 58 credits from "department specialized subjects"; and (3) 30 credits of "free elective subjects."

"General education subjects" consist of "Christian subjects," "language education subjects" and "liberal education subjects." Christian subjects are aimed at helping students develop their humanity and a sense of solidarity by teaching the Christian spirit underlying KG's founding spirit. Students must complete at least six credits, including those from compulsory subjects, i.e., "Christian studies A" and "Christian studies B" (two subjects; four credits). Language education subjects provide students with opportunities to learn various languages to help them to cope with diversity in the world, including the Japanese Sign Language, while placing primary emphasis on English as an indispensable language for citizens capable of effectively working in an international setting. Liberal education subjects are intended to develop in students a broad and rich education to consolidate the foundation of their humanity, in line with the philosophy of liberal arts (general education). All subjects are elective, except for "basic seminar," a compulsory subject equivalent to two credits.

Regarding "research seminar" and "graduation research," which are categorized into "specialized education subjects," the School provides "research seminar I" and "research seminar II" to help students deepen their specialized research through small-group seminar-style education. "Department specialized subjects" are aimed at equipping students with a high level of expertise conducive to realizing a higher quality of life in society from a specialist standpoint, as well as a broader outlook and high-level problem-solving skills, enabling them to fulfill their responsibility as citizens contributing to society.

Specialized subjects in each of the School's three departments are to be studied as described below: [Specialized subjects for the Department of Social Work] Students in this department are required to obtain a total of 58 credits, including the compulsory subjects "introduction to social work" (two credits) and "social work seminar I" (two credits), as well as the required elective subject "social work seminar II" (two credits) or "welfare society seminar" (two credits); [Specialized subjects for the Department of Social Organization Development] Students in this department are required to obtain a total of 58 credits, including the compulsory subjects "introduction to social organization development" (two credits), "multicultural coexistence studies I" (two credits), "general theories of social organization development" (two credits) and "social issues seminar" (two credits); [Specialized subjects for the Department of Holistic Human Sciences] Students in this department are required to obtain a total of 58 credits, including the compulsory subjects "introduction to holistic human sciences" (two credits) and "introduction to practicum in holistic human sciences" (two credits).

Regarding "free elective subjects," students are allowed to count the credits obtained from the following subjects in the number of credits for "free elective subjects": credits of "general education subjects" (Christian subjects, language education subjects and liberal education subjects) obtained in excess of the minimum requirement for graduation; credits of University-wide subjects; credits from subjects of their department which are obtained in excess of the minimum requirement for graduation; credits from subjects of other departments; and credits from subjects of other schools. [4.2-31)]

Likewise, students who entered the School in or before AY 2011 are also required to complete 124 credits for graduation. These 124 credits must comprise 36 credits of "general education subjects" (of which six credits must be from Christian subjects, 16 credits from language education subjects, two credits from liberal education subjects, and 12 credits from other elective subjects); 80 credits of "specialized education subjects," of which 12 credits are from "research seminar" and "graduation research," 20 credits from "specialized common subjects," and 48 credits from "department specialized subjects"; and eight credits of "related common subjects" (subjects provided by other schools/departments). [4.2-32)]

As described above, the School has achieved appropriate course offerings and systematic curriculum design, in accordance with its Curriculum Policy.

♦ School of Education

The curriculum of the School of Education is structured into "general education subjects" (Christian subjects, language education subjects, information science subjects and liberal education subjects) and "specialized education subjects" ("common school-wide specialized education subjects," "specialized education subjects for the Department of Early Childhood and Elementary Education" and "specialized education subjects for the Department of Applied Education"). "Specialized education subjects for the Department of Early Childhood and Elementary Education" are subdivided into "common department-wide specialized education subjects," "specialized education subjects for the Early Childhood Education Course" and "specialized education subjects for the Elementary Education Course." "Specialized education subjects for the Department of Applied Education" are subdivided into "applied pedagogy core subjects" and "teacher training-related subjects." Students who enter the School in a given academic year study in conformity with the structure of subjects as specified in the University Regulations

laid down for the same academic year. [4.2-33)]

[School of Education subject structure]

○ General education subjects
- Christian subjects
- Language education subjects
- Information science subjects
- Liberal education subjects

○ Specialized education subjects
- Common school-wide specialized education subjects
- Specialized education subjects for the Department of Early Childhood and Elementary Education
- Applied pedagogy core subjects
- Teacher training-related subjects
- Specialized education subjects for the Department of Applied Education

- Common department-wide specialized education subjects
- Specialized education subjects for the Early Childhood Education Course
- Specialized education subjects for the Elementary Education Course

"General education subjects" are aimed at helping students learn the philosophy of education based on Christian principles as KG's founding spirit, as well as broad ideas regarding how human beings should live; develop the extensive education and rich humanity that they require as "educators"; and acquire communication skills in foreign languages and computer literacy. All "general education subjects" are basically intended for first- and second-year students.

Among the specialized education subjects, "common school-wide specialized education subjects" are provided for the primary purpose of encouraging "understanding of children," which constitutes the principle of the educational philosophy and objectives pursued by the whole School. "Basic seminar," a compulsory subject for first-year students, provides students with an opportunity to acquire the basics for studying at university, together with methods of discussion/debate and techniques for collecting necessary materials and data. All "specialized education subjects" except "basic seminar" are provided in a lecture style, and are intended to form a foundation for the learning of specialized education.

"Specialized education subjects for the Department of Early Childhood and Elementary Education" include compulsory "seminar subjects," which are aimed at providing students with step-by-step learning from the first through fourth year of their undergraduate program, with a view to systematically guiding them from acquisition of methods of study and research, to the setting of research themes, and ultimately to the preparation/implementation of "graduation research."

Likewise, "specialized education subjects for the Department of Applied Education" include seminar-style, compulsory "seminar subjects," which form part of the first-year program, so that the students' four years of study through the fall semester of their fourth year proceed in a systematic and step-by-step manner. To encourage acquisition of basic knowledge of applied pedagogy, the School provides "introduction to applied pedagogy A" and "introduction to applied pedagogy B" as compulsory subjects for first-year students.

"Specialized education subjects" for both departments are structured in consideration of the level of difficulty of each subject. The School allocates, to an appropriate year of study, an array of subjects ranging from basic level subjects for the first year to specialized subjects accommodating preparation of graduation theses. This has enabled the School to provide students with finely tuned study guidance.

♦ School of International Studies

The School of International Studies appropriately provides course offerings and systematically designs a curriculum in accordance with its Curriculum Policy, as described below: [4.2-34)]

(1) The School provides Christian subjects, with a view to fostering individuals with ethical values developed through liberal education, which is provided as "human education" grounded in the

principles of Christianity.

(2) The School provides language education subjects with an emphasis on developing a good command of foreign languages (practical oral communication skills, reading comprehension and writing skills). Language education subjects are categorized into "primary foreign language [introductory]" (for first- and second-year students), "primary foreign language [intermediate]" (for third-year students), "primary foreign language [advanced]" (for fourth-year students), "second foreign language [introductory]" (for first-year students) and "second foreign language [intermediate]" (for second-year students). Students choose one primary foreign language from among English, Chinese and Korean, as well as Japanese (available for international students from overseas countries/regions). As the second foreign language, students choose one language, other than their primary foreign language, from among English, Chinese, Korean, German, French and Spanish. The School also provides "study abroad subjects" primarily for second-year students, under the category of "language education subjects," with the aim of helping students develop a good command of English, Chinese or Korean (practical oral communication skills, reading comprehension and writing skills), and deepen their sensitivity to, and understanding of different cultures. In "study abroad subjects," students stay in a country/region where their primary foreign language is spoken, in principle. The "study abroad subjects" are divided into two types: "short-term study abroad subject," in which students participate in a short-term program of approximately one month; and "mid-term study abroad subject," in which students participate in a mid-term program of approximately four months. Through these subjects, students can obtain the credits for "primary foreign language [introductory]."

(3) In "basic international subjects," students deepen their comprehension of "international studies" as defined by the School, through studying disciplines contained in fields of study provided by the School ("Culture and Language," "Society and Governance" and "Economics and Management"). In these subjects, students receive education related to possible future career directions, exploring the fields in which they may be able to succeed. By taking opportunity of such exploration, students are expected to acquire basic knowledge of various disciplines, and determine their future career direction. "Basic international subjects" provide students with an opportunity to consider how they should study specific subjects in and after their second year of study, i.e., subjects examining issues from a "regional" aspect (North America/Asia), and subjects regarding various disciplines studied from an "international" aspect; as well as how students should deepen their learning in their field of specialization, through "research seminar subjects," which they begin to study from the third year of the undergraduate program.

(4) "Specialized international subjects": After studying "basic international subjects" in their first year of study, students are expected to determine their future career direction. To facilitate this effort, students choose either "North America" or "Asia" as their primary region to research, and then proceed with a clear focus on the fields of "Culture and Language," "Society and Governance" and "Economics and Management" in and after their second year of study. Students are expected to study "common subjects" primarily in their second and third years of study, in order to learn basic and practical theories, viewpoints and methodology in the fields of "Culture and Language," "Society and Governance" and "Economics and Management," based on which students are expected to acquire a basic knowledge of specific topics relevant to the North American Studies Course and the Asian Studies Course. In their third and fourth years of study, students are expected to develop their ability to discover and solve problems on their own initiative, through interdisciplinary learning and small-group education provided in "research seminar subjects," while building upon their learning in the "common subjects," "North American Studies Course subjects" and "Asian Studies Course subjects." Regarding specific subjects provided in English, students are

allowed to commence their study of some of these subjects while in the first year of their undergraduate program, with an eye to developing their English proficiency from an early stage in the program.

　　The School provides "basic international subjects" and "specialized international subjects." Students can thereby learn various subjects, including subjects dealing with basic content and subjects examining issues from an international aspect in each field of study. Via this approach to learning, the School aims to equip students with the ability to understand and analyze each region in the world from the various viewpoints of the humanities and social sciences, thus developing the "ability to understand and analyze issues/problems regarding international affairs" as stipulated in the Diploma Policy.

(5) To develop language communication skills in students, the School provides a curriculum enabling them to learn foreign languages while placing emphasis on one specific language throughout their four-year undergraduate program. In parallel with this curriculum, the School also provides them with a wide range of opportunities to study other languages. To enhance education in English linguistics and British and American literature provided in the field of Culture and Language, the School provides "field-related subjects" as subjects relating to the field of Culture and Language.

Graduate Schools　　　　　　　　　　　　　　　　　　　　　　　　　　　4.2-1-(1)

♦ Graduate School of Theology

　　In addition to the Diploma Policy and Curriculum Policy it has established and disclosed,[4.2-35),4.2-36)p.9~15] the Graduate School of Theology conducts education and research in line with the "process for obtaining academic degrees (Master's, Doctorate)" defined in AY 2008 as a quasi policy.[4.2-37)] This process attaches importance to the setting of research themes by students through preparation of a "research plan" for the first/second half of the doctoral program as a whole, and an "annual report" for each academic year; as well as to research guidance (thesis/dissertation guidance) based on the said plan and report. The Graduate School has also implemented a multiple-advisor system and a system for change of academic advisor.[4.2-38)] The Graduate School has thus established an educational structure that does not excessively concentrate on coursework.

　　In response to the disclosure of its Diploma Policy and Curriculum Policy, the Graduate School has set out to formulate a curriculum map, which is expected to be completed by the end of AY 2012.

　　For those who do not have an academic background in theology and those who have returned to school after a long period of time (e.g., graduates/transferees from courses of other disciplines, working adults), the Graduate School provides "basic theology subjects," giving consideration to helping them acquire the basic academic ability necessary to undertake missionary work.

♦ Graduate School of Humanities

　　In the first half of its doctoral program, the Graduate School of Humanities provides "research seminar" as a compulsory subject in all fields of specialization. The total number of faculty members teaching research seminar classes in the Graduate School stood at 76 as of the spring semester of AY 2012.[4.2-39)] Meanwhile, regarding elective subjects, the Graduate School provides subject groups of special lectures, literature research, material research, special research ("*tokushu kenkyu*"), applied experiments, special experiments, etc., while featuring the characteristics of each field in each graduate department. The Graduate School has systematically designed its curriculum by allocating two to 11 types of subjects to each field in a well-balanced manner. The Graduate School has also introduced a system that allows students to register, as elective subjects, research seminar subjects other than the (compulsory) research

seminar subject taught by their academic advisor; provided that among the credits obtained from such "elective" research seminar subjects, no more than eight credits shall be counted as credits required for course completion. This system allows students to receive guidance in research seminar subjects from several faculty members. "Graduate School of Humanities special lecture" is provided as a common subject in the Graduate School, serving as an opportunity for students in the first half of the doctoral program to broaden the scope of their learning and research activities. Students are allowed to incorporate up to four credits from the said special lecture subjects in the number of credits required for course completion, under the category of elective subjects in their field of specialization. Meanwhile, the Kansai Four Universities Credit Transfer System has been established with a similar purpose to that of the abovementioned "special lecture" subjects, allowing KGU graduate students to study subjects provided by graduate schools at Kansai University, Doshisha University or Ritsumeikan University. Up to 10 credits can be counted in each prescribed subject category.[4.2-40)p.9]

Students in the second half of the doctoral program are expected to complete their doctoral dissertations within a specified number of years. To support their dissertation preparation, the Graduate School provides "research seminar" and "doctoral dissertation preparation seminar" as compulsory subjects in all fields of specialization. These subjects are linked "sequentially" in that the "research seminar" leads to the "doctoral dissertation preparation seminar" after the student's doctoral dissertation plan is submitted and approved. Meanwhile, some arrangements in the curriculum design are also helpful for students, although they do not directly concern the course completion requirements. Specifically, the curriculum of the Graduate School is designed to allow students to study "special research ('*tokubetsu kenkyu*')" subjects, in which students receive guidance regarding presentations at academic conferences and submission of research papers to journals/bulletins of academic societies, helping them acquire the ability to become excellent researchers. The curriculum also allows students in this stage of the doctoral program to enroll in elective subjects provided in the first half of the same program, with the aim of consolidating their knowledge base for the advanced research they seek to pursue.

♦ Graduate School of Sociology

With the aim of helping students develop socioliteracy, the Graduate School of Sociology provides three majors: "theory/model" (lectures on sociological theories, social psychology, etc.); "field/method" (studies on socio-cultural resources, social history, etc.); and "research/data/presentation" (data studies, social statistics, etc.).

The concept of the development of socioliteracy was set forth in "Social research education conducive to social well-being: Developing socioliteracy," a program adopted in 2008 under the government program "Support Program for Graduate Education Reform (Graduate School GP)."[4.2-41)]

Recently, it has tended to be the case that graduate students specializing in sociology are not necessarily equipped with "basic knowledge of sociology" to a sufficient level, due to their academic focus excessively inclined towards a single major, such as theory, field research or statistical data analysis. In view of this tendency, the aforementioned program was launched in 2008 as an educational program aimed at helping students develop socioliteracy, based on which they acquire advanced specialized knowledge.

Specifically, in this program, the Graduate School provides the subjects "advanced sociology lecture A/B" (for the first half of the doctoral program) and "advanced sociological research A/B" (for the second half of the doctoral program). These omnibus-style subjects are taught by several faculty members, who deliver lectures on both basic and advanced knowledge relevant to each major field. In "advanced sociology lecture A" and "advanced sociological research A," one faculty member provides lectures in several sessions in the course, delving deeper into relevant topics in the major field, rather than simply touching upon superficial content.

Meanwhile, "advanced sociology lecture B" and "advanced sociological research B" are also provided in an omnibus style, where each session is given by different lecturers. These subjects are aimed at helping students acquire a wider range of knowledge, including knowledge in an applied, advanced or adjacent field of research, beyond the scope of basic topics. These subjects adopt a step-by-step learning model, progressing from basic knowledge to advanced knowledge.

A faculty member who serves as a coordinator is assigned to each class of "advanced sociology lecture A/B" and "advanced sociological research A/B." Each coordinator gives an overview of the course in the first session, and summarizes all lectures in the final session of the course. Coordinators play a critical role in ensuring that each course does not end with education in a limited range of partial, specialized knowledge but instead provides education that helps students acquire the ability to apply an extensive range knowledge while effectively linking the various pieces of that knowledge. Students are expected to acquire socioliteracy by relating the knowledge obtained from a series of lectures to their own research themes via discussions in their thematic papers.

The Program for Enhancing Systematic Education in Graduate Schools, which ended in AY 2010, produced two important outcomes, i.e., an increase in both the number of papers authored by students, and the number of research report presentations conducted overseas. In an effort to maintain and further promote these outcomes, the Graduate School provides students with optional lecture subjects intended to support their paper writing and provide training in English presentation skills.

Concerning the authoring of papers, the Graduate School launched the book review "KG Sociological Review," in cooperation with the Kwansei Gakuin University Institute for Advanced Social Research, with an eye to providing students, including those in the first half of the doctoral program, with opportunities to actively author papers. The Graduate School has also established a system to provide students with specific support from the aspect of lectures in effectively completing their papers. Regarding English presentation skills, the Graduate School provides students with opportunities to report their researches in Australia and other countries and regions, in cooperation with the Institute for Advanced Social Research. By providing students with relevant training, the Graduate School aims to equip them with not only general English skills but also a proficient command of academic English.

♦ Graduate School of Law and Politics

Based on its Curriculum Policy, the Graduate School of Law and Politics provides, in the first half of the doctoral program, the programs of Practical Law, International Relations, Business Law, Public Policy, Political Science, and Independent Research, while establishing a system to help students study a range of subjects systematically. The Graduate School provides subjects intended to assist students study the literature in foreign languages necessary for their research activities, as well as seminar subjects in which students identify problems and consider solutions to them while applying the knowledge and skills they have already acquired, and in which they receive guidance for Master's thesis preparation regarding theme setting, thesis structure and other related matters. In the second half of the doctoral program, the Graduate School provides education through its three graduate departments: the Graduate Department of Political Science, the Graduate Department of Basic Studies of Law, and the Graduate Department of Private Law (Civil and Criminal Law). Each graduate department provides subjects intended for students to systematically acquire specialized knowledge, as well as the scholarship forming the basis of such knowledge; subjects intended to assist students study the literature in foreign languages necessary in their research activities; and seminar subjects in which students organize their original research achievements into doctoral dissertations, while employing the knowledge and skills acquired through the abovementioned subjects, and in which students receive advice and guidance to equip themselves with the high level research skills necessary to independently pursue research activities. [4.2-42),4.2-43)p.25～37]

♦ Graduate School of Economics

The Graduate School of Economics will implement a new curriculum in AY 2013 in the first half of its doctoral program. This new curriculum is aimed, as set forth in the Curriculum Policy, at helping students acquire a higher level of specialized knowledge and analytical ability, crystallize such knowledge and ability into preparation of a high-quality Master's thesis, and obtain an academic degree. To provide subjects appropriate to each student's future career direction, the Graduate School has taken the following measures regarding the new curriculum:

- In response to the reform of the curriculum in the School of Economics, the Graduate School has designed a new curriculum (curriculum realignment) and will implement it in AY 2013, while incorporating "combined subjects" with relevant undergraduate subjects.

- Regarding "core subjects," which are studied in common by students in the Graduate School of Economics as fundamental subjects, the Graduate School has realigned them into two structures: "research core subjects" for graduate students aspiring to become researchers, and "standard core subjects" intended for those seeking careers in business or a specialist profession after completing their graduate course. This realignment has been implemented in view of the existing diversity in the level of learning achievement that each student reaches during his/her undergraduate program, as well as the diversity in the students' objectives in advancing to the graduate course and their academic ability.

- In "research core subjects," the students' performance is evaluated not by essays etc. but primarily by term examinations, in consideration of the objectives of these subjects. To respond to the high-level academic needs of students who seek to be researchers etc., the Graduate School provides these subjects in a rigorous manner, for instance by requiring students to submit pre-examination papers.

♦ Graduate School of Business Administration

The Graduate School of Business Administration provides education while appropriately combining coursework and research work. As coursework in the first half of the doctoral program, the Graduate School provides basic subjects in each field of specialization, such as "special lecture on business administration I/II," "special lecture on accounting I/II," "special lecture on financial theories I/II," "special lecture on statistics I/II" and "special lecture on business and economics I/II" ("I" is provided in the spring semester, and "II" in the fall semester). The Graduate School thereby aims to help students acquire basic knowledge in a step-by-step manner. Regarding students from China, who account for the majority of students in the first half of the Graduate School's doctoral program, the Graduate School encourages them to study the subjects of "Japanese (oral presentation)" and "Japanese (paper writing)," which are aimed at supporting them in their presentation and paper writing in Japanese. Moreover, the Graduate School provides "basic statistics theory" and "behavioral science research method A~E" as subjects for students who are required to conduct quantitative analysis in their field of research. Students also enroll in, and study basic subjects indispensable for their research, as well as subjects necessary for their Master's thesis preparation, based on consultation with their academic advisor, if in the Specialized Academic Course; or based on the instruction from their academic advisor and the Doctoral Dissertation Guidance Committee, if in the Research Course. Building on the abovementioned coursework, students conduct research work via "research seminar I/II," in which they prepare a Master's thesis while receiving advice from their academic advisor.

Likewise, in the second half of the doctoral program, students in the Research Course enroll in, and study necessary specialized subjects (coursework) based on instruction from their academic advisor and the Doctoral Dissertation Guidance Committee, and prepare doctoral dissertations, while receiving advice from their academic advisor and the said Committee through "research seminar" (research work). [4.2-44)]

♦ Graduate School of Science and Technology

In the Graduate School of Science and Technology, the curriculum for the first half of the doctoral program is designed in line with the philosophy of the Graduate School, which aims at developing individuals capable of making a positive contribution to society by promoting advanced research, while being firmly grounded in basic principles. The primary subject to realize this philosophy is "special experiment and seminar" (compulsory; 12 credits) in which students learn basic methodology for research activities. This subject is instructed by three academic advisors, comprising a chief examiner and sub-examiners, who are designated upon the student's entrance to the Graduate School. In addition to the compulsory "special experiment and seminar," students are also required to study "literature seminar" (four credits) as a compulsory subject. This subject is aimed at equipping students with insights into trends in international research activities, primarily through the reading of literature in foreign languages. The Graduate School also requires students to enroll in lecture-based subjects equivalent to 14 credits. The curriculum is broadly structured into two types: "subjects concerning research" and "subjects intended for acquisition of specialized knowledge." The abovementioned "special experiment and seminar" and "literature seminar" come under the "subjects concerning research" (research work). "Lecture-based subjects" (coursework) for acquisition of specialized knowledge include "cross-field subjects commonly applicable to diverse fields of research," as well as "subjects featuring specific topics," both of which build upon the basic education studied at the School of Science and Technology; Consideration is thus given to helping students systematically broaden their knowledge. With an eye to helping students efficiently proceed with the "special experiment and seminar" as research work, faculty members provide them with course guidance, upon their entrance to the Graduate School, in order to help them choose and study appropriate lecture-based subjects. As such, coursework learning is effectively applied to research work. Regarding the abovementioned "cross-field subjects commonly applicable to diverse fields of research," subjects dealing with disciplines that full-time faculty members cannot cover are taught by part-time instructors. Lectures incorporating the latest topics in each field of specialization provide a good stimulus for individual students to work on their research activities. Students can register for subjects provided by other graduate schools if approved by their academic advisor. In the second half of the doctoral program, the Graduate School aims to equip students with profound scholarship and high-level research skills in their field of specialization, by providing the subject of "special research."

♦ Graduate School of Policy Studies

In the first half of its doctoral program, the Graduate School of Policy Studies has applied a revised curriculum to students who entered, or will enter the Graduate School in or after AY 2011. In its daytime and evening classes, the Graduate School primarily provides subjects in six policy fields, with a view to addressing policy issues in present-day society, and accommodating the needs of students with diverse backgrounds. [4.2-45)p.6～8] Course offerings by the Graduate School comprise "policy basics," "policy research," "field research" and "Master seminar," as well as "language communication" and "qualification subjects," both of which are studied in accordance with students' needs. "Policy basics" subjects are aimed at equipping students with the basic knowledge and methods of thinking that are necessary to conduct policy research through an academic approach. Among these subjects, "policy science research method" is designated as a compulsory subject. "Policy research" subjects are provided as "key subjects" necessary in the phase before proceeding to further advanced policy research, enabling students to build upon the basic knowledge and methods of thinking they have acquired via the "policy basics" subjects. "Policy research" comprises subjects regarding methods and techniques for policy research, as well as subjects regarding basic theories. "Field research" subjects consist of "major field subjects" relating to further advanced research on policy issues. These subjects are provided in six fields: Public Policy Studies,

Environmental Policy Studies, Language and Culture Policy Studies, Urban Studies, International Policy Studies, and Applied Informatics. Students consult with their academic advisor and choose one primary field of research from among these six fields. Aside from the subjects in the six fields, "field research" subjects contain the common subjects "research project" and "policy research A/B/C." In these subjects, several faculty members set research themes, under which project-style joint research is conducted in a practical manner. "Master seminar" is a seminar intended for Master's thesis preparation, instructed by academic advisors. To confirm the progress of thesis preparation in each semester, students are required to make a presentation at the Research Consortium and the Research Fair. There is a system in place whereby during the process of authoring a Master's thesis, the draft thesis is compiled into a book ("graduate student discussion paper") and distributed to all individuals concerned, at a phase in which the thesis has taken shape to a certain extent. "Language communication" subjects are intended to provide training in English communication and presentation skills, as well as reading comprehension of literature written in foreign languages. The Graduate School separately provides an English course ("Course of International Studies and Development"), through which students can complete the first half of the doctoral program by studying a set of specific subjects provided only in English. "Qualification subjects" are provided for students who have completed a specified number of credits from prescribed subjects during their undergraduate program, and consist of subjects regarding architecture internship, which are intended to make the students eligible to take the examination for first-class registered architects.

The academic degree "Master (Policy Studies)" is awarded to students who have completed the required studies and acquired credits in the abovementioned subjects, received certification of their foreign language ability, and submitted a Master's thesis. Students are allowed to register for, and obtain up to 10 credits for subjects provided by KGU's other graduate schools and other universities' graduate schools (Kansai University, Doshisha University and Ritsumeikan University), if recognized as necessary for their research activities; provided, however, that the credits obtained in this system are not allowed to be included in the number of credits required for completion of the Graduate School of Policy Studies.

In the second half of the doctoral program, in an effort to encourage further advanced research activities, the Graduate School provides the subjects "dissertation seminar" and "research seminar," thereby establishing a guidance system effectively combining "vertical" learning and "horizontal" learning.

"Dissertation seminar" is a seminar intended for doctoral dissertation preparation, instructed by academic advisors. Students develop a plan for their doctoral dissertation preparation, based on detailed discussions with their academic advisor, and conduct in-depth study and research in their chosen discipline. Students proceed with their dissertation preparation in a step-by-step process, including: development of a research program and a list of references, submission of a research plan, preparation of a dissertation abstract, and submission of the doctoral dissertation. During this process, students are required to publish a refereed paper or other equivalent research outcome.

In "research seminar," several faculty members form a guidance team, led by the student's academic advisor, and conduct joint research regarding a specific theme. "Research seminar" is an advanced subject building on the "research project" provided in the first half of the doctoral program, and imparts a variety of knowledge to students, including how to organize and coordinate research projects.

♦ Graduate School of Language, Communication, and Culture

In the first half of its doctoral program, the Graduate School of Language, Communication, and Culture provides two courses — the Master's Thesis Course and the Theme Research Course — as well as seven programs/research fields, i.e., Linguistic Science, Cultural Linguistics (American & British studies), Cultural Linguistics (French studies), Cultural Linguistics (German studies), Cultural Linguistics (East Asian studies), Linguistic Education, and Japanese-language Education. Only the Master's Thesis Course is available in the programs of Cultural Linguistics (French studies), Cultural Linguistics (German

studies), Cultural Linguistics (East Asian studies), and Japanese-language Education. In AY 2010 and AY 2011, new subjects were introduced to the Japanese-language Education program, which, in AY 2011, was subdivided into two groups: Japanese-language Education (Professional), which requires compulsory practicum, and Japanese-language Education (Academic), in which practicum is not compulsory.

Each of the seven programs contains "field research subjects," which are interrelated. Students are allowed to study these subjects in a cross-sectional manner, regardless of their major program. To complete the first half of the doctoral program, students are required to complete a minimum number of credits of these "field research subjects," as specified in each course and program.

Offerings of practicum subjects include "Japanese-language education research (practice)" as a compulsory subject exclusively provided in the abovementioned Japanese-language Education (Professional) program. This subject is intended to provide students with classroom teaching practice while acquiring theoretical knowledge.

With the aim of developing high-level language proficiency, the Graduate School provides "subjects for developing language communication skills," as compulsory subjects, in the six programs/fields of Linguistic Science, Cultural Linguistics (American & British studies), Cultural Linguistics (French studies), Cultural Linguistics (German studies), Cultural Linguistics (East Asian studies), and Linguistic Education. These subjects are categorized into two types: "basic subjects" aimed at helping students acquire basic knowledge of language, communication and culture; and "proficiency training subjects."

Regarding seminar subjects, the Graduate School provides students with research guidance in the subject of "research seminar," which is conducted weekly in the Master's Thesis Course, and "theme research," which is conducted fortnightly in the Theme Research Course. [4.2-46)p.3]

In the Master's Thesis Course, students enroll in "research seminar" to receive research guidance from their academic advisor (research seminar instructor), based on the research plan that each student submits upon application to the course. Students develop their own research plan, proceed with research activities, and accumulate research outcomes in a step-by-step manner, which are finally organized into a Master's thesis.

Meanwhile, in the Theme Research Course, an Advisory Committee is formed for each student, which is led by his/her academic advisor, after his/her entrance to the course. The student develops a research plan on his/her own research theme, based on the individual guidance provided by the academic advisor, as well as the result of semiannual consultation meetings with the Advisory Committee. The student then works on preparation of his/her theme research paper. [4.2-46)p.5]

In the second half of the doctoral program, each student receives "individual guidance" provided weekly by his/her academic advisor, as well as "group guidance" provided by three faculty members including the said academic advisor. [4.2-46)p.8]

♦ Graduate School of Human Welfare Studies

The Graduate School of Human Welfare Studies provides appropriate course offerings, and systematically designs a curriculum in accordance with its Curriculum Policy. The specific content of its curriculum is made public via the Graduate School's section on KG's official website, Kwansei Gakuin University Graduate School Guide, the Course Guide and other media. [4.2-47),4.2-48)p.26,4.2-49)p.5～7·25]

The curriculum for the first half of the doctoral program comprises "specialized basic subjects" (compulsory subjects), "research seminar" (compulsory subjects), "specialized elective subjects" (elective subjects), and "practicum/practical work subjects" (elective subjects). Students who entered the Graduate School in or before AY 2011 are required to complete at least 34 credits, including 14 credits from compulsory subjects, and submit a Master's thesis. The Graduate School provides two "specialized basic subjects," which constitute basic subjects commonly studied by all students in the Graduate School. "Research seminar," or a seminar class instructed by each faculty member, is intended to help students

acquire advanced academic knowledge of specific disciplines and methods, and provide them with research guidance for Master's thesis preparation. "Specialized elective subjects," which are uniquely designed for the Graduate School, are categorized into four subject groups. These four groups include three main subject groups: "'transactions'-related subjects," which comprise subjects concerning problem-solving from a specialist perspective regarding the "transactions" between humans and society (the environment) (e.g., "research on theories of social welfare studies," "research on the history of thought in social welfare" and "research on social work practice"); "society-related subjects," which comprise subjects concerning specialized understanding of welfare society (e.g., "research on welfare administration and finance" and "research on welfare states"); and "human-related subjects," which comprise subjects concerning specialized understanding of human nature (from the mental/spiritual and physical aspects) (e.g., "research on thanatology" and "research on health sciences"). The fourth of the said four subject groups is "common subjects," comprising "quantitative research techniques" and "qualitative research techniques," which are subjects aimed at imparting research techniques to students so as to support their understanding of the abovementioned specialized subjects and facilitate specialized research. As in the case of the School of Human Welfare Studies, the Graduate School provides "advanced fieldwork" as a "practicum/practical work subject." This subject features fieldwork in accordance with each student's field of specialization and content of research. In this fieldwork, students are afforded opportunities to acquire advanced assistance skills etc., at social welfare facilities, public bodies, medical institutions, NPOs, NGOs, sports science-related facilities, and other organizations, as well as to conduct field surveys for necessary qualitative and quantitative research. As described above, in the first half of the doctoral program, the Graduate School provides a systematically designed curriculum based on its educational objectives. Course offerings are also appropriate.[4.2-49)p.5～7·25]

The curriculum for the second half of the doctoral program is designed in line with the basic philosophy and educational objectives defined for this stage of the doctoral program, with the preparation of doctoral dissertations set as the primary goal. The curriculum consists of "research seminar" (compulsory subject) and "literature research" (compulsory subject). Students are required to obtain, in three years, a total of 14 credits comprising 12 credits from "research seminar" and two credits from "literature research." In the "research seminar," students acquire scientific methodology for research in their fields of specialization and prepare doctoral dissertations, while receiving guidance from their academic advisor. In "literature research," students conduct research into related academic papers and other materials published domestically and internationally, developing the ability and skills necessary to prepare doctoral dissertations. Basically, students must complete these subjects in three years, and the authoring of doctoral dissertations in six years, which is the maximum period of attendance in the doctoral program. Accordingly, students are to concentrate on preparing doctoral dissertations for the last three years, without studying specific subjects in class. The Graduate School has adopted the "candidate system" in the second half of the doctoral program. Details of the system are stipulated in the "Graduate School of Human Welfare Studies internal regulations 'IV. Internal regulations regarding doctoral dissertations [A] (for doctorate by coursework).'" Doctoral candidates are students whom the Graduate School recognizes as being able to submit doctoral dissertations within one year. For recognition as a candidate, the Graduate School requires students to attain certain research achievements, such as making presentations at academic conferences, and submitting academic papers (written by the student as the first author) for publication in journals etc. and having them accepted by the publishers. As described above, the second half of the doctoral program is provided based on a clearly defined curriculum system, i.e., a system expecting students to attain certain research achievements under the guidance of their academic advisor, receive designation as Candidates, and submit doctoral dissertations within one year. In this context, the curriculum of the Graduate School is designed systematically and implemented appropriately.[4.2-49)p.5～7·25]

♦ Graduate School of Education

To effectively achieve its educational objectives, the Graduate School of Education has systematically designed its curriculum in line with its Curriculum Policy, while appropriately combining coursework and research work.

In the curriculum for the first half of the doctoral program, subjects are categorized into "subjects for the Field of Early Childhood Pedagogy," "subjects for the Field of Applied Pedagogy" and "research subjects." The research subjects comprise "early childhood pedagogy research seminar" and "applied pedagogy research seminar." [4.2-50)p.9~10]

Subjects for the Field of Early Childhood Pedagogy are divided into three categories: "theory of early childhood education," "educational theories and methods" and "practice of early childhood education." The curriculum is designed to facilitate research in both theories and practice regarding subjects in each category. Subjects for the Field of Applied Pedagogy are divided into three categories: "pedagogy" (educational anthropology, educational methodology, and educational sociology), "educational counseling" and "special support education." The curriculum is designed to facilitate research in both theories and practice regarding subjects in each category.

The curriculum for the second half of the doctoral program comprises "research subject" (compulsory), in which students undertake study and research for the primary goal of preparing a doctoral dissertation, under the guidance of their academic advisor, who is designated upon their entrance to the Graduate School.

[Graduate School of Education subject structure]

○ The first half of the doctoral program
- Subjects for the Field of Early Childhood Pedagogy (elective)
  - Theory of early childhood education
  - Educational theories and methods
  - Practice of early childhood education
- Subjects for the Field of Applied Pedagogy (elective)
  - Pedagogy
  - Educational methodology
  - Educational sociology
- Research subjects (compulsory)

○ The second half of the doctoral program — Research subject (compulsory)

♦ Institute of Business and Accounting

The Curriculum Policy for the second half of the doctoral program of the Institute of Business and Accounting stipulates that for course completion, students must attend the program for at least three years, receive the necessary research guidance, and pass the doctoral dissertation examination and the general academic ability examination. The Policy also provides that research advisors encourage their students to study subjects of "advanced management special research," in accordance with the research plans developed by each student. [4.2-51)]

In the Institute, academic advisors or assistant academic advisors design a research guidance policy and a curriculum for each student, in accordance with his/her specific research theme. If the student's learning in a given field of study is recognized as inadequate, relevant educational support is provided not only by his/her academic advisor but also by his/her assistant academic advisor(s) and the faculty of the second half of the doctoral program as a whole. This system has enabled students to acquire profound expertise, together with extensive knowledge of related disciplines.

(2) Does the University provide an educational content appropriate for each program, in accordance with the Curriculum Policy?

Whole University	4.2-1-(2)

♦ Undergraduate Course

KGU's curriculum is broadly divided into subjects provided by each school ("school subjects") and subjects provided throughout the University ("University-wide subjects"). "School subjects" are appropriately provided under the curriculums each school has designed in conformity with its Diploma Policy and Curriculum Policy. [4.2-9)]

In examining the appropriateness of "University-wide subjects," one of the criteria is their relevance to KG's Ideals for the University, a "learning community without fences," which KGU has aimed to establish. [4.2-52)] This ideal is interpreted as the achievement of the University's aim, "sending out into the world truly global citizens who are both capable and caring ... through education encompassing students' total personality and creative cutting-edge research." While "school subjects" are aimed at achieving perfection in specialized education in each school, "University-wide subjects" are aimed at developing in students an intellectual foundation and certain attitudes in the practical aspects that should be shared among all KGU students.

"University-wide subjects" are broadly divided into four categories: language education subjects, sports science/health science subjects, information science subjects and interdisciplinary/cross-school subjects. The "interdisciplinary/cross-school subjects" are further categorized into five subject groups: United Nations subject group, international subject group, life design subject group, interdisciplinary subject group and cross-school subject group. [4.2-53)Article 24] While most of these subjects are positioned as subjects for the first-year education, as well as for the basic education for interdisciplinary and liberal learning, the University also provides some practical subjects in the framework of "University-wide subjects," such as "community fieldwork" and "interdisciplinary seminar," beyond the scope of the abovementioned first-year and basic education.

"United Nations subject group" and "international subject group," which are relevant to the University's aim of "sending out into the world truly global citizens," contain "United Nations student volunteer program," "United Nations seminar," "overseas internship" and other subjects emphasizing the development of practical skills for international settings. Different categories/subject groups of "University-wide subjects" have been introduced via different processes, with various organizations providing these subjects, such as the Language Center, the Center for International Education and Cooperation and the Center for Career Planning and Placement. In view of this, in AY 2010, the University established a coordinator organization, the Center for Common Educational Programs, which promotes overall coordination of the said subjects by convening the Common University-wide Education Subcommittee. [4.2-54)Article 8]

In pursuit of the ideal of a "learning community without fences," KGU has allowed students to study subjects provided at a school other than their own school, with few restrictions, and include up to a specified number of credits obtained from such subjects in the number of credits required for graduation. To make the most of this advantage of low "fences" between schools, the University introduced the Multidisciplinary Studies Program (MDS Program) in AY 1997. [4.2-55)] This program has enabled students to systematically study specialized subjects provided by a school other than their own school, as minor subjects. As of AY 2012, approximately 300 students are enrolled in this program. The University has also implemented the Joint Degree System, which enables students to obtain two academic degrees in four years, at the shortest, by actively studying in the MDS Program. [4.2-56)]

To obtain two degrees in four years, students must achieve early graduation from their first school by satisfying its graduation requirements in three years, and then "transfer" to a second school. Despite such a demanding requirement, approximately 10 students successfully obtain two degrees under this system every year.

♦ Graduate Course

To support students in their smooth and systematic advancement from undergraduate education to graduate education, each graduate school has made efforts to link undergraduate and graduate education under a unified curriculum. As an example, seven pairs of schools and graduate schools currently provide 57 "combined subjects" by uniting undergraduate and graduate subjects. [4.2-57] The Curriculum Committee and other bodies established by each graduate school examine whether the graduate school provides educational content in line with the Diploma Policy and Curriculum Policy that have been defined by each graduate school. There is a system in place whereby educational content is examined by the Graduate School FD Subcommittee established within the Graduate School Student and Academic Affairs Committee. [4.2-59]

Schools	4.2-1-(2)

♦ School of Theology

In the School of Theology, all faculty members participated in the process to develop its Diploma Policy and Curriculum Policy. During this process, examination was conducted of each group in the School's major fields (i.e., Old Testament studies, New Testament studies, historical theology, systematic theology [including the philosophy of religion] and practical theology). This examination led to a systematic clarification of the relationship between each subject and the Diploma/Curriculum Policy, and enabled faculty members to review the position and role of the subject they teach in the whole curriculum of the School. The relationships between each Policy and each subject currently offered in the School have been tabulated separately. [4.2-60]

Regarding the development of syllabuses for each class, efforts were made to describe the syllabuses in such a manner that the Curriculum Policy was embodied in the "achievement goals" of each subject, with clear specification of the relationship between the Policy and the goals (AY 2011). [4.2-61] In view of the annual revision of class content, the School will establish a system for the periodic examination of educational content through the Curriculum Research Committee (School) and other bodies.

♦ School of Humanities

The Curriculum Policy of the School of Humanities is aimed at developing in students the following four abilities: the ability to identify and solve problems on their own initiative; flexible thinking developed through learning experience in diverse disciplines; comprehensive strength as independent human beings who are capable of making a positive contribution to society by using their rich education; and specialized knowledge and skills. To steadily realize this Policy, the School has implemented a curriculum incorporating Christian subjects, language education subjects, information processing subjects and general/introductory subjects for the first-year education. The School also provides "the humanities seminar," which is studied in the spring and fall semesters of the first year of the undergraduate program, providing seminar-style education aimed at helping students acquire the basic knowledge and skills necessary to pursue university studies. The School has designed its curriculum so that students can commence studying specialized education in their second year of study, ensuring a step-by-step learning of advanced knowledge and skills through specialized lecture-based subjects, research subjects,

experiment/practicum subjects and other subjects. Aside from the abovementioned subjects, the School also provides third- and upper-year students with "special lecture subjects," as well as "seminar subjects," which constitute the core of the undergraduate education. Guidance for preparation of graduation theses is provided in the "seminar subjects." As described above, the School provides an appropriate educational content for its program, in line with the educational policy defined by the School. [4.2-16)]

♦ School of Sociology

Regarding its "seminar subjects," the School of Sociology has adopted a step-by-step learning system. Subjects are structured in a manner that the level of educational content is gradually raised, in accordance with the students' learning achievement level. Specifically, "basic seminar" is provided for first-year students, "intermediate seminar" for second- and upper-year students, and "research seminar" for third- and fourth-year students. Faculty members share guidelines regarding the learning achievement level to be aimed for at each seminar level. While raising their achievement goals in each year of study, students are expected to gradually acquire the knowledge and skills necessary to author graduation theses by their fourth year of study. [4.2-20)]

Regarding lecture-based subjects, the School encourages first-year students to broadly understand the outline of sociological studies through "relay lectures." Following these "lectures," the School offers "subjects for the School's three majors and seven fields," providing a well-balanced education by encouraging students to acquire extensive and interdisciplinary knowledge and understanding centered on sociology, knowledge and understanding of social issues, and knowledge and understanding of a variety of issues attributable to globalization in society. [4.2-62)]

The School also provides "research and reading subjects," which are intended to help students learn methods of empirical social research aimed at solving a variety of social problems. This subject category contains the subjects of "social research studies B," which deals with the most basic methodology of social research; "social research studies A," which deals with research design and implementation methods; and "multivariate analysis," which deals with methods of quantitative data analysis. By completing a series of specified subjects, students can obtain the "social researcher" qualification, which is accredited by a nationwide academic society. [4.2-19)]

♦ School of Law and Politics

First-year education: In the previous curriculum applicable for students who entered the School in or before AY 2011, the School of Law and Politics had already achieved education featuring small group-based (20~25 students per class) interactive classes, by providing "basic seminar," a one-year compulsory subject equivalent to four credits intended for first-year students. [4.2-63)] However, the content of this seminar was left to the discretion of each instructor, with no system established for sharing syllabuses between classes. The new curriculum for students who entered, or will enter the School in or after AY 2012 has been designed to reinforce the first-year education in the School. Specifically, in this curriculum the School has introduced "start-up seminar," a compulsory subject equivalent to two credits, provided in the spring semester of the first-year program. This seminar is conducted in small-sized classes, based on shared educational materials and syllabus, and is designed to serve as introductory education effectively guiding new students who are setting out on their university studies. Faculty members author "Study Guide for Law and Political Science," which explains the basic knowledge, approaches and other essential information for studying specialized subjects of law and political science. In the first half of the spring semester, omnibus-style lectures are provided jointly by all classes of the School or each department, using this guidebook as a common text. In the second half of the spring semester, "start-up seminar" primarily features seminar-style practical work, while all classes are divided into groups of two classes each, and use a standardized syllabus to help students develop their communication skills and

discussion skills. As a seminar corresponding to the "basic seminar" in the previous curriculum, the School provides "fundamental seminar" as an elective subject equivalent to two credits in the fall semester of the first-year program. First-year students who have acquired basic knowledge and skills via "start-up seminar" can enroll in this "fundamental seminar" on their own choice. [4.2-64),4.2-1),4.2-65)]

Course offerings: Both the Department of Law and the Department of Political Science provide subjects under the categories of "basic subject group," "specialized subject group" and "teacher training-related subjects." Each department provides a rich variety of specialized subjects, while maintaining an appropriate balance with offerings in liberal education subjects. [4.2-66)]

♦ School of Economics

The School of Economics has designed a new curriculum while taking into consideration the necessity to accommodate the varied levels of basic academic ability among new entrants, which is attributable to a decline in the 18-year-old population, an increase in the percentage of students seeking to advance to university, and the introduction of diverse forms of special admission of students. Recognizing the need to design a curriculum ensuring the production of graduates who satisfy the Diploma Policy, while addressing the abovementioned issue, the School has adopted a numbering system for specialized subjects in the new curriculum. By clarifying the objectives, content and the level of difficulty of each subject, the new system helps students to choose subjects suited to their learning levels, as well as subjects that do not significantly deviate from their individual goals and future career directions. The revised curriculum is designed effectively not only in terms of education for students with a standard academic level. In the new curriculum, the School has structured specialized subjects in a manner that enables students to study an advanced level of subjects, accommodating the needs of students who are highly motivated to study at an advanced level of education, such as those planning to enter graduate school, and those using the Joint Degree System, via which students aim to obtain two academic degrees in four years at the shortest.

In AY 2012, the School has begun offering a new type of subject, i.e., "career design subject group," which is placed under the category of "general education subjects" as introductory education for first-year students. This subject group contains subjects provided by the Center for Career Planning and Placement, as well as "life design subjects" unique to the School of Economics. The School's "life design subjects" ("career design and work," "career workshop," "work and lifestyle" and "TOEIC course for career development") provide students with an opportunity to reflect on their future lifestyle, as well as the significance of working and becoming an independent member of society. The School attracts many graduates etc. as instructors, by taking advantage of its more than 75 years' history since its establishment. Students can thus consider their own lifestyle and career after graduation, while learning from the experience of working adults invited from outside the University.

As described above, the School gives due consideration to providing educational content appropriate for its program, in line with its Curriculum Policy. [4.2-1)]

♦ School of Business Administration

In the School of Business Administration, it is ensured that first-year students commence the study of "basic subjects" and "introductory subjects" in specialized fields, so that they can develop a clear awareness of the field of specialization in which they aim to deepen their learning. "Basic subjects" are intended to provide students with a basic grounding appropriate for business administration majors. Lectures in these subjects are given in an easy-to-understand manner so that students can acquire the necessary knowledge without excessive difficulty. "Introductory subjects" serve as introductory education to several major fields constituting each course, by broadly covering the basic content of these fields across the board. Most of these two types of subjects are designed to be studied during the first two years of the undergraduate program, helping students determine their major field and "research seminar" class.

4.2-1)

The performance of each student in "commercial science seminar" affects his/her choice of "research seminar." This is because "research seminar" is designed to provide an educational program based on one-on-one instruction provided by class instructors, which can be implemented only in small-sized classes of up to 28 students. Students are provided with a variety of opportunities not only to acquire basic knowledge of specialized fields but also to learn presentation skills, computer skills, data analysis and other knowledge. Students can acquire sufficient knowledge and skills to do well in their research and studies, in whichever course they may belong to a "research seminar" in their third- and upper-year of study. [4.2-67)p.3]

In their third year of the undergraduate program, students who have decided to join a specific class of "research seminar" must belong to the same course of specialization as that of the instructor of the chosen seminar class. Students who do not belong to any "research seminar" class can belong to a course of specialization of their own choosing. [4.2-25)p.28]

Since AY 2012, the School has implemented a system that awards two credits each for all specialized subjects. This system has increased the number of specialized subjects available for students who do not belong to any "research seminar" class, helping them to acquire a wider and more profound specialized knowledge. Many specialized subjects were renamed, in parallel with the introduction of this new system. Cutting-edge academic content has since been provided, as represented by the new subject titles. Specialized subjects under the new system provide students with substantial knowledge they can effectively use after graduation.

As described above, the School provides appropriate educational content, in accordance with its Curriculum Policy.

♦ School of Science and Technology

The School of Science and Technology defines appropriate educational content for its Bachelor's program as content that emphasizes development of students' abilities in the following four aspects as specified in its Diploma Policy: (1) self-motivated attitude, and a positive attitude toward making a contribution to society, (2) extensive knowledge and profound expertise, (3) communication ability and learning skills, and (4) a comprehensive ability to think about and judge what is necessary to solve problems. Educational content emphasizing these elements is provided via "general education subjects" and "specialized education subjects" as described in Section (1). Among the abovementioned four aspects, development of Item (4) has been set as the ultimate goal; the School ultimately aims at helping students develop problem-solving skills relevant to present-day society, by providing them with an opportunity via "graduation research subjects" to actively work towards discovering solutions to specific issues/problems, while employing the knowledge and skills they have developed throughout the undergraduate program.

For prospective students who do not undergo the general entrance examination, the School provides pre-admission education to prepare them for its first-year education. To support new entrants whose mathematical ability is not sufficient, since AY 2010, the School has provided them, as a trial, with a "mathematics remedial program" based on the "basic math ability test." In AY 2010, the program was conducted in the three departments of Physics, Informatics, and Human System Interaction. In AY 2011, after making improvements including expansion of the test coverage, the program was conducted in the five departments of Physics, Chemistry, Bioscience, Informatics, and Human System Interaction. [4.2-68), 4.2-69)] Meanwhile, the Department of Mathematical Sciences and the Human System Interaction are expected to produce their first graduates in AY 2012. Taking this opportunity of the "completion" of these departments, since AY 2011, each department in the School has been reviewing its curriculum, which is to be implemented in AY 2013. As "introductory subjects" to specialized education, each department provides first-year students with "mathematics introductory seminar" (Department of Mathematical

Sciences), "introduction to physics" (Department of Physics), "basic chemistry A/B/C" (Department of Chemistry), "bioscience I/II" (Department of Bioscience), "introduction to informatics" (Department of Informatics) and "introduction to human system engineering" (Department of Human System Interaction). 4.2-28)p.65～70

♦ School of Policy Studies

   In the School of Policy Studies, students do not belong to any specific department during their first year of study. The School provides first-year students with subjects dealing with cross-field content that would be necessary to their learning in whichever department they may study in and after their second year of study. Specifically, the School provides, as main subjects for the first-year education, "basic seminar," in which students develop their academic skills in small-sized classes; "computer seminar," aimed at developing computer skills; and "English communication," intended to help students acquire a good command of a foreign language (English), as well as communication ability. As part of the educational arrangements characteristic of the School, the School provides first-year students with "introduction to policy studies" and "introduction to human ecology" as introductory subjects to form the foundation for studies in several disciplines. The curriculum for the first-year education also contains introductory subjects to policy studies, applied informatics, urban studies and international policy studies, helping first-year students choose the department in which they will study in the subsequent years of the undergraduate program. The School does not categorize subjects, for instance, into "liberal subjects" or "specialized subjects," since it emphasizes an interdisciplinary perspective covering diverse fields of study. However, some subjects, such as economics and statistics, require learners to sequentially "accumulate" knowledge in a step-by-step manner. Regarding such subjects, the School ensures that subject instructors discuss the content of each subject and standardize the level of learning by determining what educational content should have been taught before studying another given subject. Aside from "seminar subjects," the School provides a number of general subjects that contain participatory class activities, encouraging students to play an active role in class. These subjects feature group work, as well as an "active learning" approach, in which students independently investigate specific themes and present the findings by using audio-visual devices. 4.2-30)p.12～29

<Educational content for students with disabilities; educational content in consideration of cooperation between the University and high schools>

   The School provides students of all abilities with education based on its philosophy "Coexistence between people and nature, coexistence among people" as stipulated in its Curriculum Policy. Based on this idea, for students with hearing impairments, the School endeavors to guarantee their right to education, for instance, by supporting note-taking, and adding subtitles to visual materials. Meanwhile, as part of the University-high school cooperation, the School designates "English communication" and several lecture-based subjects for first-year students as "University-high school joint subjects." Regarding the "English communication" subject, high school students take the TOEFL test as taken by University students, and learn in a class appropriate to their English proficiency. 4.2-70)

♦ School of Human Welfare Studies

   The curriculum of the School of Human Welfare Studies is categorized into subjects for specialized education commonly provided throughout the School and subjects for education featuring characteristics of each of its three departments. These categories are referred to as "specialized common subjects" and "department specialized subjects," respectively.
   In AY 2011, when the School produced the first graduates after its establishment, the School revised its curriculum for implementation in AY 2012, in a manner that allowed for diverse course registration models while taking advantage of both a "university" providing comprehensive education and the School

providing interdisciplinary education.

The curriculum revision for AY 2012 featured the establishment of a framework that enabled free choice of subjects, allowing students to choose subjects equivalent to 30 credits from the course offerings in their own department, or any other department in the School or other schools; provided that the 30 credits comprises two credits of "introduction to human welfare studies," 20 credits from "specialized common subjects" and eight credits from "related common subjects." This curriculum revision was aimed at establishing a new curriculum that enables each department to formulate three or four various types of course registration models within the said framework of 30 credits. [4.2-71)]

The basic idea of this curriculum revision is to technically solve the imbalance seen in the status of students' course registration and the arrangement of the course schedule, while maintaining the basic framework specified in the "statement of the purpose of establishment of the School." The new curriculum provides a variety of course registration models in consideration of the diverse interests of new students. Specifically, in the new curriculum the School has abolished "specialized common subjects" as an independent subject category. Instead, the School has introduced the subject group of "specialized basic subjects" intended for first-year students under the category of "department specialized subjects," replacing the categorization of "specialized common subjects." The School positions these "specialized basic subjects" as the foundation for studying specialized subjects. The School thus provides common educational content within the category of "department specialized subjects."

Not all subjects for second- and third-year students have originated in the department currently providing them. Specialized subjects provided by the Department of Social Organization Development and the Department of Holistic Human Sciences include many subjects that were originally provided in the former Department of Social Work under the School of Sociology, and that feature similar content to that of subjects provided in this former department. In this regard, the School respects the "commonality" between such specialized subjects currently provided in these two departments and the specialized subjects provided by the current Department of Social Work. While emphasizing the idea of specialized education covering several departments, the School pays attention to ensuring that the common or similar specialized education among the three departments is provided, to the extent that such education does not impair the uniqueness of the education in each department.

As described above, the School provides educational content appropriate for its program, in accordance with its Curriculum Policy.

♦ School of Education

The curriculum of the School of Education is categorized into "general education subjects" and "specialized education subjects." "General education subjects" are intended for the first- and second-year education, providing students with an opportunity to consolidate their foundation in specialized education at an early stage of their undergraduate education. "General education subjects" are also positioned as liberal education providing a wide range of learning experiences, as well as introductory subjects to specialized education. Through these subjects, the School aims to develop "leadership" in students. "General education subjects" comprise the following subjects: "Christian subjects," which are intended for students to learn the philosophy of education based on Christian principles as KG's founding spirit, as well as broad ideas regarding how human beings should live; "language education subjects," which are aimed at developing in students the basis for deepening cross-cultural understanding and proceeding with research from an international perspective; "information science subjects" aiming at equipping students with the ability/skills of information collection, which are critical in conducting educational and research activities; and "liberal education subjects," which help students acquire a broad education forming the basis for learning specialized education, as well as cultivate their comprehensive "leadership." "General education subjects" are provided as a common school-wide program, which is open to all School students

regardless of their department, offering subjects constituting the identity of the School.

Regarding "specialized education subjects," the School provides "common school-wide specialized education subjects," emphasizing the educational philosophy and goals of the whole School, such as "understanding of children," international understanding, and cooperation with local communities. Among these subjects, "basic seminar" is a compulsory subject in the first-year education, providing students with an opportunity to acquire the basics of studying at a university, together with methods of discussion/debate and techniques for collecting necessary materials and data. With a view to conducting specialized education in conformity with the philosophy and goals of each of the School's two departments, the School provides "specialized education subjects" that have been established for each department. The Department of Early Childhood and Elementary Education provides "common department-wide specialized education subjects" aimed at forming a common basis for both early childhood education and elementary education. In parallel with these subjects, the Department also provides subjects in line with the educational goals of each course, under the categories of "specialized education subjects for the Early Childhood Education Course" and "specialized education subjects for the Elementary Education Course." The School's curriculum also contains subjects intended for students to obtain the specific licenses and certificates necessary to contribute to society as educators or childcare workers in the future. These subjects are primarily provided as part of the "common school-wide specialized education subjects" and "specialized education subjects for the Department of Early Childhood and Elementary Education."

The Department of Applied Education provides "applied pedagogy core subjects," as well as "teacher training-related subjects," which are necessary for obtaining a license to teach social studies in junior high schools and civics in high schools.

In an effort to ensure consistency between the educational policy and the actual curriculum design and implementation, the School reviews the content of its specialized education and checks for any problems regarding its curriculum by convening the Curriculum Committee, which is responsible for examining the overall curriculum in the School; and the "Instructors' Meeting of the Kindergarten Teacher- and Nursery Teacher-Training Course" and the "Instructors' Meeting of the Elementary School Teacher Training Course," both of which are responsible for considering problems regarding the curriculum and course offerings intended for acquisition of relevant licenses and certificates. The abovementioned arrangement for curriculum review has been established since most of the subjects for the School's specialized education comprise subjects concerning acquisition of the said teacher's licenses/certificates. In addition to the abovementioned review effort, the School has developed course registration models for each course in the Department of Education (a new department scheduled to be established in AY 2013), while incorporating the results of relevant previous discussions. These models have been formulated by the Future Vision Committee, which is in charge of planning a new curriculum for implementation after the School produces its first graduates after its establishment. [4.2-72)]

♦ School of International Studies

In the School of International Studies, it is ensured that first-year students begin to study "introductory subjects," "basic subjects" and "basic seminar subjects" as "basic international subjects," so that they can develop a clear awareness of the course/field of specialization in which they aim to deepen their learning. Among "basic international subjects," a subject titled "introduction to the School of International Studies" features omnibus-style lecture sessions provided by full-time faculty members of the School. Together with the subject "introduction to international understanding of regions in the world," this subject, "introduction to the School of International Studies," enables students to become familiar with the School's faculty members and their fields of specialization at an early stage in the undergraduate program, functioning as an introductory subject to "specialized international subjects." This also helps students

make an informed choice as to their "research seminar" class. [4.2-34)]

Generally, students commence studying "specialized international subjects" in their second year of study, and deepen their expertise by studying relevant subjects while focusing on specific geographical regions and academic fields. Students can connect this learning experience to their studies in "research seminar," which they commence in their third year.

The School provides approximately 100 subjects delivered in English, contributing to enriching the environment for studying in English, not only for students from overseas but also for Japanese students. The School, which provides a wide array of subjects given in English, is KGU's sole school that operates a program that allows students to obtain an academic degree by studying a set of specific subjects provided only in English. This curriculum framework comprising subjects taught in English has been established as the "School of International Studies English-based Degree Program (EDP)." [4.2-73)]

As described above, the School provides appropriate educational content in accordance with its Curriculum Policy.

Graduate Schools 4.2-1-(2)

♦ Graduate School of Theology

In the first half of its doctoral program, the Graduate School of Theology provides a range of compulsory subjects and required elective subjects, with an eye to enabling students of the Christian Theology and Missionary Work Course and the Christian Thought and Culture Course to conduct multifaceted research activities in the Graduate School's four fields of research (the biblical, historical and cultural, systematic and thought, and practical fields). Emphasizing on-site learning, the Graduate School also provides practicum subjects ("church practicum," "Christian social practicum" and "clinical pastoral practicum"), in addition to lecture-based subjects and seminar subjects. In the context of its diverse course offerings, the Graduate School has explored and formulated desirable course registration models for each course and field of specialization, which have been made public via KG's official website and the Graduate School's Course Guide. [4.2-37)]

Following the formulation and disclosure of its Diploma Policy, the Graduate School has also developed, specified in written form and disclosed its Curriculum Policy in AY 2011. The Graduate School will continue its efforts to ensure that the Curriculum Policy will be embodied in syllabuses as elements of the achievement goals in each subject.

♦ Graduate School of Humanities

In the first half of its doctoral program, the Graduate School of Humanities provides "research seminar" as a compulsory subject in all fields of specialization, with a view to providing students with an opportunity to accumulate experience in investigation, research, report and discussion regarding their research themes, thereby encouraging students' self-motivation toward research and a self-directed approach to research activities. The Graduate School also provides diverse elective subjects, including "special lecture," "material research" and "literature research," the educational content of which features specialized knowledge adapted to the advancement of academic research in each field of specialization. Among these subjects, the "Graduate School of Humanities special lecture" has been provided since AY 2010 as a subject useful to appropriately contextualize a situation of interpenetration and interinfluence between fields of research. In the second half of the doctoral program, the Graduate School aims to develop researchers and advanced specialized professionals capable of, as doctoral degree holders, inheriting advanced research outcomes and further advancing them in a creative manner. In this context, in

the second half of the doctoral program, the Graduate School places emphasis on educational content primarily featuring research activities, rather than lecture-style instruction. In this respect, the Graduate School is making efforts to enhance the compulsory subjects "research seminar" and "doctoral dissertation preparation seminar." The Graduate School aims to facilitate this enhancement process in tie-ups with "special research," a subject incorporating practical objectives, such as presentations at academic conferences and submission of papers to academic journals for publication; as well as with a variety of workshops and other study activities that are actively conducted in each field of specialization beyond the framework of "subjects" provided within the regular curriculum. [4.2-74)]

♦ Graduate School of Sociology

In the Academic Course in the first half of its doctoral program, the Graduate Department of Sociology of the Graduate School of Sociology provides two groups of subjects: a group of subjects aimed at helping students acquire a broad range of fundamental knowledge for sociological and socio-psychological thinking, without excessively focusing on specific fields or methods of research (e.g., sociological theory lecture, social psychology lecture, literature reading, advanced sociology lecture); and a group of subjects dealing with more specialized content (e.g., sociology special lecture, special lecture on the history of sociological theories). In "sociology research seminar" taught by academic advisors and sub-academic advisors, students aim to acquire methods and approaches suited to specific research themes and their fields of research; as well as the skills necessary to organize the research outcomes into a Master's thesis.

In the Social Research Specialist Course established in the first half of the doctoral program, the Graduate Department sequentially provides a range of subjects, which are categorized in a subject group regarding social research (e.g., research planning seminar, fieldwork seminar) and a subject group regarding analysis methods (e.g., research statistics seminar, statistical analysis seminar), with a view to helping students acquire techniques and skills for social research and analysis. In "sociology research seminar" taught by academic advisors, students acquire methods and approaches suited to specific research themes and their fields of research, along with the skills necessary to organize the research outcomes into a Master's thesis.

In the Socioliteracy Advanced Program provided in the second half of the doctoral program, students deepen their research in their fields of specialization, while acquiring the necessary knowledge to correlate diverse fields of specialization. [4.2-41)]

In "sociology research seminar," students are encouraged to clearly recognize their purpose of acquiring a doctoral degree, plan and implement relevant research activities on their own initiative, present the research findings, and ultimately acquire the ability to author a doctoral dissertation.

In all programs and courses, the Graduate School provides optional classes, such as "thesis/dissertation preparation support class" and "English presentation class," with an eye to responding to students' self-motivated needs in their research activities.

♦ Graduate School of Law and Politics

In each program of Practical Law, International Relations, Business Law and Public Policy, the Graduate School of Law and Politics provides special lectures, inviting practitioners and incumbent officials of Hyogo prefectural government as instructors.

The Public Policy Program is a joint program with the Graduate School of Economics. Graduate students specializing in law and politics study subjects provided in this program alongside economics majors. Subjects instructed by faculty members of the Graduate School of Economics include "public finance studies," "local finance theory," "public financial analysis," "regional and urban economic theory" and "social security theory A/B."

Regarding the Public Policy Program, an evening course is also provided for working adults who seek

to study the necessary subjects and complete the course while in employment. Some classes are provided on Osaka Umeda Campus, as well as at specific venues in the vicinity of Nishinomiya-Kitaguchi Station on the Hankyu Line, as necessary.

Since AY 2008, fixed-term professional faculty members have been assigned to the Public Policy Program from the Ministry of Internal Affairs and Communications, providing practical education based on their professional work experience. [4.2-43)p.25～37,4.2-75)]

♦ Graduate School of Economics

In the first half of its doctoral program, the Graduate School of Economics requires students to complete eight credits from "core subjects" (eight subjects: core micro economics I/II, core macro economics I/II, core econometrics I/II, core economic history, and core history of economic thought) as compulsory subjects, in order to consolidate the foundation for study at graduate school. The Graduate School also designates eight credits from "research seminar" (Master's theses) as compulsory. A balance between coursework and research work has thus been achieved. A new curriculum design slated for introduction in AY 2013 is intended to ensure a curriculum content that is conducive to achieving one of the Graduate School's educational objectives, "Establish a system enabling the Graduate School to incorporate new academic trends into its research and educational activities even more promptly, in consideration of progress made within the economics academic community." [4.2-76)p.13]

In the Economist Course provided for working adults, students can choose their program either from that based on "research seminar" (Master's thesis guidance) or that based on "theme research" (paper examination). While the enrollment is small, this course provides useful research opportunities for students who seek to organize their previous professional experiences from an academic viewpoint, and consolidate the basis for advancement to in-depth research. [4.2-77)]

All students planning to submit a Master's thesis in a given academic year are required to present a report at the same year's "Master's theses interim report meeting," which has been implemented since AY 2011. This meeting provides students with an opportunity to receive guidance and advice from faculty members other than their academic advisor (faculty members appointed as sub-academic advisors, and other faculty members). The meeting is held in public, allowing access to other graduate students. The meeting thus provides a mutual stimulus and learning between many participating students, achieving a valuable educational effect.

In the second half of the doctoral program, the Graduate School does not designate specific credit requirements other than the requirement for the subject of "research seminar." The Graduate School provides each student with the necessary guidance, while incorporating a system of joint seminars, in which instruction is given to the student by faculty members other than his/her academic advisor, regarding disciplines related to his/her field of research. Guidance is provided based on a "research guidance plan," which is designed for each student to achieve his/her objective of acquiring a doctorate in three years after entrance to this stage of the doctoral program. [4.2-77)]

Report presentation at the Economics Workshop, which is made by students as a requisite for submission of a doctoral dissertation, provides an opportunity for students to obtain guidance from faculty members of the Graduate School other than their academic advisor, as well as from researchers participating from outside the University. This presentation at the workshop significantly contributes to the development of relevant research activities and enhancement of the quality of doctoral dissertations.

♦ Graduate School of Business Administration

In the first half of the doctoral program of the Graduate School of Business Administration, all subjects except "research seminar" are equivalent to two credits each. To complete the course, students must acquire at least 22 credits from these subjects. In each of the six fields — management, accounting,

marketing, finance, business information, and international business — the Graduate School provides two to four basic subjects, in addition to eight to 10 specialized subjects. The Graduate School also provides "special lecture on theories of accounting disclosure," "special lecture on business management accounting" and other highly practical "combined subjects" established with the Institute of Business and Accounting; "Japanese (paper writing)" and "Japanese (oral presentation)" intended for students from overseas; special lectures on practical business operations and current topics; special lectures provided in endowed courses etc. In this academic year, the Graduate School has provided lecture sessions delivered in English under the category of "commercial science special lectures," as well as lecture sessions through an endowed course under the category of "finance special lectures." In the second half of the doctoral program, the Graduate School provides three to eight subjects in each field of specialization. [4.2-44)p.11~12]

♦ Graduate School of Science and Technology

In the Graduate School of Science and Technology, the subject forming the core of its curriculum for the first half of the doctoral program is "special experiment and seminar" (compulsory; 12 credits), in which students learn basic methodology for research. Along with "special experiment and seminar," the Graduate School also provides "literature seminar" as a compulsory subject equivalent to four credits, in order to develop in students the ability to closely analyze international trends in research activities, primarily by reading literature in foreign languages. [4.2-8)Article 33] With a view to developing a business-oriented mindset in students specializing in science and engineering, the Graduate School prepared for the introduction of MOT (Management of Technology) subjects, the necessity of which was discussed in AY 2010. As a result, the subject "creation of research and development-oriented venture businesses" was jointly established with the Institute of Business and Accounting in AY 2011. This subject is provided as an intensive subject held during the summer holidays for first-year students in the first half of the doctoral program, in consideration of the current situation where many students seek employment in private business after completing this stage of the doctoral program. In the second half of the doctoral program, the Graduate School aims to help students develop profound scholarship and high level research skills in their field of specialization through "special research" subjects, in which each research advisor provides finely tuned guidance for individual students. However, the scope of instruction by the faculty is necessarily limited, and it is impossible to cover all fields of research. To supplement the education provided in necessary fields and enrich its specialized education, the Graduate School held 27 academic seminar sessions by inviting lecturers from outside the University. Moreover, to revitalize research work, the Graduate School has also arranged for "special experiment and seminar" to be conducted at external partner research institutes and universities. In this arrangement, in AY 2011, one student was assigned to RIKEN Center for Developmental Biology, eight students to SPring-8, a large synchrotron radiation facility, and three students to the National Institute of Advanced Industrial Science and Technology (AIST). In a tie-up with Hyogo College of Medicine, one graduate student has been assigned to the college since AY 2011. These students participate in presentation sessions regarding their research outcomes (including an interim presentation session and a final examination), together with other students who participate in "special experiment and seminar" at KGU. These sessions serve as an opportunity for students who conduct research at KGU and at the external organizations to provide a positive stimulus to one another.

♦ Graduate School of Policy Studies

The Graduate School of Policy Studies has revised its curriculum and applied it to students who entered, or will enter, the Graduate School in or after AY 2011, providing education and guidance based on the following composition of subjects:

Subjects for the first half of the doctoral program comprise groups of "policy basics," "policy research,"

"field research," "Master seminar," "language communication" and "qualification subjects."

In the group of "policy basics," the subject "policy science research method" (two credits) is designated as compulsory. "Policy research" includes 14 subjects (28 credits) regarding policy research techniques and basic theories, of which six credits are granted via required elective subjects. Regarding "field research," four subjects (eight credits) are provided in the field of Public Policy Studies, seven subjects (14 credits) in the field of Environmental Policy Studies, five subjects (10 credits) in the field of Language and Culture Policy Studies, and nine subjects (18 credits) in the field of Urban Studies. The field of Urban Studies also provides four "qualification subjects" (14 credits) intended to provide students with practical experience as architects. Ten "field research" subjects (20 credits) are also provided in the field of International Policy Studies, and 11 such subjects (22 credits) in the field of Applied Informatics. The common subjects "research project" and "policy research A/B/C" are implemented based on proposals by faculty members. Accordingly, the number of classes for these common subjects varies, depending on the academic year. [4.2-45)]

To complete the course, students are required to obtain a minimum of 30 credits in total. These 30 credits must include at least 22 credits that comprise eight or more credits from "field research," two credits from the compulsory "policy basics," six or more credits from "policy research," and two credits from "language communication." In addition to these 22 credits, students must complete eight credits of compulsory "Master seminar" to satisfy the 30-credit requirement.

In the second half of the doctoral program, the core of its educational content is formed by "dissertation seminar" and "research seminar," which are conducted under close guidance by academic advisors. If fieldwork and practicum are necessary in the process of research activities, the instructor of the "research seminar" cooperates with the research advisor of the "dissertation seminar" in developing a program for each student and implementing it.

♦ Graduate School of Language, Communication, and Culture

In its program of Linguistic Science, the Graduate School of Language, Communication, and Culture provides educational content aimed at conducting research on vocabulary and sentence structure, as well as on the relationship between language and cognition, and that between language and psychology. To conduct universal and individual researches in the language as a communication system, the Graduate School also provides educational content in the fields of phonetics, phonology, morphology, syntax and semantics, as well as in the fields of language pragmatics, sociolinguistics and corpus linguistics.

In the four types of Cultural Linguistics programs, the Graduate School provides subjects intended for research focused on the regional, cultural and social aspects forming the background of each language.

The Linguistic Education program is primarily aimed at exploring interdisciplinary and empirical language education methods, providing education to consider practical methods of language education. The educational content provided in this program also emphasizes research into interdisciplinary language education methods including related fields of research. To provide recurrent education for language educators currently teaching in the classroom, the Graduate School provides program content regarding language education methods that accommodate the specific needs of the classroom.

In the Japanese-language Education program, the Graduate School provides educational content for those aiming to conduct comprehensive education in Japanese as a foreign language. [4.2-46)p.4]

In the second half of the doctoral program, as described in the previous section, research guidance is provided not only via individual guidance by academic advisors but also via group guidance involving several faculty members in different fields of specialization. This is for the purpose of achieving comprehensive and integrated guidance from a wider perspective, transcending the four fields of Linguistic Science, Cultural Linguistics, Linguistic Education and Japanese-language Education. [4.2-46)p.8]

♦ Graduate School of Human Welfare Studies

In the Graduate School of Human Welfare Studies, educational content appropriate for the first half of the doctoral program has been achieved as explained below:

While the Graduate School consists of a single graduate department, the School of Human Welfare Studies, which provides the undergraduate education forming the foundation of education at the Graduate School, comprises three departments: the Department of Social Work, the Department of Social Organization Development and the Department of Holistic Human Sciences. At the time of the establishment of the Graduate School, the Graduate School provided a single curriculum design, as well as specific subjects developed under this curriculum, in line with the simple viewpoint of "human welfare," not from the viewpoints corresponding to those of the three undergraduate departments, which formed the educational basis of the Graduate School. However, upon the "completion" of the School, i.e., the academic year when the School was expected to produce its first graduates, it became necessary for the Graduate School to redesign its curriculum and individual course offerings in a manner that accommodated the three-department structure of the undergraduate course, so that the Graduate School could provide appropriate education for prospective new students who would advance to the Graduate School after graduating from the School. After due consideration, since AY 2012, the Graduate School has provided "specialized elective subjects," which form the core of the new curriculum, by categorizing them into three subject groups: "'transactions'-related subjects," which comprise subjects concerning problem-solving from a specialist perspective regarding "transactions" between humans and society (the environment) (in consideration of the educational content provided by the Department of Social Work; the same applies hereinafter in this paragraph); "society-related subjects," which comprise subjects concerning specialized understanding of welfare society (Department of Social Organization Development); and "human-related subjects," which comprise subjects concerning specialized understanding of human nature (in the mental/spiritual and physical aspects) (Department of Holistic Human Sciences). Relevant subjects have been assigned under this subject categorization. As a result, the Graduate School has introduced nine "'transactions'-related subjects," eight "society-related subjects" and seven "human-related subjects, achieving an educational content more appropriate for the first half of the doctoral program, compared with that before revision. [4.2-49)p.5～7·25]

In the second half of the doctoral program, guidance is provided by seven academic advisors, including four Social Work-related academic advisors, who provide research guidance regarding "transactions" between humans and society (the environment); one Social Organization Development-related academic advisor, who provides research guidance regarding social organization development and welfare society; and two Holistic Human Sciences-related academic advisors, who provide research guidance regarding human nature from the mental/spiritual and physical aspects. As described above, the Graduate School provides appropriate educational content by assigning academic advisors with relevant expertise to the educational content in the field of human welfare studies.

♦ Graduate School of Education

In both the first and second half of its doctoral program, the Graduate School of Education provides educational content adapted to the advancement of knowledge in specialized fields, in accordance with the Curriculum Policy of the Graduate School. In the first half of the doctoral program, subjects are categorized into "subjects for the Field of Early Childhood Pedagogy," "subjects for the Field of Applied Pedagogy" and "research subjects." All subjects are elective, except for the research subjects "early childhood pedagogy research seminar" and "applied pedagogy research seminar." The Graduate School has thus achieved systematic course offerings with an emphasis on practical perspectives. The content of the subjects in both fields has been designed to be grounded in the idea of "understanding of children." The Graduate School allows students to study a broad range of subjects provided in both fields. Research

guidance is provided in a unified manner.

In the Field of Early Childhood Pedagogy, as subjects under the category of "theory of early childhood education," the Graduate School provides "special lecture on theories of early childhood pedagogy A," "special lecture on theories of early childhood pedagogy B," "special lecture on early childhood educational psychology A," "special lecture on early childhood educational psychology B," "special lecture on the content of early childhood pedagogy A" and "special lecture on the content of early childhood pedagogy B." As subjects regarding "educational theories and methods," the Graduate School provides "special lecture on educational psychology," "special lecture on applied developmental studies A," "special lecture on applied developmental studies B," "special lecture on pedagogy," "research on the history of thought in early childhood education" and "educational statistics research method." As subjects regarding "practice of early childhood education," the Graduate School provides "research on early childhood pedagogy (Japanese)," "research on early childhood pedagogy (arithmetic)," "research on early childhood pedagogy (life)," "research on early childhood pedagogy (play)" and "research on early childhood pedagogy (picture book theory)." The Graduate School also provides "special lecture on Christian pedagogy" as subjects intended to study the history of, and contemporary issues/problems regarding Christian education based on the understanding of human nature and children in Christianity.

Meanwhile, in the Field of Applied Pedagogy, as subjects under the category of "pedagogy," the Graduate School provides "special lecture on educational anthropology A," "special lecture on educational anthropology B," "special lecture on educational methodology A," "special lecture on educational methodology B," "special lecture on educational sociology A" and "special lecture on educational sociology B." As subjects regarding "educational counseling" and "special support education," the Graduate School provides "special lecture on applied pedagogy A," "special lecture on applied pedagogy B," "special lecture on applied pedagogy C," "special lecture on applied pedagogy D," "special lecture on applied pedagogy E," "special lecture on applied pedagogy F," "special lecture on applied pedagogy G" and "special lecture on applied pedagogy H." The Graduate School also provides students with an opportunity to study clinical psychology and other adjacent fields of research.

The research subjects "early childhood pedagogy research seminar" and "applied pedagogy research seminar" are provided as required elective subjects in each respective field in the Graduate School. These research subjects are intended to provide students with advanced academic knowledge in their field of specialization, advanced academic knowledge of relevant methods, and research guidance for preparation of a Master's thesis.

Regarding the second half of the doctoral program, in both of the Graduate School's two fields (the Field of Early Childhood Pedagogy and the Field of Applied Pedagogy), the Graduate School aims at developing in students the ability to analyze and conceptualize various issues from a scientific viewpoint, while studying a variety of domestic and overseas literature and materials. The Graduate School also provides research guidance primarily via "research seminar" in order to help students prepare their Master's theses.[4.2-50),4.2-62)]

To review and consider the current status and problems regarding the instruction in "research seminar," as well as regarding the instruction system and approach to be implemented in and after AY 2013, the Graduate School held FD Seminars in AY 2010 and AY 2011, promoting relevant discussion and information exchange among Graduate Faculty Board members.[4.2-78)]

♦ Institute of Business and Accounting

In the second half of its doctoral program, the Institute of Business and Accounting conducts practical professional education, by appropriately combining "research guidance" as a subject providing guidance directly relating to dissertation preparation, with subjects under the framework of "advanced management special research," which are aimed at helping students acquire the necessary knowledge in receiving

dissertation guidance.[4.2-79)p.2·10·11] For dissertation guidance, the Institute has adopted a multiple-advisor system, whereby guidance is provided for a single student by an academic advisor and assistant academic advisor(s).[4.2-80]

Since the establishment of the Graduate Department (for the second half of its doctoral program) in the Institute in AY 2008, student enrollment has increased year by year, resulting in an expansion of the students' fields of research. To accommodate this situation, the Institute has increased the number of subjects provided in the category of "advanced management special research"; Commencing with eight subjects in AY 2008 and AY 2009, the Institute provided seven subjects in AY 2010, and increased this to 24 subjects in AY 2011, and to 40 subjects in AY 2012. [4.2-80),4.2-79)p.10·11] This increase in the number of subjects has enabled the Institute to provide education and research guidance that are more flexibly adapted to the individual research content of each student.

2. Check and Evaluation

(1) Matters showing improvement

Whole University	4.2-2-(1)

♦ Undergraduate Course

Regarding the first-year education, a variety of proactive efforts have been made while incorporating the idea of "active learning," emphasizing enhancement of students' motivation and attitude toward study and research. These efforts include the establishment of "study skill seminar" [4.2-81)] as a "University-wide subject" for helping students acquire basic skills for learning, as well as the revision of "start-up seminar" [4.2-82)] at the School of Law and Politics.

Each school's curriculum contains several courses accommodating the students' diverse future career visions and interests. By effectively using coursework conducted at each school, the University has established the Multidisciplinary Studies Program (MDS Program), via which many courses and programs are made available for all students. [4.2-55)]

Coordination for optimization of the curriculum of "University-wide subjects" has been promoted primarily by the Center for Common Educational Programs, for instance by clearly showing the systematic curriculum structure of such subjects and preparing a booklet intended to help students choose appropriate subjects suited to their learning goals. [4.2-84)]

♦ Graduate Course

A Diploma Policy and Curriculum Policy were established at all graduate schools, while the establishment of these Policies had been delayed. The Policies have been made public on KG's official website. [4.2-11)] The Policies help define more clearly each graduate school's "objectives concerning the fostering of human resources" stipulated in the Graduate School Regulations, [4.2-85)] and provide students with a wide range of information regarding the overall process for learning, including how to study subjects provided at each graduate school.

Schools	4.2-2-(1)

♦ School of Theology

The School of Theology has adopted a seminar system comprising "basic seminar" (for first- and

second-year students) conducted as part of the School's first-year education, "field-based seminar" (for third-year students) and "special research seminar" (for fourth-year students). This system is distinctive in that it is not based on the conventional style of "seminar" education which normally commences in the students' third year of study, but provides several "field-based seminars" for third- and upper-year students, the themes of which are set on the basis of the academic interests of each faculty member. (Seminars A through D have been established in each of the fields of Old Testament studies, New Testament studies, history of Christianity, systematic theology, practical theology, Christianity and thought, and Christianity and culture.) [4.2-13)] Students are allowed to study various themes in several seminars concurrently, and explore and identify their own research theme, without being restricted to a specific theme instructed by a specific faculty member. Most students well understand the aim of this seminar system, participating in several "field-based seminars" dealing with various themes. [4.2-86)]

For students in other schools, the School provides "Minor program: Christian thought and culture" as a Multidisciplinary Studies Program (MDS Program), [4.2-55)p.9] providing such students with access to learning both basic and specialized subjects in Christianity. Learning and researching Christianity, which is crucial for studies in world history, Japanese history, history of thought, and cultural history, essentially involves the possibility and necessity of interaction with other disciplines. One or two students annually enroll in this program from other schools. [4.2-87)]

♦ School of Humanities

A sequential and systematic learning system has been established at the School of Humanities, enabling students to adapt themselves to university education without difficulty, and make progress from diverse liberal education to advanced specialized education in a step-by-step manner. This sequential and systematic learning is illustrated by diagrams, which are used for introduction of the School and other purposes.

All students are required to submit a thesis for graduation. To help them prepare a thesis, the School provides small group-based seminar education for third- and fourth-year students. (One class consists of several students, up to 25 students.) Graduation thesis examination is conducted by a team consisting of a chief examiner and sub-examiner(s), ensuring an objective and rigorous examination process. The "Qualities Expected of KG Graduates" are thus guaranteed. [4.2-88)]

At the School, many lecture sessions are delivered in classes of a relatively modest size. Together with the abovementioned learning systems, such class composition helps the School conduct diverse and highly specialized education.

♦ School of Law and Politics

The School of Law and Politics has reinforced its first-year education, the approach to which had been explored for years, by introducing "start-up seminar," which is conducted for new entrants to the School, using shared educational materials and syllabus. [4.2-65)] A common textbook newly devised for this seminar, the "Study Guide for Law and Political Science," covers the content necessary for first-year students to study and conduct research as law/political science majors at the School. This guidebook provides useful information, to which students can refer repeatedly even after they complete the seminar program. [4.2-64)]

Meanwhile, for students who are highly interested in, and motivated for studying the law, the School has introduced the "Law for Legal Profession" course in the new curriculum, as an initiative to provide more intensive education aimed at supporting students in proceeding to the legal profession. According to a survey that was distributed in AY 2012 to new students soon after their entrance to the School, the results regarding the said course were promising, indicating that the respondents were highly interested in the course. [4.2-89)]

♦ School of Policy Studies

In the School of Policy Studies, cross-departmental interaction between students is actively promoted via the Research Fair and off-campus volunteer activities, [4.2-90)] while such interaction is limited to some extent in "research seminar" and "media workshop" for third- and fourth-year students, which are provided within each department.

For English education, the School conducts the TOEFL test for new entrants as a placement test, composing classes by their proficiency in English as indicated by the test. This English education program is highly effective especially for students with a limited command of English.

♦ School of Education

In preparation for the reorganization of the School of Education after its "completion" in AY 2012, when the School is expected to produce the first graduates after its establishment, the School established the Future Vision Committee. The committee reviewed the existing curriculum, which was developed on the basis of the philosophy and goals of the School, and identified issues needing further improvement. These identified issues were confirmed and examined at a meeting of faculty members (held on July 28, 2010), and the result was further deliberated by the Undergraduate Faculty Board. The final result was incorporated in a new curriculum in a manner that accommodates the School's future vision defined for the academic year of the "completion" and subsequent years. In the Department of Early Childhood and Elementary Education, the curriculum structure and content of subjects in both the Early Childhood Education Course and the Elementary Education Course are reviewed at the "Instructors' Meeting of the Kindergarten Teacher- and Nursery Teacher-Training Course" and the "Instructors' Meeting of the Elementary School Teacher Training Course," respectively. These meetings, held once every month or two months, identify problems and discuss measures for improvement. These meetings have enabled the School to eliminate duplication of educational content between subjects dealing with closely related themes, as well as any omission of necessary elements in teacher training. [4.2-72)]

♦ School of International Studies

The School of International Studies provides a program enabling students to acquire academic degrees by completing a set of specific subjects, the instructions of which are delivered only in English. By choosing this program, students from overseas, as well as Japanese students with high English proficiency, can obtain an academic degree and graduate from the School via coursework for which instruction is provided only in English. [4.2-73)]

Graduate Schools   4.2-2-(1)

♦ Graduate School of Humanities

In the Graduate School of Humanities, in AY 2011, the Graduate Department of Integrated Psychological Sciences proceeded with planning to increase the number of classes for "special lecture on psychological science," in order to help students acquire the certificate of Clinical Developmental Psychologist. The Graduate Department added two classes for the said lecture-based subject in AY 2012. Due to the short lapse of time since the introduction of this class arrangement, some time is needed before the Graduate Department can determine whether this addition will result in an increase in the number of certificate holders. Regarding "Graduate School of Humanities special lecture," an increased number of faculty members teach this lecture-based subject. Interaction between their fields of specialization has been contributing to imparting diverse knowledge to students. [4.2-91)]

♦ Graduate School of Law and Politics

The Graduate School of Law and Politics provides the Public Policy Program jointly with the Graduate School of Economics. Via this program, student of both graduate schools have been provided with more opportunities to interact with one another. Students of the Graduate School of Law and Politics also have an increased opportunity to interact with working adults, through evening classes, which have been established to accept those seeking to study while in employment. Employment of fixed-term professional faculty members has enabled the Graduate School to provide education and guidance from new points of view. [4.2-92)]

♦ Graduate School of Economics

In the first half of its doctoral program, the Graduate School of Economics has adopted a curriculum design that positions "core subject group" as a basis for studying more advanced "specialized subjects." This curriculum design has contributed to the achievement of an appropriate balance between coursework and research work, an educational effect exemplified by an increase in the quality of research activities supported by extensive knowledge of economics, and enhancement of the quality of Master's theses.

The joint seminar system introduced in the second half of the doctoral program provides students with an opportunity to receive necessary advice and guidance from new points of view, provided by faculty members other than their academic advisor. This system helps students to prepare a doctoral dissertation dealing with highly advanced content.

♦ Graduate School of Policy Studies

Based on the curriculum, which was revised in AY 2011, the Graduate School of Policy Studies has encouraged students to participate in the Research Consortium, the Research Fair, the Doughnut Hour and the Policy Workshop. This has resulted in increased opportunities for students to publicly present their research findings, as well as to interact not only with other students but also with faculty members. The Graduate School has also introduced a system to partially support travel expenses paid by students, so as to support their survey/research presentation activities. This system has facilitated off-campus activities by students. [4.2-93)]

The internship program to prepare students to take the national examination for the registered architect certification is highly appreciated. Three additional students have been enrolled in the program in AY 2012. As described above, the new curriculum of the Graduate School has been successfully implemented, producing positive outcomes.

♦ Graduate School of Language, Communication, and Culture

One of the features of the curriculum of the Graduate School of Language, Communication, and Culture is that the curriculum allows students to pursue cross-sectional study and research, without being restricted to a specific field of specialization. To enable such study and research, the curriculum has been designed to contain a wide range of diverse subjects. In the field of Linguistic Education, the Graduate School has decided to improve its curriculum, with a view to developing educators with a broader perspective and rich academic knowledge, in an effort to more closely respond to the specific needs of the classroom. [4.2-95)]

♦ Graduate School of Human Welfare Studies

The Graduate School of Human Welfare Studies has revised its curriculum in AY 2012. The curriculum was redesigned in a more systematic form, by abolishing some subjects and introducing new ones, thereby

accommodating the specific needs of students more closely. The revision has shown a positive effect in providing educational content with greater appropriateness. [4.2-49)p.5～7.25]

(2) Matters that need to be improved

Whole University   4.2-2-(2)

♦ Undergraduate Course

In AY 2010, while the University discussed a proposed policy on the overall design of "University-wide subjects" and possible reorganization of their subject groups, these did not come to fruition. Currently, the Center for Common Educational Programs, which is supposed to function as an organizer regarding the overall design and provision of "University-wide subjects," is only playing the role of a coordinator. In recent years, the importance of liberal education as the basis for various studies is widely recognized, and there is great demand for globalization of universities. With this situation as a backdrop, the University needs to review how it should provide "University-wide subjects" and redesign their subject groups.

♦ Graduate Course

Examination of the appropriateness of course offerings has been conducted in a rigorous manner, under the responsibility of each graduate school. Examination of such appropriateness from a comprehensive perspective covering all graduate schools has been assumed by the Graduate School Student and Academic Affairs Committee and other bodies. However, such examination from a comprehensive perspective has yet to reach the level of substantial examination of each graduate school's course offerings, partly due to the fact that not all graduate schools have developed course registration models as a tool to more clearly present their coursework.

Schools   4.2-2-(2)

♦ School of Humanities

Since AY 2010, a series of policies has been formed primarily by the Academic Affairs Committee to promote specification and disclosure of curriculum. In response to these policies, the School of Humanities specified its Diploma Policy, Curriculum Policy and other related policies. In a sense, however, the process of specifying these Policies simply constituted confirmation of the existing operations regarding degree conferment, curriculum design and implementation, etc. Amid the increasing globalization of universities, the School must review its curriculum and realize specific reforms, while exploring appropriate future directions for the School and identifying specific problems to be overcome in order to make progress.

♦ School of Law and Politics

As described in Sections 1-(1), (2), the School of Law and Politics formulated the Curriculum Policy and curriculum maps, in parallel with the revision of its curriculum. Importantly, however, the revised curriculum would not function effectively unless the position/significance of each subject within the whole curriculum as intended by the faculty is clearly communicated to students. It is therefore necessary to take measures to clearly indicate the positioning of each subject in the curriculum, such as whether a given subject is positioned as an introductory subject or an advanced subject. Meanwhile, a subject numbering system is commonly employed in overseas universities. The School will consider introducing

the numbering system, in view of the necessity of mutual accreditation of credits with overseas universities, since such opportunities are expected to increase in parallel with the promotion of student exchange programs aimed at development of individuals with a global mindset. [4.2-96)]

♦ School of Science and Technology

The "mathematics remedial program" based on the "basic math ability test," which is implemented at the School of Science and Technology, shows a certain level of effectiveness. However, due to the short lapse of time since its implementation, the School has not been able to analyze the effectiveness of the program in detail.

♦ School of Policy Studies

In its English education, the School of Policy Studies has recognized a sluggish improvement in the English ability of second-year students, as evidenced by their average TOEFL score. The School needs to identify the cause and take necessary measures. [4.2-97)]

♦ School of Education

In the School of Education, "basic seminar" provided as an introductory education subject is instructed by several faculty members. While instructors' meetings are held at the beginning of each semester due to the need to confirm and share the basic policies of the seminar class with them, it is currently difficult to ensure the participation of all instructors in the meetings. Regarding "research seminar" for the third- and fourth-year education, students and faculty members have varied opinions regarding the procedure to choose the class, the content of class instruction, etc. No specific standards have therefore been established concerning these issues.

Graduate Schools   4.2-2-(2)

♦ Graduate School of Economics

In the first half of its doctoral program, the Graduate School of Economics provides the Economist Course for working adults. This course is intended to provide useful opportunities for students who seek to organize their previous professional experiences from an academic viewpoint, and consolidate the basis for advancement to in-depth research. In reality, however, many students use this course as a means for being exempted from the national examination of Certified Public Tax Accountant. There is a widening gap between the objectives set at the time of the establishment of the course and the current situation. While the Graduate School never intends to reject students seeking a career as a Certified Public Tax Accountant, it is necessary to recognize the imbalance between these prospective tax accountants and other general students, whose enrollment is declining.

♦ Graduate School of Policy Studies

The Graduate School of Policy Studies provides "field research," which deals with diverse themes. Political issues covering these themes are studied in a cross-sectional manner in "research project." The Graduate School must closely examine the content of "research project," exploring effective approaches to learning via this subject. Given the current situation where not all places for student admissions have been filled, the Graduate School must devise additional measures to ensure diverse intellectual stimuli provided between students of similar ages. While students actively participate in on-campus activities, such as the Research Fair and the Research Consortium, the Graduate School recognizes the necessity to urge them to participate in external workshops, academic conferences and other off-campus activities more frequently.

Especially for students in the second half of the doctoral program, the Graduate School must provide support in obtaining opportunities to author refereed papers and make presentations at academic conferences. [4.2-98)]

♦ Graduate School of Language, Communication, and Culture

Among the seven fields comprising the Graduate School of Language, Communication, and Culture, four fields come under the field of Cultural Linguistics. At the time of its establishment, the Graduate School attracted a large number of students who sought to study in this field. However, the number of applicants has clearly shown a declining trend, especially in the past four years. The number of new entrants for this academic year did not reach the number of places for admissions. The Graduate School newly established the Cultural Linguistics (East Asian studies) program in AY 2011, introduced five new subjects, and made other improvements in the curriculum content. In spite of these efforts, the overall situation surrounding the field of Cultural Linguistics has not shown significant improvement.

"Matters that need to be improved" are as described above. [4.2-99)]

♦ Graduate School of Human Welfare Studies

The Graduate School of Human Welfare Studies has revised its curriculum in AY 2012. The Graduate School will henceforth have to develop course registration models for each of the majors of "Social Work," "Social Organization Development" and "Holistic Human Sciences."

3. Development Measures for the Future

(1) Matters showing improvement

Whole University	4.2-3-(1)

♦ Undergraduate Course

Efforts for enhancement of curriculums have been made, with particular emphasis on systematic curriculum design, while taking the increasingly diverse learning needs of students into consideration. These efforts have been made via curriculum revision at schools, reform of the first-year education, and introduction of the Multidisciplinary Studies Program (MDS Program), which effectively uses coursework conducted at each school and provides students with a broad learning experience, transcending the realm of studies available at the single department they belong to. Planning for University-wide introduction of the subject numbering system is already underway. The University will promote relevant planning for an enhanced, systematic curriculum through the Academic Affairs Committee, which deals with University-wide issues, and the Faculty Development Subcommittee established within the Committee, by means of introducing and sharing information regarding case examples of KGU's schools and other universities that have pioneered the introduction of subject numbering and other systems for systematic curriculum design. [4.2-4)]

♦ Graduate Course

Some graduate schools have formulated, or are formulating course registration models. The University will promote wider dissemination to, and deeper understanding by students and faculty members of the established course registration models by publicly providing them via a variety of media.

Schools	4.2-3-(1)

♦ School of Theology

In the structure of its seminar subjects, the School of Theology provides "field-based seminars" for third-year students. While this arrangement provides students with wider choice in their research theme setting, this may make the process (continuity) leading to the "special research seminar" (and the elective subject "graduation thesis" to be introduced in AY 2013) for the fourth-year education unclear. The School will ensure full understanding of such process by students, by providing them with course registration models and guidance for their studies. For class instructors, it must be ensured that they recognize the process throughout all phases of seminar education more clearly, based on an increased awareness of the objectives of, and the achievement goals regarding the necessary skills in seminar classes at each year of study, which are to be clearly defined at meetings of the Curriculum Research Committee (School) and FD Workshops (School).

In view of this, the School will define screening criteria/standards regarding the elective subject "graduation thesis" slated for introduction in AY 2013, and will clearly indicate the sequence of steps connecting "basic seminar" with "special research seminar" and "graduation thesis," within the structure of the seminar subjects provided in the School's curriculum.

Regarding the attraction of students from other schools in the Multidisciplinary Studies Program (MDS Program), the School will first make efforts to increase the enrollment in the School's subjects within the framework of the conventional system of accepting students from other schools. To achieve this, the School will explore a more appealing means of public relations, aiming at wider recognition of the education provided at the School.

♦ School of Humanities

The School of Humanities has made a concerted effort with the Academic Affairs Committee to clarify the existing system for curriculum design, promoting relevant discussions at the Undergraduate Faculty Board, the Administration Meeting, the Curriculum Committee and other meetings. In this process, the "Organizational structure and roles of the Curriculum Committee" were specified, clarifying the sections responsible for planning and review of the curriculum and educational content of the School, as well as the specific roles/tasks of such sections. A system has thus been established for improvement of the curriculum in the future. Decisions made at monthly Curriculum Committee meetings are further deliberated by the Undergraduate Faculty Board. This facilitates an increase in the awareness of issues regarding curriculum among faculty members. [4.2-100)]

♦ School of Law and Politics

Regarding the "Study Guide for Law and Political Science" used as a textbook in "start-up seminar," the School of Law and Politics will continue to issue it, while updating its content. The "Law for Legal Profession" course is designed to provide education for selected students. The School will provide necessary information in the application guidelines, as well as on the occasion of the course explanation meeting, in order to encourage students to apply for the course, especially those with high motivation to advance to the legal profession. [4.2-22)p.76,4.2-101)]

♦ School of Policy Studies

The School of Policy Studies encourages students to incorporate, in their study and research, the experience obtained through cross-departmental interaction involving students in different years of study; as well as to use the Research Fair and other opportunities to publicly present the outcome of such study

and research as necessary. This approach has contributed to enhancement of the students' learning experience. [4.2-102)] Regarding English education, in the fall semester of AY 2011, the School introduced a system in which third- and fourth-year students provide first- and second-year students with advice in English composition as Learning Assistants (LAs). Used by a total of more than 500 students in six months, this system is producing positive effects. [4.2-103)]

♦ School of Education

Regarding the appropriateness of the educational content provided by the School of Education, the content of class instruction has been improved by sharing understanding of relevant issues among class instructors at the "Instructors' Meeting of the Kindergarten Teacher- and Nursery Teacher-Training Course," the "Instructors' Meeting of the Elementary School Teacher Training Course" and the "Practicum Committee." In preparation for the reorganization of the School scheduled in AY 2013, the Future Vision Committee examined the existing curriculum and its specific content, and developed a new curriculum, based on the discussions at the abovementioned three committees. The School will examine the appropriateness of the class content provided under the newly developed curriculum, by employing the existing examination means as well as a survey distributed to students at the end of each semester.

♦ School of International Studies

The School of International Studies will further increase the number of subjects provided in English by employing fixed-term faculty members who are native English speakers.

Graduate Schools   4.2-3-(1)

♦ Graduate School of Humanities

By using a "student evaluation of teaching" survey etc., the Graduate School of Humanities is currently investigating the level of demand for new classes aimed at acquisition of specific licenses/qualifications, such as licenses of teachers and other educational officials (specialist certificate) and qualifications for national civil servants (Class I), among students in graduate departments other than the Graduate Department of Integrated Psychological Sciences. The investigation has been set out in AY 2012; the Graduate School will devise necessary measures after it accumulates more response data. Regarding "Graduate School of Humanities special lecture," the Graduate School envisions a more extensive lecture content dealing with original and interdisciplinary themes. In this respect, the Graduate School is planning possible use of materials possessed by the Kwansei Gakuin Archives and the Preparatory Office for the Establishment of Kwansei Gakuin Museum. The Graduate School will proceed with planning for such new lecture content primarily through the Graduate School Administration and the Graduate School Committee for Deliberation of Issues.

♦ Graduate School of Law and Politics

The Graduate School of Law and Politics will continue the ongoing cooperation with the Graduate School of Economics, and will also continue to provide classes instructed by fixed-term professional faculty members.

♦ Graduate School of Economics

In the first half of its doctoral program, the Graduate School of Economics has adopted a curriculum design comprising "core subjects" and "specialized subjects." This curriculum design is highly effective in conducting well-balanced research in specialized fields. In a new curriculum to be implemented in AY

2013, the "core subjects" will be further divided into the groups "standard core" and "research core." The "specialized subjects" will also be subdivided by level of difficulty. Via this new curriculum, the Graduate School aims to increase its capability to accommodate the specific needs and abilities of individual students. After implementing the new curriculum, the Graduate School will consider a system for examination of the curriculum by convening the Graduate School Expert Committee. The joint seminar system introduced in the second half of the doctoral program has proven to have a high educational effect. The Graduate School will promote greater recognition and understanding of the aim and advantages of the system among faculty members, in order to encourage wider use of the system. To facilitate this, the Graduate School will review the system at the Graduate School Administration and clearly specify the procedure for effective use of the system.

♦ Graduate School of Policy Studies

The Graduate School of Policy Studies has recently implemented a curriculum revision, with the aim of achieving further development of the Graduate School for the future. As described in Section 2-(1), the new curriculum has proven to be effective, as evidenced by the expansion and enhancement of activities by students. The next challenge for the Graduate School is how it will stably maintain such positive effects for years to come.

♦ Graduate School of Language, Communication, and Culture

In the Graduate School of Language, Communication, and Culture, it has been decided to improve the curriculum for the field of Linguistic Education, as described in the previous section. The Graduate School will respond to the specific needs of the classroom more closely, by revising the curriculum for the said field, which is closely related to practical work in the educational profession. This revision will be made in line with the revision of the government guidelines for education at elementary schools, junior high schools and high schools. These revised guidelines have been applied to students who entered, or will enter an elementary, junior high, or high school in AY 2011 or a subsequent year. By revising the curriculum for the field of Linguistic Education, the Graduate School will play a greater role in the development of language educators equipped with practical instruction skills.

♦ Graduate School of Human Welfare Studies

The Graduate School of Human Welfare Studies has revised its curriculum in AY 2012. Therefore, as a measure for the time being, the Graduate School will strive to properly implement the revised curriculum for the next two years. The Graduate School will subsequently examine the appropriateness and effectiveness of the curriculum.

(2) Matters that need to be improved

Whole University	4.2-3-(2)

♦ Undergraduate Course

Regarding "University-wide subjects," the University has not thus far defined its Curriculum Policy. Through the Common University-wide Education Subcommittee established within the Center for Common Educational Programs, the University will proceed with planning to define its Curriculum Policy and redesign its curriculum, while taking into consideration the relationship with "KG's Ideals for the University" and the "Qualities Expected of KG Graduates," [4.2-104)] which have already been specified.

4.2-105)

♦ Graduate Course

Based on the Diploma Policies and the Curriculum Policies established at all graduate schools, the objectives of the development of human resources at each school have also been defined more clearly. The University will encourage each graduate school to develop course registration models based on these Policies, and will promote necessary discussions at the Graduate School FD Subcommittee and other meetings.

Schools   4.2-3-(2)

♦ School of Humanities

While the School of Humanities reviewed its curriculum upon formulation of its Curriculum Policy, curriculum maps and course registration models in AY 2011, the School has yet to advance to a revision of the curriculum incorporating social trends of globalization. The School will make revisions to design a curriculum reflecting such trends. In parallel with this, the School will also need to consider the possibility of introducing a subject numbering system, in view of further enhancement of the international acceptability of its curriculum.

While the School has already implemented the Student Assistant (SA) system, the School has not employed the Learning Assistant (LA) System, which has been established throughout the University since the fall semester of AY 2011. The School will complete the necessary arrangements by the end of the fall semester of AY 2012, and implement the LA system in the spring semester of AY 2013.

♦ School of Law and Politics

With a view to clearly communicating to students the position/significance of each subject within the whole curriculum and thereby increasing the effectiveness of the revised curriculum, the School of Law and Politics will introduce a system to assign numbers to each subject, so as to clearly inform students of the positioning of each subject in the curriculum, such as whether a given subject is positioned as an introductory subject or an advanced subject. The School will have the Enlarged Curriculum Committee take the initiative in planning and establishing an appropriate subject numbering system for the School, while referring to relevant materials and information regarding case examples of such numbering systems that have already been implemented at overseas universities. [4.2-106]

♦ School of Science and Technology

Regarding the "mathematics remedial program" based on the "basic math ability test," the School of Science and Technology will formulate an evaluation method of the effectiveness of the program, while collecting inputs from class instructors and opinions of departments, after accumulating a substantial amount of related data.

♦ School of Policy Studies

The School of Policy Studies will develop a more effective English education program by collecting and analyzing more detailed data regarding the English proficiency of students, while collecting inputs from class instructors and the opinions of departments. Through the curriculum revision scheduled for AY 2013, the School will set out to develop programs aimed at further development of English proficiency among third- and fourth-year students. Concurrently, the School will define clear evaluation criteria to analyze the effectiveness of these programs. [4.2-97]

♦ School of Education

Regarding "basic seminar," the School of Education will hold instructors' meetings more frequently, in response to the instructors' views that information exchange is needed not only regarding the basic policy of the seminar class but also regarding the content of class instruction, and that mutual assessment of class content is also needed. Regarding "research seminar" intended for third- and fourth-year students, the School will examine the educational effects of the seminar, while taking into consideration the opinions of class instructors and the result of the "student evaluation of teaching" survey.

Graduate Schools   4.2-3-(2)

♦ Graduate School of Economics

The Economist Course provided in the first half of the doctoral program of the Graduate School of Economics needs review in consideration of the significant difference in social and economic circumstances between the time of the establishment of the course and today. At the Graduate School Administration, the Graduate School will form a drastic review plan, including the issues of how the course should be operated henceforth and whether the course should be continued or not, and will propose an appropriate revision to the Graduate Faculty Board.

♦ Graduate School of Policy Studies

With an eye to increasing the number of applicants for the Graduate School of Policy Studies, the Graduate School will enhance its course, which allows undergraduate students to complete their program in three years and advance to the Graduate School. The Graduate School will take measures to provide students with opportunities to author papers other than Master's theses, and will also increase support for travel expenses paid by students when they travel to make a presentation at an academic conference or other occasion. The Graduate School will increase publicity to potential applicants for the Graduate School as well as to the general public, via various media, regarding the fact that the Graduate School provides "favorable environment for study and research." The Graduate School will also ensure that all faculty and staff members understand mid- and long-term issues to be addressed in the Graduate School, share its future visions and challenges, and unite their efforts to attract an increased number of prospective students. [4.2-93]

♦ Graduate School of Language, Communication, and Culture

In the Graduate School of Language, Communication, and Culture, it has been decided that the Graduate School establish the Curriculum Planning Committee for the Field of Cultural Linguistics, through which the Graduate School will propose drastic curriculum reform, including the renaming of subjects and introduction of new subjects. [4.2-107]

♦ Graduate School of Human Welfare Studies

Regarding course registration models in the first half of its doctoral program, the Graduate School of Human Welfare Studies will convene the Graduate School Committee for Deliberation of Issues to review such models for each of its majors, i.e., "Social Work," "Social Organization Development" and "Holistic Human Sciences," especially from the viewpoint of the appropriateness and effectiveness of the curriculum.

Chapter 4
Educational Content,
System and Outcomes
3. Educational System

Chapter 4 Contents

3. Educational System

(3) Are performance evaluation and credit recognition conducted properly?

(4) Does the University regularly examine its educational outcomes and use the examination results for the improvement of curriculums, educational content and educational systems?

2. Check and Evaluation
(1) Matters showing improvement

3. Development Measures for the Future

* Chapter 4 does not contain reports of the Law School, the Business School or the Accounting School of the Institute of Business and Accounting, since these schools have received a Certified Evaluation and Accreditation for professional graduate schools within the past five years.

1. Current Status

(1) Are the educational system and educational guidance appropriate?

Whole University	4.3-1-(1)

♦ Undergraduate Course

At Kwansei Gakuin University (KGU), each school provides course offerings in diverse instruction styles, such as lectures, seminars and practicums, based on its Diploma Policy, Curriculum Policy, curriculum map, etc., that have been defined by each school. The quota of each class is determined appropriately for each of the said diverse instruction styles. Efforts are made to promote interactive learning, by employing "comment papers," the Learning Management System (LMS) and other means. Information regarding the class objectives, achievement goals, class plan, instruction system and other related matters in each subject is specified in syllabuses, and is made accessible not only for students but also for the general public. [4.3-1)]

Each school endeavors to check and improve its overall academic affairs on a regular basis, including matters concerning the curriculum, by establishing permanent committees to consider the curriculum etc. Regarding revision of subjects and other related issues by each school, as well as by organizations providing subjects concerning University-wide education (e.g., Language Center, Research Center for Teacher Development, Center for International Education and Cooperation), relevant deliberation is conducted at regular meetings of the Academic Affairs Committee, which deals with University-wide issues, and the Common University-wide Education Subcommittee. A system has thus been put in place that enables University-wide efforts in information sharing, examination of problems and their improvement.

To ensure "credit substantialization" (the approach of promoting students' self-directed studies and ensuring 45 hours of study per credit) and to optimize the students' learning process, the maximum number of credits registrable per year is limited to 49 credits at all schools, except for the School of Education and the School of International Studies, which have not yet produced their first students after their establishment. [4.3-2)] These two new Schools plan to introduce a similar limitation.

Regarding educational guidance, the University regards small-group seminars as the essential core of its educational system. Introductory seminars for first-year students and specialized seminars for third- and fourth-year students are compulsory at almost all schools. In September 2010, the University introduced a Learning Management System (LMS) called "LUNA," [4.3-3)] which provides and promotes an interactive educational/learning environment connecting instructors and students. LUNA acts as a tool for instructors to provide teaching materials and a variety of information regarding the class, for students to submit assignments and related questions to instructors and receive feedback from them, and for establishing a learning community among students with a bulletin board function. Meanwhile, KGU has long operated the Teaching Assistant (TA) [4.3-4)] and Student Assistant (SA) systems, [4.3-5)] appointing a large number of graduate students and undergraduate students as TAs and SAs, respectively, to support the operation of undergraduate classes. In addition to these systems, in the fall semester of AY 2012, the University introduced a system of Learning Assistants (LAs) served by undergraduate students as another learning support system. [4.3-6),4.3-7)] This new system is expected to achieve positive effects in terms of enhancing students' learning by providing them with peer support and learning models, as well as in the education of LAs themselves in terms of their self-development.

The University aims to make the TA, SA and LA systems function as a means to promote more active, self-motivated learning among students.

Prior to the full introduction of the LA system, the University implemented it as a trial for one year from the fall semester of AY 2011. The system has proven highly effective in assisting the education and learning of students, according to the reports from the schools and centers that participated in the trial. The University will establish a framework for adequate financial support for the system, and will also review the system with a view to making it permanent. [4.3-8),4.3-9)]

♦ Graduate Course

In connection with graduate curriculums, all graduate schools have specified the process for obtaining academic degrees, making it public on KG's official website. [4.3-10)] As indicated in these processes, many graduate schools expect students to decide their academic advisor upon entrance to the graduate school, develop their research guidance plan based on discussions with, and guidance by the academic advisor, and to decide subjects to study based on the plan.

In the graduate course, an increasing number of graduate schools have adopted a system whereby guidance is provided for a single student by several faculty members. Some graduate schools (Graduate School of Sociology, Graduate School of Law and Politics, Graduate School of Human Welfare Studies, etc.) have established a system to appoint sub-academic advisors for students in the first half of the doctoral program. Also in the second half of the doctoral program, many graduate schools have introduced a system for providing guidance by multiple advisors. Specifically: Research guidance groups are organized in the Graduate School of Economics. A system of dissertation guidance committees has been established in the Graduate School of Business Administration. A system introduced in the Graduate School of Humanities allows students to receive guidance from faculty members of other graduate departments and other graduate schools. The Graduate School of Economics conducts workshops chaired by external researchers for students to present their theses/dissertations. The Graduate School of Science and Technology provides guidance for students while involving faculty members from other graduate departments, in the form of joint research between researchers. The Graduate School of Education invites sub-examiners from different fields of specialization to interim presentation sessions of doctoral dissertations, and also provides "joint seminar" and other seminar subjects that are instructed by two to three faculty members. By providing multiple-advisor systems along with the existing individual guidance systems between academic advisors and students, graduate schools in the University have achieved more appropriate systems for education and educational guidance.

Schools	4.3-1-(1)

♦ School of Theology

In preparing the syllabuses for each class, the School of Theology ensures that instructors specify "achievement goals" in line with the Curriculum Policy, and fill in the style of class instruction and specific points to note in the section "class instruction"—not simply whether the instruction is conducted in a lecture or seminar style but also what specific approaches are adopted, such as quizzes, reading of materials in turn, and fieldwork, if this information is determined as necessary by the instructor. Efforts are made via the FD Workshop (School) to enhance the description of syllabuses. With a view to ensuring "credit substantialization," the School limits the number of subjects registrable in a single academic year to the equivalent of 48 credits, in principle, so as to secure adequate time for students to study, including time for class

preparation and review. [4.3-11)p.30]

Other efforts for better educational guidance include the trial appointment of Learning Assistants (LAs) implemented in the fall semester of AY 2010 for the "basic seminar" classes provided for first- and second-year students. This is intended to form a framework in which students learn from one another on their own initiative, while receiving support from class instructors. In the fall semester of AY 2012, the School established the School of Theology LA System, as part of an effort to establish the LA system throughout the University. The School is exploring an approach to provide ideal educational guidance with the involvement of LAs.

♦ School of Humanities

The educational philosophy and objectives, as well as the Diploma Policy defined by the School of Humanities are communicated to students via the "School of Humanities Course Guide" and KG's official website. The School has also developed curriculum maps for each department and major, in order to afford examples of study plans for its four-year undergraduate program. Based on the abovementioned philosophy etc., the School designs a curriculum that employs instruction styles suited to its educational objectives. The Curriculum Committee, which comprises one representative each from all 11 majors of the School, is convened to check and improve their curriculums on a periodic basis, in consideration of the actual situation in each major. [4.3-12)]

The School facilitates appropriate learning activities for students by limiting the number of registrable credits per year to 48 credits, and to 44 credits particularly for first-year students, seeing to it that they can have sufficient time to deepen their study and research while at the University. [4.3-13)] "The humanities seminar" assigned to the first-year program is provided as a compulsory subject, helping new students get accustomed to the learning style employed at the University by providing opportunities for presentations and discussions conducted in the small-group seminar class. For the humanities seminar in the spring semester, first-year students in all majors are divided into classes regardless of their major, so as to provide them with an opportunity to obtain a breadth of knowledge in the humanities, alongside faculty members and students from different majors.

For the specialized seminar for third- and fourth-year students, the number of students per class is limited to 25. Regarding subjects for language study, students are assigned to a certain fixed class. For 26 specific subjects including general subjects, students must apply to register. As such, by placing limitations on the number of students per class, the School ensures appropriate class instruction and operation. The School assigns Student Assistants (SAs) to each class of "information processing subjects," so as to accommodate individual problems students are facing in their learning. [4.3-14)]

The School provides diverse disciplines covered by three departments and 11 majors, and accordingly, their approaches to study and research are also diverse, including literature research, theory research, experiments, practicum and fieldwork. Students belong to a specific major from the outset of their undergraduate program, and proceed with specialized study in line with the curriculum provided in their major. However, the barriers between departments/majors are low; Students are afforded a relatively free choice in studying subjects of other departments and majors, not only in fields related to their major discipline but also based on their own interests and curiosity. Many students use this arrangement to study subjects provided by other departments and majors, acquiring a broad range of knowledge and education. Aside from the University-wide Multidisciplinary Studies Program (MDS Program), the School has established its own "minor (sub-major) system" within the School, allowing students to systematically study specialized disciplines in other majors. [4.3-13)p.112~114]

Students in all majors are required to prepare theses for graduation. While receiving guidance from academic advisors, fourth-year students fix their own research theme themselves, and proceed with their research in a self-directed manner. [4.3-13)p.56~57]

♦ School of Sociology

(1) Achieving small-group education

The School of Sociology has endeavored to ensure small-group education, especially regarding subjects of foreign language education, basic seminar, intermediate seminar, research seminar and practicum. As part of the curriculum revision in AY 2009, the School introduced "basic seminar" for first-year students, "intermediate seminar" for second-year students and "research seminar" for third- and fourth-year students under the category of "Group A (compulsory) subjects." This revision was aimed at achieving step-by-step progress of the learning level, and ensuring small-group education throughout the four-year undergraduate program, so as to help students undertake their studies and research more consistently against the backdrop of the broad range of disciplines available to them.

Regarding the "basic seminar" for new entrants to the School in AY 2011, classes were formed with approximately 18 students each. In "intermediate seminar," small-group education has also been ensured, with all classes comprising no more than 20 students each, via advance application and lottery for class registration. The maximum number of students in a single class of English is maintained at approximately 32, and that of a second language (French, German, Chinese, Korean and Spanish) at approximately 27.

"Research seminar" is a two-year continuous program for research in specialized fields, featuring small-group discussion and research activities, including surveys and experiments. (Most classes involve practicums.) Students are expected to use what they have learned in this seminar and conduct research on themes they have chosen for themselves, and organize the research outcomes into a thesis as a culmination of their academic activities, and as a requisite for graduation. For "research seminar," students submit a notification of their choice of seminar class, based on which faculty members select the students. To maintain the educational effectiveness of small-sized classes, some students may not be able to attend the class of their choice if the number of applicants exceeds a specified number. While different instructors accept different numbers of students for a single seminar class, many classes consist of approximately 20 students each.

It is also the case with lecture-based subjects that an excessive number of students may make it difficult to maintain the interaction between instructors and students, as well as a sound environment for appropriate class instruction. In this respect, the School requests curriculum designers etc. to arrange it so that specific lecture-based subjects are provided in various class periods on various days of the week as far as possible. Regarding specific subjects potentially with a large number of applicants, the School requires students to apply for the class in advance. The School thus makes arrangements to limit the maximum number of students per class, and decrease the number of subjects conducted in large classes. [4.3-15)]

(2) Enhancing interactiveness in learning between instructors and students

In class instruction, audio-visual devices are frequently used, such as PCs, projectors, OHCs (overhead cameras), DVDs and CDs. Many classes adopt "comment cards," quizzes, discussions, simulations, social research, etc., with the aim of helping students deepen their comprehension of the class through an active learning experience. In seminar classes, a variety of efforts have been made for better learning by taking advantage of the small-group educational arrangement; for instance, seminar class members lodge overnight with other members to deepen their study experience and organize research groups to conduct joint research.

In AY 2010, the School introduced a new system of OMR sheets (optical mark reading cards). The new system has enabled instructors to collect "comments" from students and conduct quizzes in each class session, the results of which are quickly read via the said sheets, providing feedback for instructors who can use the results for improvement of subsequent class instruction. As of the spring semester of AY 2011, OMR sheets were used in 32 subjects in the School. As an example, in "sociology relay lecture A/B," omnibus-style subjects for first-year students, instructors give students essay-style quizzes in each class session. The new system has enabled instructors to provide students with a certain level of feedback, by quickly marking the quizzes and providing relevant remarks for students.

The School has employed a system of assigning graduate students as Teaching Assistants (TAs), with an eye to providing more finely tuned education in class. As of AY 2011, 17.5 classes were using the TA system (18 TAs). [4.3-16)]

Introduction of the TA system has contributed to enhancing the quality of class instruction, in terms of close responses to questions asked by students in lecture-based subjects, and in-depth individual guidance in seminar/practicum classes.

The School has given special consideration to widening and enriching the content of class instruction by effectively using external human resources. In this respect, since AY 2002, the School has allocated a substantial budget for honorariums for guest speakers. [4.3-17)]

Depending on the themes of the classes, the School invites as guest speakers KGU graduates who formerly belonged to a seminar class taught by the same professor, and who are currently working in the front line of business; researchers from other universities in the vicinity; professionals in specific fields of specialization, etc. (28 individuals were invited in AY 2011). Meanwhile, regarding seminar classes, the School collects "experiment/practicum expenses" from students to allocate to fieldwork/surveys, experiments, site visits/on-the-spot observations (factories etc.), and overnight stays for research activities, etc. This system to collect expenses is intended to increase students' motivation to actively participate in a range of programs.

(3) Enhancing educational guidance

Course guidance is managed by the School's Associate Dean of Academic Affairs, Assistant Dean of Academic Affairs and the administrative staff of academic affairs. The School's curriculum and class plan for the year are specified in the "General Course Information," the "Course Guide" and the "Timetable," which are distributed to all students at the beginning of each academic year. [4.3-18),4.3-19),4.3-20)]

Of the abovementioned materials, the "Course Guide" is frequently referred to by students, and special consideration is given to ensuring easy-to-understand descriptions in the content of the guide. The content is therefore reviewed annually for possible improvement. To provide students with specific clues on how to study effectively through choosing appropriate subjects from the wide array of course offerings, the School specifies, in the Course Guide, course registration models featuring six research scenarios (referred to as "research stories" in the Course Guide), such as "Developing a thesis on damage caused by harmful rumors" and "Considering pornography from a sociological perspective."

While referring to the abovementioned materials, students develop their study plan for the year in line with the University Regulations and the School's internal regulations, and submit a "notification of course registration" to the administrative office of the School. The number of registrable credits is limited to 24 per semester for students in all years of study, in order to enable them to concentrate their efforts on studying their chosen subjects in an active and focused manner.

As part of the orientation program for new students, the School explains its overall curriculum,

provides general advice, and instructs them to develop a study plan for four years of academic pursuits. For students from overseas, the School provides orientation separately from Japanese students, since the curriculum for international students is partly different from that for Japanese students. For transfer students, course guidance is provided on an individual basis by taking opportunity of interviews for credit recognition, since the study content after transfer differs between students.

Third- and fourth-year students who belong to a "research seminar" class receive advice for preparation of their graduation theses, as well as a variety of guidance, primarily from the instructor of the seminar class. Repeaters who belong to a specific seminar class can seek individual consultation and guidance from the class instructor. To provide students with additional guidance outside the regular class hours, one period on the timetable per year is allocated as an "office hour." In this respect, improvements have been made in enabling laboratories of faculty members to act as a venue for providing guidance. Regarding the new building "Faculty Offices 1," which was completed in fall 2010, the area of each individual laboratory was expanded from approximately 16 m^2 to approximately 24 m^2, achieving a favorable environment for providing guidance in a faculty laboratory, especially for group guidance in survey practicum and joint research. [4.3-21]

In the self-assessment conducted in AY 2009, the School set a target, in that "the School would limit the number of registrable credits to a maximum of 49 per year for third- and fourth-year students," to enable them to concentrate their efforts on studying their chosen subjects in an active and focused manner. This target was achieved via the revision of the University Regulations that have applied to students who have entered the School in and after AY 2010. [4.3-22]

♦ School of Law and Politics

Instruction style: Class instruction in the School of Law and Politics tends to be provided in a lecture style in large classrooms. The new curriculum has therefore been designed to contain an expanded array of "seminar subjects" featuring small-group and interactive instruction, thereby ensuring that students are afforded more opportunities to actively participate in class activities in diverse seminar subjects. In "start-up seminar," a compulsory subject provided in the spring semester for first-year students, students conduct an "idea contest" under the theme of communicating the attractiveness of the School, as the final program of its coursework. Each class first considers the said theme, and then, in the final week, all first-year students assemble in one place, where groups representing each class compete in the final. Faculty members and students then choose the best group. Consideration is thus given to providing students with an opportunity to mutually learn how students in other classes have worked on the same theme. [4.3-23]

Employment of TAs and LAs: For years, the School has employed a system to provide learning consultation by Teaching Assistants (TAs), being graduate students in the second half of the doctoral program. Undergraduate students make a reservation to consult a graduate student regarding their studies in class. This system has been frequently used by undergraduate students, since consultation is available with upper-year students, who are closer than faculty members. [4.3-24] Since AY 2012, the School has employed TAs and Learning Assistants (LAs) for instruction in class. Recognizing the need to install TAs as facilitators in the "start-up seminar," which is provided in the spring semester for first-year students, the School allocated enough for one year of expenses for TAs from the School's budget, provided prospective TAs with pre-training in relevant skills in cooperation with an external company, and began to install TAs in the "start-up seminar" in the spring semester of AY 2012. For the fall semester of AY 2012, the School distributed to its faculty members, in March 2012, questionnaires on whether they needed to use

TAs in their classes, based on which the School assigned TAs to classes of faculty members who wished such assignment. Meanwhile, it was decided that the University administration allocate "funds for revitalization of education and research" for the spring semester of AY 2012. The School used these funds to assign, in the spring semester of AY 2012, LAs as assistants served by undergraduate students to classes of faculty members who wished to employ them. In addition, it was also decided in the middle of AY 2012 to allocate, for the fall semester of AY 2012, a budget for the assignment of LAs as a University-wide system. In response to this decision, the School asked individual faculty members whether they needed LAs, and assigned LAs to their classes in the fall semester of AY 2012. Employment of TAs and LAs is expected to produce positive effects, not only in the enhancement of educational guidance for students receiving instruction, but also in the development of the ability of students assisting in class instruction as TAs and LAs. [4.3-25)]

Upper limit on the number of subjects for registration: The previous curriculum set the maximum number of credits for which third- and fourth-year students were allowed to register in a year at 60 credits. To ensure "credit substantialization" and encourage students to thoroughly work on subjects for which they have registered, the School has designed a new curriculum to limit the number of credits registrable for students in all years of study to 48 credits per year; provided, however, that if a student is recognized by the School as having sufficient "ability" and "motivation" for additional study, and is actually engaging in studies outside the School's class hours in an effective and efficient manner, then the School mitigates the said restriction on the number of registrable credits; i.e., the School allows a student to register for subjects equivalent to up to 28 credits per semester (up to 56 credits per year) in his/her second and upper years of study, so as to support his/her early graduation, if he/she seeks to advance to the course of Law for the Legal Profession and has been admitted to the course based on his/her academic results as of the end of his/her first year of study; or if he/she is "motivated" to engage in specialized studies at another school in addition to studies at the School of Law and Politics by using the Multidisciplinary Studies Program (MDS Program), which may lead to his/her obtaining two academic degrees based on the Joint Degree System. For a student with excellent academic results who ranks within the top five percent of the GPA as of the end of his/her second year of study, the School appreciates his/her "ability" and approves him/her to register for up to 28 credits per semester in his/her third and fourth year of study, facilitating his/her early graduation, if he/she seeks it. Regarding transfer students, if the student is recognized as having a sufficient "ability" based on the results of the transfer examination, and if he/she is recognized as "motivated" to graduate the School in two years, then the School allows him/her to register for up to 28 credits per semester so as to support his/her studies after transfer to the School. [4.3-26)p.25·26]

Class instruction encouraging active participation by students: Seminar subjects feature interactive instruction building upon the base of the reports and presentations made by students. To further encourage students' active learning activities in seminar classes, the School has made effective use of "subsidies for seminar activities" by the Society of Law and Politics, which is an autonomous organization comprising faculty members, undergraduate students and graduate students who belong to the School of Law and Politics, the Graduate School of Law and Politics and the Law School, [4.3-27)] as well as "funds for revitalization of education and research." [4.3-28)] If a seminar class in the School organizes a joint overnight seminar with students from other universities, the School provides subsidies for students participating in it. [4.3-29)] In AY 2011, these subsidies were also used effectively by students in the political science research seminar, who visited India and Hong Kong to interact with local students etc. and conducted relevant activities. [4.3-30),4.3-32)]

♦ School of Economics

Regarding prospective students who are to enter the University via diverse types of entrance examination that do not involve academic ability tests, their admissions are normally decided earlier than those of other entrants who undergo the general entrance examination. It is therefore important to encourage such prospective students who do not take the general examination to use the pre-admission period effectively. In this respect, the School of Economics provides such students with opportunities to study before they enter the School, giving them instruction to fill the gap in academic ability between them and other entrants who will have passed the general examination. [4.3-33)]

Specifically, for prospective students who have passed the entrance examination by recommendation, the School introduces them to selected books that the School expects them to read before entrance to the School, requiring them to submit a book report. Regarding entrants via a certain type of entrance examination (students selected based on their sports achievements), whose English ability is assumed to be generally lower than other students based on the results of follow-up investigations conducted in the past, the School requires them to complete an English grammar workbook in the pre-admission period, in addition to the distance-learning materials (English; essay) that are assigned to similar entrants throughout the University.

For students who entered, or will enter the School in or after AY 2012, the number of registrable credits per semester is limited to 24 credits. [4.3-34)p.18] Course offerings are categorized into "general education subjects" (38 credits) and "specialized education subjects" (78 credits). Regarding "specialized education subjects," the School provides introductory subjects categorized as "specialized basic subjects" (basic subjects, introductory subjects, and subjects on analytical tools), facilitating smooth transition to the stage of studying "specialized education subjects."

To increase the educational effects of small-group education in "information processing subjects" and "specialized basic subjects," the School divides a class into several groups, each of which is assigned an instructor. Moreover, to provide closer support, the School also assigns one to four graduate students as Teaching Assistants (TAs) to each session of the class, having them support the instruction and educational guidance in the class.

As part of the educational content conducive to effective education in the first-year program, the School provides first-year students with "basic seminar" as a compulsory subject, in which they learn how to write essays/papers, how to collect necessary materials and how to make oral presentations, in line with a common syllabus shared between classes. As such, this seminar subject provides knowledge of how students should approach their studies in the first-year program. [4.3-35)]

In AY 2012, the School initiated a new measure to provide supplementary instruction (basic mathematics etc.) for students studying "Fundamentals of Economy and Economics A," one of the "specialized basic subjects in economics" and the first "basic subject in economics" that first-year students study. For this supplementary instruction, the School employs upper-year undergraduate students as Learning Assistants (LAs), who support first-year students under the guidance of graduate students as tutors. First-year students can thus learn economics from upper-year students who are close to them in age. For upper-year students, the teaching experience provides them with an opportunity to understand economics more deeply. In the spring semester of AY 2012, the School employed 17 third- and fourth-year students of the School. [4.3-36)]

In the School, seminar subjects are available from the fall semester in the second-year program. These subjects comprise "introduction to research seminar" intended for second-year students, "research seminar I" for third-year students and "research seminar II" for fourth-year students. The abovementioned seminar subjects provide an opportunity for economics majors to learn in

small groups. In AY 2011, the School conducted screening of 659 candidate students for the study of "introduction to research seminar" to form 29 classes for this subject, with approximately 20 or so students in each class. Even if an instructor wished to form a larger class, the maximum number of students in a class was limited to 35.

♦ School of Business Administration

The School of Business Administration has established and specified its Diploma Policy, Curriculum Policy and curriculum maps in line with its educational philosophy and objectives. Its course offerings are provided in instruction styles (lecture, seminar, etc.) that have been appropriately adopted based on the abovementioned Policies etc. A permanent "Curriculum Committee" has been established, through which the School has endeavored to check and improve its overall academic affairs on a regular basis, including matters concerning the curriculum. The School began the process of curriculum reform for the first time in approximately ten years, with an eye to securing and enhancing the quality of its education. The new curriculum was implemented in April 2012.

The School provides subjects categorized as "general field" subjects, aimed at developing in students the general education necessary for businesspersons. This field contains a broad range of lectures that provide students with the historical and cultural knowledge necessary to deepen their understanding of the contemporary global economy and society, as well as cross-cultural understanding. "Information science subjects" are aimed at equipping students with computer literacy, including skills for using information networks. These subjects feature small-group education (and support for students by Teaching Assistants (TAs)), using classrooms furnished with PCs. The School also provides "basic liberal arts subjects" as lecture-based, required elective subjects in the areas of history, ethics, law, cross-cultural issues, international issues/problems, behavioral science, the environment, and literacy, with a view to providing knowledge forming the background of business activities.

"Specialized basic subjects" are aimed at helping students consolidate the basic education necessary for working as businesspersons. "Specialized basic subjects" include the compulsory subjects "basic bookkeeping" and "basic economics," for which the School has provided several classes since April 2012, achieving mid-size class instruction and facilitating students' thorough understanding and acquisition of basic knowledge. (There are currently three classes. The opportunity for students to study these subjects is guaranteed by systematically assigning students to classes according to student numbers.) Regarding other "basic subjects," the School also guarantees students the opportunity to study these subjects by designing an appropriate class schedule (in which the slots for these subjects do not overlap those of "language subjects" etc.). 4.3-37),4.3-38)p.3

Small-group education is also ensured in "seminar subjects," which are intended to impart research approaches/methods to students, and develop their communication skills and other abilities. ("Commercial science seminar" is provided for first-year students, "general education seminar" for second- and upper-year students, and "research seminar I/II" for third- and fourth-year students.) These seminar subjects provide students with opportunities to deepen their academic and personal interaction with faculty members and other students, develop logical thinking, and train themselves in presentation and debate skills. Currently, the general trend is that first-year students do not perform as well as expected, as if they were "fourth-year high schoolers," due to their insufficient abilities in reading comprehension, composition, understanding of others and self-expression. It is an urgent need for many universities to address this underperformance of first-year students. In response to this situation, the School requests

faculty members to ensure that their instruction covers the items listed below in particular, in their classes of "commercial science seminar," a small group-based subject studied by almost all new students:

- Methods of literature retrieval; how to use libraries
- Reading comprehension; how to organize a composition
- How to write an essay/paper (methods of literature citation; copyright issues; notation and style, etc.)
- Presentation methods (including, but not limited to, methods involving the use of PCs)
- Use of software for essay/paper preparation and presentations
- Other ("etiquette"; how to write e-mails, etc.)

Small-group education is also ensured in "specialized foreign language subjects," which are aimed at fostering future businesspersons who are able to effectively work in the global community by using high level foreign language skills as a tool. The School has increased the number of classes for "introduction to business English reading," providing an increased number of students with the opportunity to study this subject.

Regarding the upper limit on the number of subjects for registration, while new students who entered the School in or before AY 2009 were allowed to register for up to 24 credits each in both the spring and fall semesters, this number has been reduced to 22 credits for those who entered, or will enter the School in or after AY 2010. The upper limit on registrable credits was reduced over several years. As a result, the maximum number of registrable credits per semester in each year of study currently stands at 22 credits in the first year of study, 22 credits in the second year, 24 credits in the third year, and 24 credits in the fourth year. (This does not apply to "teacher training-related subjects" etc.) The abovementioned restrictions are mitigated for students who achieve a high GPA. Specifically, if a student has achieved a 3.0 or higher GPA in a given semester, he/she is allowed to register for four more credits in the subsequent semester. [4.3-39)p.21]

Regarding educational guidance, the School has adopted a "class teacher system" particularly in "commercial science seminar," which is intended for first-year students. The School requests, at an Undergraduate Faculty Board meeting, that all faculty members understand how each student engages in their studies, for instance by holding meetings with individual students, and providing them with guidance regarding how they should study etc. This request has been properly implemented by faculty members. The School has also established a system whereby faculty members are requested to inform academic affairs staff in the School Administration of any students facing problems in their studies etc. This system has been communicated to faculty members at Undergraduate Faculty Board meetings.

Regarding seminar subjects, language subjects and other subjects provided in small classes, as well as lectures provided in mid-size classes, the School encourages the students' active participation and contribution to the class by introducing the evaluation of in-class activities as much as possible, covering various factors such as attendance, quizzes, submission of assignments, and in-class examinations.

A variety of efforts have been made in many seminar classes to facilitate students' self-directed participation. These classes provide not only lectures by their instructors but also diverse opportunities, such as "stakeholder dialog" (a joint project with businesses), exchange-seminar programs with other universities, debate events, essay contests, and experience of business activities at off-campus mock stores. Some activities have been introduced as unique class activities both inside and outside the University. [4.3-40)]

The School currently conducts the educational activities as described above. Its educational system and educational guidance are thus appropriate.

♦ School of Science and Technology

As specified in its educational objectives, the School of Science and Technology places emphasis on experiments and seminars, achieving an extremely rich educational system. The School endeavors to develop in students self-initiative by providing a positive learning experience through experiments and seminars, which are allotted for the first three years of the undergraduate program, as well as through "graduation research" and "special seminar," which are intended for the fourth-year program. The instruction style (lecture, seminar, experiment, etc.) and class size are decided based on the curriculum design, taking into account not only the capacity of the classroom but also the educational effects expected from the class activities. The maximum number of students in each class (seminar/experiment) is predetermined by considering not only the number of devices and pieces of equipment involved but also safety issues and educational effectiveness. If the number of prospective students for these subjects exceeds the predetermined number, the School increases the number of classes to accommodate them. While specific operation of class activities is left to the discretion of each faculty member, the appropriateness and relevance of the instruction style and instruction method are examined by each department on a regular basis (at the Department Meeting; by academic affairs committee members of each department, etc.). Cross-sectional examination is also conducted by the School's Curriculum Working Group, which comprises representatives of each department.

Restrictions have been placed on the maximum number of subjects registrable, in order to ensure that individual students can proceed with their study plans in a feasible manner. The number of registrable credits is limited to less than 50 per year for students in all years of study. The specific limit varies depending on the department, year of study and semester. [4.3-41)p.39] However, regarding students who have achieved a 3.0 or higher GPA in a given semester, the said limitation on the number of registrable credits is mitigated, and they are allowed to register for four more credits than the standard upper limit in the subsequent semester.

Regarding educational guidance, the School has adopted a "class teacher system," which is intended to designate a faculty member in charge of the guidance of each student, thereby enhancing the instruction for better course study. Upon the students' entrance to the School, the School conducts a survey asking them how they studied science and mathematics at high school, and uses the results to determine the content of classes and the appropriate approach to class instruction. With an eye to providing systematic study guidance for students with poor performance, the School's Curriculum Working Group has confirmed the need to formulate a "study guidance manual" for each department. The work necessary for this formulation is currently underway. Thus far, all departments have already prepared either a "study guidance manual" or certain materials upon which the manual will be based. Before the subsequent academic year begins, each department provides study guidance for prospective second- and third-year students. Since AY 2008, the School has implemented a system, as a trial, whereby the School makes contact with guarantors (parents) of students with poor performance in terms of GPA. In this respect, while in AY 2008 and AY 2009 the School referred to each student's cumulative GPA (since his/her entrance to the School) to determine whether the student showed poor performance, the School has referred to the GPA of the semester for such determination since AY 2010. The School will explore a better approach to further increase the effectiveness of this system.

Class instruction in "seminar subjects," "experiment-based subjects," "practicum subjects" and "graduation research subjects" are provided in a manner that encourages students to participate in class activities in a self-directed manner. The practicum subjects "practical training in scientific

and engineering English" and "marine practice" are provided as overnight-stay programs, held during the summer holidays. Efforts are also made in other subjects to achieve class instruction that is aimed at encouraging students' self-directed participation and contribution to the class. In the Department of Mathematical Sciences, in which almost all classes are provided in a lecture style with an emphasis on accumulation of knowledge of new concepts and new outcomes, the department has ensured that in each class, a certain amount of time is allocated to quizzes, in order to confirm and deepen the students' understanding of what they have learned in the class. In this process, it has been arranged that students can ask Teaching Assistants (TAs) about any points they are unsure of. Regarding English education, the School places emphasis on providing English education particularly intended for science students. Instructors, comprising three Japanese and eight native speakers, provide instruction on the skills of reading, writing and communication in English in an integrated manner. To support students with learning difficulties, the School has assigned Learning Assistants (LAs) to some classes, devising measures to ensure that students can actively participate in class work.

♦ School of Policy Studies

<Upper limit on the number of subjects for registration>

The School of Policy Studies places restrictions on the maximum number of subjects for registration to the equivalent of 24 credits for each of the spring and fall semesters; provided, however, that no upper limit is placed on the number of subjects for registration for students who have transferred to the third year of the School's undergraduate program. [4.3-42)p.23]

<Enhancing educational guidance>

The primary feature of the instruction style and class instruction provided in the School is the use of a number of participatory approaches encouraging students to actively contribute to their class activities — approaches that have been adopted in combination with small-group education, which has been proactively implemented since its establishment, as well as class instruction provided in the conventional lecture style. The School has ensured an effective small-group-based educational environment in seminar-style classes, language education subjects, information science-related subjects, practicums, etc. by limiting the number of students in a single class to a maximum of approximately 20 students. The School has introduced participatory learning approaches not only in small-group-based seminar subjects etc. but also in other general subjects, in order to promote the students' active contribution to their class activities. Such approaches include group work, in which students are divided into groups of several members so that they have the opportunity to take the initiative in considering and discussing designated themes; presentation, via which students effectively present their research findings and survey results by using PowerPoint and other audio-visual tools in class, and then discuss these with other students making up the audience; and "comment paper," which is distributed to students so that they can communicate their questions and comments regarding the content of class instruction directly to the instructor. As such, participatory approaches based on the idea of "active learning" have been employed in class instruction at the School. Debates between students are frequently conducted especially in "basic seminar" classes. On the occasion of the Research Fair, which is held in November every year, debate sessions are held involving a large number of participants. [4.3-43)]

<Efforts to develop global human resources>

Since its establishment, the School has attached importance to English education in an effort to develop individuals capable of effectively working in the global arena. In AY 2008, the School began planning for the establishment of an "English course," in which all lectures are given in English. However, despite detailed internal deliberations made since then, the School eventually

decided not to proceed with the establishment of the course, due to the results of inquiries made in AY 2011 to international schools and other educational institutions, from which a substantial number of entrants to the planned course had been expected. It appeared that securing a sufficient number of new students to fill the quota of the course was likely to be extremely difficult. The School will henceforth focus its efforts on channeling its limited resources into enhancement of specific subjects that are aimed at equipping third- and fourth-year students with a practical command of English for their future careers. The School has continuously developed excellent students who participate in the United Nations student volunteer program. With this as a background, the School is currently exploring the possibility of establishing an "international development cooperation program" in AY 2013, as a program intended for students who aspire to an international career path using excellent language skills.

<Careers education at an early stage in the undergraduate program>

The School has made efforts to encourage students to increase their awareness of their future careers at an early stage in the undergraduate program, by helping them recognize the relationship between their studies at university and work activities in society. The School provides various opportunities for this purpose: twice a year for first-year students under the framework of "basic seminar" and departmental "introductory subjects," and approximately twice a year for second- and upper-year students. These opportunities specifically include lecture meetings aimed at increasing the students' awareness of their future careers, [4.3-44),4.3-45)] lecture meetings that the School independently holds with guest speakers from the personnel departments of private companies, and dialogue sessions with alumni who are currently working in the front line of business. These efforts have proven successful, as evidenced by the high rate of students who successfully found employment, which stood at 95.9% as of AY 2011. [4.3-46)]

♦ School of Human Welfare Studies

1) Educational system

Regarding the educational system in the School of Human Welfare Studies, while each of its three departments adopts different instruction styles, all departments provide students with empirical learning experience via practicums, internships, etc., since all these departments specialize in practical science. The School requires students to prepare graduation theses or conduct graduation research as the culmination of their four years of academic pursuits. During the process for completing such theses/research, the School provides students with seminar-style individual guidance, instructing them to effectively use the knowledge and experience they have obtained through their coursework.

Education in the School features subjects provided in the following three styles: (1) "lecture-based subjects" primarily studied in the form of desk work; (2) "hands-on learning subjects" featuring diverse empirical and practical learning opportunities, as well as on-site practicums and internships in each field of specialization; and (3) "seminar subjects" centered on discussions between instructors and students. The abovementioned educational styles and approaches are specified in the syllabuses of each subject drawn up by each respective instructor. [4.3-1)] The whole curriculum is provided in the "curriculum table" and the Course Guide. [4.3-47),4.3-48)p.3~11·38·99]

In "practicum/practical work subjects," the School employs an educational approach particularly featuring opportunities for hands-on experience. This approach is essential for the School to achieve one of its educational objectives, i.e., the development of individuals with specialized knowledge and skills specific to the School of Human Welfare Studies. To support students in their practical learning in a multifaceted manner, the Practical Education Support

Office introduces them to more than 200 facilities, such as welfare and medical institutions, international NGOs, NPOs, private businesses, local government bodies, educational institutions, sports-related facilities and other workplaces. The School thus provides students with an opportunity to acquire practical skills, by enabling them to choose a workplace suited to their own learning goals. In addition to the said Practical Education Support Office, the School has also established the Clinical Techniques Observation Room, the Communication Laboratory and the Personal Interview Room as facilities to support students in their practical learning. The School provides practicum programs in tie-ups with welfare-related workplaces. To ensure that individual students obtain useful experiences relevant to their future goals, the School has arranged it so that students can learn at diverse institutions, facilities and classrooms, in consideration of the various situations they are likely to experience as welfare-related professionals.

Regarding language education, all three departments provide classes of a second foreign language, such as English communication, French, German, Chinese, Korean and Spanish. Classes of Japanese Sign Language are also available. Regarding the short-term study abroad program for learning English and the overseas internship program provided by the Department of Social Organization Development, special consideration is given to enabling students to effectively use the experiences they have obtained through such programs for their future entrepreneurial activities. With a view to encouraging students to actively participate in class activities, the School provides a diverse array of specialized subjects, including "research seminar I/II" and "graduation research" intended for upper-year students, as well as "off-campus training" (internship etc.) assigned to the third-year program. Subjects of "research seminar I/II" constitute the most fundamental and essential part of the education provided at the School, in that these subjects adopt an interactive educational approach emphasizing discussion between instructors and students. Seminar subjects are provided in diverse styles and approaches, such as helping students deeply understand the content of a given book etc. through reading it in turns, and having students conduct investigations and analyze the results. Specific policies regarding class instruction style are left to the discretion of each instructor.

2) Educational guidance

Regarding its educational guidance, the School provides students with course guidance and study guidance in April. An "Office Hour" system is in place whereby all faculty members respond to the consultation needs of students. Regarding registration for subjects, the School has set an upper limit on the number of subjects for registration (up to 48 credits per year), encouraging students to engage in their studies with sufficient time to deepen their learning. [4.3-48)p.3～11·38·99] Faculty members provide students with advice regarding the students' academic pursuits, as necessary, in consideration of an appropriate balance in their campus life as a whole, while respecting individual students' own life management decisions, in principle. The School's office staff is also available to respond to the consultation needs of students. An Academic Advisor system has also been established. This system is intended to provide consultation for students in the period from the fall semester of their first-year program through the fall semester of their second-year program, i.e., the period in which they do not belong to any seminar classes. Under this system, consultation is given by Academic Advisors, being faculty members who teach "basic seminar" subjects (Department of Social Work, Department of Holistic Human Sciences) and those who teach "social thought seminar" subjects (Department of Social Organization Development). As described above, the School provides its educational system and educational guidance in an appropriate manner.

♦ School of Education

Regarding its educational system, the School of Education provides its course offerings in various instruction styles, such as lecture, seminar, practical skills training and practicum, in accordance with the content, objectives and educational effects of each subject. Subjects are assigned to each year of the undergraduate program, in a manner that facilitates step-by-step learning from the first year program to the year of graduation, in consideration of the difficulty of the content of each subject. The School provides finely tuned educational guidance in accordance with the content of subjects.

"General education subjects" comprise Christian subjects, language education subjects, information science subjects and liberal education subjects. "Language education subjects" and "information science subjects" are provided in small classes, with a view to ensuring the steady development of relevant skills in students. Specifically, the subject "basic information processing" is provided in a class of approximately 25 students, and "language education subjects" are provided in a class of approximately 25 to 35 students while featuring seminar-style instruction.

Among "specialized education subjects," the School provides "common school-wide education subjects" for the primary purpose of promoting the "understanding of children," which constitutes the principle of the educational philosophy and shared objectives of the School of Education. A single class of "basic seminar," a compulsory subject for first-year students, is formed with approximately 30 students, with an eye to making the class fully effective as the locus where they acquire the fundamental knowledge and skills necessary for study and research at university, as well as methods of discussion and material/data collection techniques.

In "specialized education subjects for the Department of Early Childhood and Elementary Education," seminar-style instruction is employed as early as the first year of the undergraduate program. "Early childhood and elementary pedagogy basic seminar," a compulsory subject studied by first-year students in the fall semester, is provided in a seminar-style class of approximately 30 students. The Department designates, as compulsory subjects, "early childhood and elementary pedagogy research seminar I" and "early childhood and elementary pedagogy research seminar II" for third-year students, and "early childhood and elementary pedagogy research seminar III" and "early childhood and elementary pedagogy research seminar IV" for fourth-year students. These research seminar subjects are provided in small groups of approximately 15 students who study in the same seminar class instructed by the same faculty member, in principle. Among "specialized subjects for the Department of Early Childhood and Elementary Education," elective subjects are provided while employing appropriate instruction styles, such as lecture, seminar, practical skills training and practicum, in accordance with the objectives of the content of each subject. To develop in students high-level practical skills as teachers and nursery teachers, a number of classes in the style of seminar, practical skills training and practicum are conducted. In the "practical education subject group," most subjects (more than 85 percent of the entire group) are provided in small classes (up to 50 students per class) in order to encourage the students' active participation in class activities and guarantee the quality of class instruction. Subject Instructors Meetings are held monthly to discuss issues regarding class operation, thereby promoting information exchange between faculty members.

Similar to the Department of Early Childhood and Elementary Education, in "specialized education subjects for the Department of Applied Education," seminar-style instruction is also employed as early as the first year of the undergraduate program. "Applied pedagogy basic seminar," a compulsory subject studied by first-year students in the fall semester, is provided in a seminar-style class of approximately 25 students. "Applied pedagogy research seminar I,"

"applied pedagogy research seminar II" and "applied pedagogy practical seminar," which are intended for third-year students, as well as "applied pedagogy research seminar III" and "applied pedagogy research seminar IV," which are intended for fourth-year students, are provided in small groups of approximately 15 students who study in the same seminar class instructed by the same faculty member, in principle. The practical subject "school volunteering" is conducted in practicum style. Full-time faculty members provide instruction and guidance while deepening cooperation between members, and mutual understanding of class content and instruction. "Introduction to applied pedagogy A" and "introduction to applied pedagogy B," compulsory subjects for first-year students, are instructed by several faculty members in an omnibus style. Instruction and guidance in these compulsory subjects have been reinforced through detailed discussions between faculty members.

Under the current curriculum, the number of registrable credits per year is limited to 48 credits for first- and second-year students, and 60 credits (more than 50 credits) for third- and fourth-year students. In connection with the previously submitted application for the establishment of the School, the School was not allowed to drastically reform its curriculum until the academic year when the School was expected to produce its first graduates, i.e., AY 2012. The School has considered the issue of the maximum number of registrable credits, and has decided that under a new curriculum, the maximum number of registrable credits will be limited to 24 credits per semester, and 48 credits per year, for students in all years of study. This revision will be applied to students who will enter the School in or after AY 2013. [4.3-49)p.21·22]

♦ School of International Studies

(1) The School of International Studies conducts orientation for new entrants to the School, in which explanations are provided regarding its curriculum, the position/significance of each subject (group) in the whole curriculum, the process of academic activities pursued in the four-year undergraduate program, the number of credits required for graduation, specific procedures of registration for subjects etc., and other related matters. The School has thus achieved due explanation of its educational system and adequate educational guidance for students.

(2) As subjects in which students are encouraged to actively participate, including contributing to the class activities, the School provides "basic seminar subjects" under the category of "basic international subjects" intended for first-year students, i.e., "basic seminar A," "basic seminar B," "basic seminar A" (provided in English), and "basic seminar B" (provided in English). These subjects are instructed by all full-time faculty members who are assigned to "specialized international subjects," in principle. The target class size has been set at between 10 and 20 students per class. In this academic year, a basic seminar class was formed with an average of 13.4 students. In "basic seminar subjects," the School has set the common objectives to be pursued by all classes regarding the abilities and skills that students are expected to acquire in these seminar classes. While standardizing the content of class instruction as much as possible, the School concentrates its efforts on helping students consolidate the foundation for their academic pursuits at the School, to continue until they graduate, through their one year of study in the basic seminar classes.

(3) As subjects in which students are encouraged to actively participate, including contributing to the class activities, the School provides "research seminar subjects" under the category of "specialized international subjects" intended for third- and fourth-year students, i.e., "research seminar I," "research seminar II," "research seminar I" (provided in English) and "research seminar II" (provided in English). These subjects are instructed by full-time faculty members

assigned to "specialized international subjects," in principle. The target class size has been set at between 10 and 15 students per class. In this academic year, a research seminar class was formed with an average of 9.6 students. While setting the preparation of a graduation thesis as the final goal, these research seminar classes place primary emphasis on providing finely tuned, small group-based guidance for students in a manner that helps individual students enhance their expertise in their field of interest.

(4) At the end of the students' first year of study, the School requires them to clearly formulate a study plan for subsequent years in their undergraduate program. The School has introduced a "study advisory system" provided by faculty members, in consideration of the second-year program containing no seminar subjects. The system has ensured that faculty members assigned to "basic seminar subjects" ("basic seminar A," "basic seminar B," "basic seminar A" (provided in English) and "basic seminar B" (provided in English)) consult with students and provide them with guidance regarding appropriate choice of course subjects for their second- and upper-year of study, as well as how to proceed with their studies in the chosen subjects, in consideration of the future careers that individual students seek to pursue.

(5) At KGU, faculty members are expected to stay in their individual offices or other specified locations during the specific period of time designated as Office Hour, unless this is impossible due to some unavoidable reason. By using this Hour, students can receive guidance from, and discuss with faculty members in person, issues regarding their studies, such as questions they had in class and how to work on specific themes that interest them, as well as issues concerning their campus life in general. In conformity with this University-wide system, the School requires all its full-time faculty members to allocate a specific period of time for Office Hour, in principle, as a means to supplement the educational guidance for students.

(6) Regarding registration for subjects in each year of study, the School has set the upper limit on the number of registrable credits as indicated below, while instructing students to study subjects in a well-planned manner over the four years of the undergraduate program. The Standards for Establishment of Universities requires that each credit contains content requiring 45 hours of learning. Based on this requirement and the provision of Article 27-2 of the said Standards, the School has given special consideration to appropriately assigning subjects to each year of the undergraduate program and properly setting requirements for registration for subjects, in order to prevent "insubstantial" credit acquisition due to excessive registration for subjects, and other reasons. The School requires students to study abroad, and it may possibly be the case that students cannot obtain as many credits as expected at the overseas university, depending on the specific credits recognized by the university. In view of this situation, the School has set the maximum number of registrable credits for third- and fourth-year students at a relatively large number.

First year   :   Spring semester 24 credits; Fall semester 24 credits
Second year :   Spring semester 24 credits; Fall semester 24 credits
Third year   :   Spring semester 28 credits; Fall semester 28 credits
Fourth year :   Spring semester 28 credits; Fall semester 28 credits

The abovementioned efforts made by the School have produced certain positive outcomes. The educational system and educational guidance at the School are thus appropriate. [4.3-50)]

Graduate Schools	4.3-1-(1)

♦ Graduate School of Theology

In addition to the syllabuses that had already been provided on KG's official website, the Graduate School of Theology also disclosed its Diploma Policy, encouraging students to refer to it upon development of their study plan for each academic year. Regarding preparation of theses/dissertations, students develop an annual "research plan" for themselves based on the "process for obtaining academic degrees (Master's, Doctorate)" (established in AY 2008). [4.3-51)] Academic advisors provide research guidance based on this "research plan." (The prepared research plan is submitted to the Graduate School at the beginning of each academic year.) In the second half of the doctoral program, the Graduate School encourages students to submit papers to the Graduate School's journal, "Shingaku Kenkyu" (Theological Studies), as well as to make research presentations at academic conferences. To accommodate the increased diversity in students' research themes, the Graduate School introduced the multiple-advisor system in AY 2006. [4.3-52)]

♦ Graduate School of Humanities

The Graduate School of Humanities provides "research seminar" (and "doctoral dissertation preparation seminar" in the second half of the doctoral program) as compulsory subject(s), as well as elective subjects provided in accordance with the features of each field of research. The Graduate School has set the number of credits required for course completion at 32 credits for the first half of the doctoral program, of which eight credits are from "research seminar"; and 12 credits for the second half of the doctoral program, all of which are from "research seminar" and "doctoral dissertation preparation seminar." Class instruction in the research seminar class is provided in line with research themes set by individual students, encouraging their self-directed work on course study and research. Regarding elective subjects, various approaches are employed in accordance with the features of diverse research fields with different characteristics, such as "special lecture," "literature research," "material research," "special experiment," "research method," "applied practice" (hereinbefore for students in the first half of the doctoral program) and "special research" (for those in the second half of the doctoral program). As such, the Graduate School flexibly accommodates education in diverse fields of specialization. [4.3-53)p.29～30]

To examine subjects by instruction style, subjects for the first half of the doctoral program include 146 "seminar subjects" (40.5％), 123 "special lectures"/"general lecture-based subjects" (34.2％), 85 "research subjects" (23.6％) and six "experiment-based subjects" (1.7％). All these subjects are combined in an effective manner to form the whole curriculum. In the second half of the doctoral program, while compulsory "seminars" ("research seminar" and "doctoral dissertation preparation seminar") basically constitute all its subjects, these are supplemented by "special research" provided by academic advisors. [4.3-53)p.31]

With an eye to enhancing and broadening its learning structure, the Graduate School has established a system to allow students to study subjects in other graduate schools in KGU, as well as the Kansai Four Universities Credit Transfer System, involving Kwansei Gakuin University, Kansai University, Doshisha University and Ritsumeikan University. For students studying abroad, the Graduate School has a system in place to recognize credits awarded by the overseas graduate school as credits obtained at the Graduate School of Humanities. [4.3-53)p.9～10]

Regarding actual research guidance in both the first and second half of the doctoral program, students submit a "research plan," based on which faculty members elaborate a "research guidance plan" to provide each student with guidance for preparation of an academic dissertation/thesis. It is ensured that a sub-academic advisor is appointed for each student, in addition to the academic advisor designated upon the student's entrance to the Graduate School.

Necessary guidance is provided by both of these advisors. Students in the second half of the doctoral program are required to submit a "doctoral dissertation plan" of 2,000 to 4,000 characters written in Japanese, and based on this plan, prepare and submit a "preliminary doctoral dissertation" in conformity with a range of requirements defined in each field of research. Students in this stage of the doctoral program become eligible to submit a doctoral dissertation only when they pass the examination of, and obtain approval for, the abovementioned plan and preliminary dissertation. The eligibility to submit a doctoral dissertation is valid for six years from the student's entrance to the second half of the doctoral program. [4.3-53)p.12~15]

◆ Graduate School of Sociology

The Graduate School of Sociology has considered and developed models of the process for obtaining academic degrees. The developed "process (model) for obtaining a Master's degree" and the "process (model) for obtaining a doctorate" are disclosed and made accessible via the Graduate School's section on KG's official website and the Course Guide. [4.3-54),4.3-55)]

In any given academic year, most graduate students follow these models to author and submit a Master's thesis/doctoral dissertation. In this context, modeling of these processes has proven effective.

Students who are advancing to either of the first or second half of the doctoral program must choose not only an academic advisor but also a sub-academic advisor. Before entering the first half of the doctoral program, prospective students must submit their "research plan" to the sub-academic advisor they have chosen, in addition to the academic advisor, receive approval for receiving guidance from the sub-academic advisor, and submit a "notification of sub-academic advisor" to the Graduate School. It is considered desirable for the students to receive research guidance from the sub-academic advisor on a regular basis after entering the doctoral program. [4.3-56)p.13~22]

In April and September, or at the beginning of each semester, students register, under the guidance of their academic advisor, for the subjects necessary to prepare a Master's thesis in line with their research plan, and to acquire the necessary credits. As indicated in the model process, students are recommended to author a book review/review paper (approximately 10,000 characters in Japanese) in relation to the content of their Master's thesis, and publish it in the book review of the Graduate School. Upon authoring the review/paper and the thesis, students are expected to make a presentation regarding their plan for authoring the thesis and receive relevant guidance in the seminar class instructed by the academic advisor. In this respect, the Graduate School has requested faculty members to actively provide guidance for students.

To advance to the second year of the first half of the doctoral program, students slated to author a Master's thesis are required to prepare a "Master's thesis plan" and submit it to the Graduate School's Associate Dean of Student and Academic Affairs, their academic advisor and sub-academic advisor. After submitting their Master's thesis, students report the content of their thesis at the "presentation session regarding research outcomes," and receive comments from faculty members other than their academic advisor or sub-academic advisor, as well as from other graduate students. The report presentation at this session is a requisite, particularly for students planning to advance to the second half of the doctoral program. [4.3-57)]

In the second half of the doctoral program, students are required to submit an "annual research plan" in April every year to the Associate Dean of Student and Academic Affairs, their academic advisor and their sub-academic advisor. Presentations at academic conferences and the authoring of single-authored paper(s) or co-authored paper(s) (prepared with the student as the first author) are incorporated into the abovementioned model process. Research activities in this stage of the

doctoral program are also conducted under the guidance of the academic advisor and the sub-academic advisor.

The current system of guidance via "research seminar" is periodically examined at regular meetings held by the Associate Dean of Student and Academic Affairs and the Assistant Dean of Student and Academic Affairs, together with members of the Graduate Students' Association. The "student evaluation of teaching" survey is also distributed every year to identify problems regarding each seminar and lecture, and make improvements to them. [4.3-58)]

As an outcome of the projects implemented under the Program for Enhancing Systematic Education in Graduate Schools (Graduate School GP), new opportunities became available to author book reviews and report research findings outside of Japan, resulting in enhancement and enrichment of the research guidance system at the Graduate School. [4.3-59)]

The Graduate School has become able to provide guidance suited to the interests and academic level of individual students, by establishing a multi-layered, cross-sectional guidance system, which contains not only the research guidance given by academic advisors for preparation of Master's theses/doctoral dissertations, but also a variety of guidance via seminars and lectures with a focus on thesis/dissertation writing, as well as training in English aimed at developing presentation skills in English.

Generally, the educational system and guidance at the Graduate School have been developed in a generic and systematic manner applicable to any discipline, regardless of the individual faculty members' fields of specialization. This method of development of the educational system and guidance has proven successful, as evident in the range of achievements, such as the theses/dissertations authored by students of the Graduate School.

♦ Graduate School of Law and Politics

Almost all the course offerings at the Graduate School of Law and Politics are provided in small-sized classes, facilitating the students' active participation in class activities, as well as interactive instruction. The Graduate School requires students in the second half of the doctoral program to designate a sub-academic advisor, in order to provide them with guidance by more than one member of faculty. Students in the first half of the doctoral program are also allowed to designate a sub-academic advisor in any semester of their choice. [4.3-60)p.22·23·40]

The Graduate School has disclosed the procedure for academic degree examination. The Graduate School has also disclosed a "model for obtaining a Master's degree" for students in the first half of the doctoral program, as well as a "model for obtaining a doctorate" for those in the second half of the same program, enabling academic advisors to provide research guidance based on the relevant "research guidance plan" in line with the said models. [4.3-60)p.22～23,4.3-61)]

"Presentation sessions regarding research outcomes" (joint meetings for the reporting of research by graduate students) are held annually (in February for M1 students and in September for M2 students each year). These sessions provide an opportunity for students to report their research before several faculty members and other graduate students, and receive questions, comments and advice from them.

A "student evaluation of teaching" survey is distributed to graduate students in each semester, the results of which are communicated to faculty members. The Graduate School also holds meetings with the Graduate Students' Association. [4.3-62)]

♦ Graduate School of Economics

In the first half of its doctoral program, the Graduate School of Economics has seen a great diversity in students' purposes for entering the graduate course and the standard of specialized

knowledge they seek to acquire at the Graduate School. This situation requires the Graduate School to provide finely tuned guidance for individual students. In view of this situation, the Graduate School has ensured that academic advisors provide their students with guidance on which subjects to study in which phase in the two-year period of the first half of the doctoral program, step-by-step, thereby obtaining a positive educational outcome. In accordance with the "process for obtaining a Master's degree," since AY 2011, the Graduate School has held the "Master's theses interim report meeting." At this meeting, the progress of the research guidance, which is provided based on each student's "research plan," is confirmed, and students are afforded an opportunity to receive advice from faculty members etc. other than their academic advisor. As such, the Graduate School has ensured that academic advisors provide their students with appropriate guidance regarding various matters, including the choice of subjects to study, in accordance with the research goals and ability of individual students.

In the second half of the doctoral program, students prepare their "research plan" at the beginning of each academic year, and their academic advisors formulate an appropriate "research guidance plan." This process is specified in the "process for obtaining a doctorate." Students must present their research reports at the Economics Workshop, as a requisite for submitting their doctoral dissertation. In this workshop, students can receive guidance from faculty members of the Graduate School other than their academic advisor, as well as from external researchers outside the University. [4.3-63)]

Regarding the "student evaluation of teaching" survey, in AY 2012, efforts were made to improve the content of the questionnaire, the means to collect the answer sheets and the use of the results for improvement of class instruction. It is expected that the survey results will be used more widely and effectively as materials for revision and improvement of the educational system and guidance at the Graduate School. The Graduate School plans to establish its own FD Committee by the end of AY 2012. Through the activities of this new committee, the Graduate School will establish, as a system, a process for examination and improvement of its educational system and guidance.

♦ Graduate School of Business Administration

In the Specialized Academic Course of the Graduate School of Business Administration, via "research seminar," academic advisors recommend the subjects each student should study for preparation of their Master's thesis, and provide educational guidance on a regular basis in accordance with the progress of the student's thesis preparation. "Course registration models" for each field of specialization have not therefore been provided. For students from China, who account for a majority of the course enrollment, the Graduate School takes every opportunity to advise them to study "Japanese (oral presentation)" and "Japanese (paper writing)," subjects intended to support the students in making presentations and preparing a thesis in Japanese. Many students have registered for, and studied these subjects. [4.3-64)]

In the Research Course, the Graduate School organizes a Doctoral Dissertation Guidance Committee, which comprises two faculty members, and which is chaired by the student's designated academic advisor. The committee provides the student with doctoral dissertation guidance and instruction regarding subjects outside his/her primary field of specialization that are necessary for advancement to the second half of the doctoral program; has the student submit a "preparation plan for doctoral dissertation research"; and provides necessary educational guidance on a regular basis in accordance with the progress of his/her research for the dissertation preparation. Since AY 2010, related regulations have required the committee to submit a periodic "report on the status of guidance." [4.3-65)]

♦ Graduate School of Science and Technology

Regarding the first half of its doctoral program, the Graduate School of Science and Technology has designed course offerings consisting of compulsory subjects and elective subjects, in line with its Curriculum Policy. As specified in the Policy, the Graduate School aims to help students acquire logical thinking and practical research skills, and to this aim, the Graduate School provides "special experiment and seminar," equivalent to 12 credits, and "literature seminar," equivalent to four credits, as compulsory subjects. The Graduate School communicates to students the achievement goals based on the "process for obtaining academic degrees," which is provided upon their entrance to the Graduate School, and provides guidance for development of their research plan, taking into consideration the content of specialization of each graduate department. The subject "special experiment and seminar" is instructed by three faculty members, achieving a high level of objectivity in the instruction. Regarding lectures, since students choose subjects they study in consideration of their research themes based on the advice from faculty members, no discrepancies occur between the coursework and research work. In the second half of the doctoral program, the Graduate School provides the subject "special research," ensuring finely tuned guidance by each research advisor for individual students. The procedures and system for academic degree examination are implemented in conformity with the Academic Degree Regulations of the University. The Graduate School's own regulations regarding academic degree examination include the requirement to publicly hold a "Master's thesis presentation session" in the Master's degree examination process, as well as to conduct a "public presentation" in the doctorate examination process, in addition to the oral examination conducted by examiners, with a view to ensuring a fair examination. The schedule to hold these presentations is also specified in the "process for obtaining academic degrees," and is fully communicated to students.

♦ Graduate School of Policy Studies

Upon entrance to the Graduate School of Policy Studies, students choose their primary major field from among the six fields of specialization provided in the Graduate School (the fields of Public Policy Studies, Environmental Policy Studies, Language and Culture Policy Studies, Urban Studies, International Policy Studies, and Applied Informatics). Concurrently, students decide their own academic advisor, based on whose guidance and advice they choose subjects to study and for developing their research plan. In preparation of their Master's theses, students are required to study "Master seminar" instructed by their academic advisor (in the spring and fall semesters; two hours a week; two credits for each semester) until they complete the first half of their doctoral program. Provided basically in the form of individual guidance, this seminar is not conducted on a fixed day of the week or in a fixed period on the daily class schedule, but at a time and location agreed in advance between each student and his/her academic advisor. The "dissertation seminar" intended for students in the second half of the doctoral program is provided in the same manner.

"Research project" (for the first half of the doctoral program) and "research seminar" (for the second half of the doctoral program) constitute part of the educational programs characterizing the Graduate School of Policy Studies. Students in the first half of the doctoral program are allowed to design the content of their coursework with primary emphasis either on lecture-based subjects, or on the subject "research project" by registering for up to 12 credits of this subject, i.e., the maximum number of credits registrable for this subject. By participating in activities available in the research project, students can learn the techniques of academic investigation and analysis, how to organize research results, how to coordinate a project, etc.

Thesis/dissertation guidance forms the backbone of the graduate education throughout the first and second half of the doctoral program. During the process of preparing Master's theses/doctoral dissertations, the Graduate School encourages students to make presentations regarding their research at academic conferences etc., and also provides guidance for the authoring of peer-reviewed papers. All or part of the resulting research outcomes can be published in the bulletin "KGPS Review," a collection of academic papers authored by students in the Graduate School, which is published for the purpose of introducing their research outcomes. [4.3-66)] The Graduate School requires students to make poster presentations at the Research Consortium, and make oral presentations at the Research Fair by using presentation slots allocated for graduate students. These requirements are intended to confirm the progress of their academic thesis/dissertation preparation and help them develop presentation skills. The Graduate School independently secures and allocates a budget to promote fieldwork and activities at academic societies during the process of the students' authoring of theses/dissertations. By using this budget, the Graduate School provides financial support to help pay the travel expenses of students making a presentation at an academic conference or conducting fieldwork either in or outside Japan. [4.3-67)]

The Doughnut Hour and the Policy Workshop serve as loci where students converse and interact with faculty members and other graduate students who specialize in different fields of research. Students participate in the operation of the Hour and Workshop voluntarily, and such experience provides an opportunity for training in planning and coordination in holding study meetings and other events.

♦ Graduate School of Language, Communication, and Culture

In the first half of its doctoral program, the Graduate School of Language, Communication, and Culture provides students with guidance for preparing academic theses, with the emphasis on "research seminar" instructed by academic advisors. The guidance is intended for students to complete, in two years, a process including development of a research plan, planning and implementation of experiments and fieldwork, analysis of data, and consideration of the results. The sequence of these tasks through to completion of thesis preparation is specified in the Course Guide, helping students understand how to proceed with research activities. [4.3-68)p.21~p.22·p.25~p.26] "Research seminar," most classes of which are provided by academic advisors on a small-group basis, is an appropriate educational system for academic thesis preparation.

In conducting research for thesis preparation, specialized knowledge is required to understand previous studies, develop a research plan and consider the results after analyzing data. To help students acquire and develop such specialized knowledge, the Graduate School provides an array of "field research subjects" in the fields of Linguistic Science, Cultural Linguistics, Linguistic Education and Japanese-language Education. "Japanese-language education research (practice)" is one of the subjects intended to help students conduct empirical research based on language education practice. [4.3-68)p.16] Students are permitted to study necessary subjects offered by other graduate schools in KGU and other universities if they seek to do so. [4.3-68)p.13~14] "Special lecture on corpus linguistics," "special lecture on linguistic education research methods" and other subjects are provided for students to learn how to collect data and statistically analyze it with a PC. Students who intend to author their thesis in a foreign language can develop relevant skills via specific subjects such as "English academic writing," "thesis writing in French," "thesis writing in German" and "thesis writing in Chinese." [4.3-68)p.16] To provide instruction regarding the format to be followed in academic paper writing, the Graduate School annually distributes "Guidelines for preparation of Master's theses and theme research papers" and "Master's thesis samples" to all students in the first half of the doctoral program (Master's program). [4.3-69),4.3-70)] In

the middle of the research process for preparation of academic theses, students report the results of their research at the Language Communication Forum, which is held at the end of each semester. This provides an opportunity for them to receive comments from several faculty members and other students regarding their research.

Completed Master's theses undergo evaluation in the form of thesis examination and oral examination by three examiners (one chief examiner and two sub-examiners). [4.3-71)Article 10] After the oral examination, students are afforded an opportunity to modify their thesis, as necessary, while referring to the comments from referees attached to the returned thesis. By providing students with the abovementioned subjects and an opportunity to receive feedback regarding their research, the Graduate School has achieved an appropriate educational guidance system for students who prepare academic theses.

In the second half of the doctoral program, an Advisory Committee is organized by three faculty members, comprising an academic advisor assigned for the student studying in the second half of the doctoral program, and two other faculty members ("sub-advisors"). Sub-advisors play a supplementary role in providing research guidance while closely liaising with the academic advisor, so that each student can proceed with their research and prepare a doctoral dissertation based on his/her research plan. The process from the students' entrance to the second half of the doctoral program through completion of their academic dissertations is specified in the Course Guide, helping them understand the outline of necessary research activities phase by phase. The Graduate School also provides "Language, Communication and Culture Independent Study" (individual guidance) and "Language, Communication and Culture Seminar" (group guidance), with an eye to establishing an educational framework whereby several students enrolled in the second half of the doctoral program and faculty members are afforded opportunities to exchange views with one another. As described above, the Graduate School has achieved an appropriate guidance system for the second half of the doctoral program, helping students enhance the content of their research. [4.3-68)p.28~p.29]

♦ Graduate School of Human Welfare Studies

1) Educational system

In the first half of its doctoral program, the Graduate School of Human Welfare Studies primarily offers subjects featuring the following three educational styles: "lecture-based subjects" mainly studied in the form of desk work; "hands-on learning subjects," in which students learn empirically and practically through various coursework, and which feature practicum that provides them with practical experience at workplaces in their fields of specialization; and "seminar subjects" centered on discussions between instructors and students. The abovementioned educational styles and approaches are specified in the syllabuses of each subject drawn up by the respective instructors. [4.3-1)] The whole curriculum is provided in the Graduate School's section on KG's official website, the Kwansei Gakuin University Graduate School Guide, and the Course Guide, which is independently prepared by the Graduate School. [4.3-72),4.3-73)p.26,4.3-74)p.5·7·10·17·18·25] Most of the "specialized basic subjects" and "specialized elective subjects" in the first half of the doctoral program are lecture-based. It is the case with the Graduate School that not a small number of students are studying specialized areas in human welfare studies for the first time at this stage of the doctoral program. Given this situation, it is necessary that the Graduate School provide a large proportion of desk work-based lecture subjects in the entire course offerings. In "subjects regarding qualitative and quantitative research," as well as "practicum/practical work subjects" positioned as "advanced fieldwork," the Graduate School employs an educational approach featuring hands-on

experience. This approach is essential for the Graduate School to achieve one of its educational objectives, i.e., the development of individuals with specialized knowledge and skills specific to the Graduate School of Human Welfare Studies. "Research seminar" subjects constitute the most fundamental and essential part in the education provided at the Graduate School, in that they adopt an interactive educational approach emphasizing discussions between instructors and students. [4.3-74)p.5·7·10·17·18·25] As described above, in the first half of its doctoral program, the Graduate School employs three educational styles, which are all specified clearly. Its educational system is thus implemented in an appropriate manner.

In the second half of the doctoral program, the Graduate School provides education based on "research seminar," which features individual guidance, in consideration of the need for research guidance to be provided primarily by academic advisors in order to help students effectively conduct their research by using the specialized knowledge and practical techniques that they have acquired in the first half of the doctoral program. The education in the second half of the doctoral program necessarily adopts the said seminar-style approach due to the very need for individual guidance.

2) Educational guidance

How educational guidance is provided in the first half of the doctoral program is explained in detail in the Graduate School's entrance examination guide, the Course Guide and other media, together with information on the academic advisors teaching in the program. Prior to the entrance examination for this stage of the doctoral program, prospective students choose an academic advisor from whom they wish to receive guidance, from among 25 advisors teaching in the Graduate School. After successfully entering the Graduate School, the students basically receive guidance from the academic advisor they have designated. Soon after their entrance to the School, students also choose one or more sub-academic advisors from among the advisors in the Graduate School, aside from their primary academic advisor. While attending the first half of the doctoral program, students receive guidance from at least two faculty members comprising the said primary academic advisor and sub-academic advisor(s). A multiple-advisor system has thus been established. [4.3-74)p.5·7·10·17·18·25] To guarantee that students have an opportunity to interact with, and receive guidance from faculty members other than their advisors, the Graduate School ensures that each faculty member participates in Office Hour, thus achieving a system for complementary guidance. Master's theses undergo evaluation in the form of thesis examination and oral examination by three examiners (one chief examiner and two sub-examiners). As such, a system has been put in place to ensure examination that involves multiple (at least three) members. [4.3-74)p.5·7·10·17·18·25]

As in the case of the first half of the doctoral program, the educational guidance in the second half of the doctoral program also features a multiple-advisor system. Upon entrance to this stage of the doctoral program, students choose one primary academic advisor and one or more sub-academic advisors from among the seven faculty members who have been assigned as academic advisors to the second half of the doctoral program. [4.3-74)p.5·7·10·17·18·25] This multiple-advisor system is desirable for achieving appropriate educational guidance. The doctoral dissertation examination procedure is specified on the Graduate School's website, in the Course Guide and other media. After a doctoral dissertation is submitted, the dissertation is examined by an Examination Committee comprising several faculty members. After an oral examination is held in public, the "Academic Advisors Committee for the Second Half of the Doctoral Program" is convened, and then the award of the doctorate is decided. Academic degrees are thus awarded after an appropriate process of educational guidance. [4.3-74)p.5·7·10·17·18·25]

♦ Graduate School of Education

Student enrollment in the Graduate School of Education in each year since AY 2009 stood at six students in AY 2009 (four in the first half of the doctoral program and two in the second half), nine in AY 2010 (six in the first half and three in the second half), twelve students in AY 2011 (eight in the first half and four in the second half), and twelve students in AY 2012 (eight in the first half and four in the second half). Accordingly, all seminar subjects and lecture-based subjects have been provided in small groups. The Multimedia Room is effectively used primarily by students in the first half of the doctoral program.

For new entrants to the first half of the doctoral program, the Graduate School conducts an orientation soon after their entrance, in which the Graduate School explains the features of the Field of Early Childhood Pedagogy and the Field of Applied Pedagogy, the requirements for course completion, and how to register for and study subjects, and provides an overview of the lecture-based subjects and seminar subjects that are provided for the year, in line with the Graduate School of Education Course Guide. The Graduate School also instructs students to register for subjects based on a full understanding of the syllabuses provided on KG's official website. Academic advisors provide students, in person, with advice regarding the specific process for course study and research. After the students have decided their subjects for registration, academic advisors provide them with regular guidance, while instructing them on how to formulate a plan for preparation of their Master's thesis, based on which research guidance is also provided.

To complete the first half of the doctoral program, students are required to attend this stage of the doctoral program for at least two years, receive the necessary research guidance, obtain at least 32 credits consisting of eight credits of compulsory "research seminar" subjects and 24 credits from elective subjects, and pass the Master's thesis examination conducted by the Graduate School of Education. Students are allowed to incorporate, in the required number of credits for elective subjects, up to 12 credits from subjects provided in fields other than their own field. The Graduate School thus encourages students to engage in a broad range of research by studying subjects both in and outside their field of specialization.

For new entrants to the second half of the doctoral program, as in the case of the first half of the same program, the Graduate School conducts orientation upon entrance of the students, in which the Graduate School explains the features of the Field of Early Childhood Pedagogy and the Field of Applied Pedagogy, the requirements for course completion, and how to register for and study subjects. In either field of Early Childhood Pedagogy or Applied Pedagogy, the primary pillar of the education in the second half of the doctoral program is "research seminar," which is instructed by academic advisors. In the first meeting of the class, academic advisors explain and reconfirm details of the process and requirements for obtaining doctoral degrees. In the "research seminar" program, the Graduate School requires students to submit their "research plan" at the beginning of each academic year, as well as a "research outcomes report" at the end of, or in the middle of the academic year. Based on this plan and report, guidance and advice are provided for each student. Compulsory subjects comprise "research seminar" subjects equivalent to 12 credits. The Graduate School has adopted a system whereby students' performance in the "research seminar" class is evaluated every semester, confirming the progress of the research activities they have conducted.

To obtain a doctorate, students are required to make at least two presentations at academic conferences, and prepare at least two papers and have them accepted by journals with a referee system. [These must be single-authored paper(s) or co-authored paper(s) (prepared with the student as the first author). Among these papers, at least one paper must have been submitted to a

275

national-level journal.] After these requirements are met, the Graduate School requires the student to submit an "interim report of the doctoral dissertation" (approximately 20,000 characters in Japanese), regarding the content on which the Graduate School conducts an oral examination. The examination of the interim report and the associated oral examination are conducted by one chief examiner and two sub-examiners. Students who have passed these examinations are qualified as Doctoral Candidates, and eligible to submit a doctoral dissertation. To be approved as a Doctoral Candidate, the student must have fully completed the necessary arrangements and planning for preparation of their dissertation. The doctoral dissertation examination is conducted by one chief examiner and two sub-examiners. [4.3-75)p.19～22]

♦ Institute of Business and Accounting

In the second half of its doctoral program, the Institute of Business and Accounting has adopted a multiple-advisor system involving an academic advisor and assistant academic advisor(s). The Institute requires students to submit a "preparation plan for doctoral dissertation research" in their first year of study, as well as an "interim report of doctoral dissertation research" in their second year of study, and instructs them to proceed with their research for preparation of the doctoral dissertation in a well-planned manner. The Institute also requires students to pass through several "checkpoints" before allowing them to author a doctoral dissertation, such as the "general academic ability examination," which is conducted in their second year of study. To become eligible to take the academic ability examination, students must have submitted a paper to an academic journal or the like. Students are also required to make presentations at academic conferences in order to be allowed to apply for an academic degree and submit a doctoral dissertation. As such, the Institute provides students with guidance so that they can steadily proceed with their research over the three-year program. [4.3-76)p.2・3・6～8]

(2) Are classes provided based on their syllabuses?

Whole University	4.3-1-(2)

♦ Undergraduate Course

Since AY 2003, KGU has employed a Web Syllabus System based on a University-wide standardized form. [4.3-1)] Currently, the University requires all schools to enter necessary information, without omission, regarding the following items required for entry: "objectives/achievement goal of the lecture," "content of each class session (= class plan)," "class instruction," "method/standards of performance evaluation" and "specific instructions regarding preparatory studies before class etc.; relationship with other subjects." The schedule of syllabus preparation has also been standardized: Syllabuses are developed by subject instructors during the period from late November through the end of January. Each school checks for unentered subjects in February. Completed syllabuses are made public in early March. [4.3-77)]

To request subject instructors to prepare a syllabus, the University provides standardized guidelines for the preparation, [4.3-78)] aiming at enhancement and enrichment of syllabuses. However, the instructors tend to describe the content of syllabuses with various levels of detail. This problem has yet to be fully solved. In this respect, the University set the objectives as indicated below, as specified in the "Basic policy for promotion of University-wide initiatives for improvement and enrichment of education," which was adopted by the Academic Affairs Committee on February 17, 2012: [4.3-79)]

2. Reinforcement of the syllabus development system
   (1) Subject provider organizations shall establish a system for providing syllabuses on their own responsibility, based on their Curriculum Policy.
   (2) In line with the "guidelines for syllabus preparation," subject provider organizations shall make efforts to prevent omission of the required items, such as 'objectives/achievement goal of the lecture,' 'content of each class session,' 'method/standards of performance evaluation' and 'preparatory studies before class'; as well as to eliminate the gap in the level of detail in syllabus descriptions, for instance, by preventing particularly insufficient descriptions for the required items.
   (3) Subject provider organizations shall make efforts to develop syllabuses in a specific and easy-to-understand manner for students, from the need to encourage them to choose and study subjects on their own accord.
   The University will strive to realize these objectives.

In parallel with the replacement of the academic affairs administration system, modification of the Web Syllabus System is also scheduled for the fall semester of AY 2013. [4.3-80)] Under this new system, syllabus preparers must enter the following information: "objectives of the lecture," "achievement goal," "content of each class session," "types of performance evaluation and their proportion" and "studies outside class hours." The system is programmed so that syllabus preparers cannot complete the entry process if any of these required items have not been properly filled in. The University thereby aims to establish a system for providing even more enhanced syllabuses. The University also plans to link information regarding textbooks and reference literature with a book search system, in view of the need for "credit substantialization" by securing sufficient time for students to engage in their studies.

Regarding consistency between syllabuses and actual class content, the University has incorporated, in the questionnaire of the "student survey of teaching," [4.3-81)] the following question: "Did each session of the class generally proceed in line with its syllabus?" The said consistency is examined based on evaluations answered on a five-point scale (Strongly agree=5; Agree=4; Neither agree nor disagree=3; Disagree=2; Strongly disagree=1). To examine the results of the survey in AY 2011, which asked about all subjects provided by schools, the average evaluation point of the answers to the abovementioned question exceeded 4 in most subjects (overall average: 4.31), while a small variation was seen depending on the school or the style of subject (specialized subject, seminar/experiment-based subject, language subject, or other subject). These results confirmed that there was almost no deviation between syllabuses and actual class content. The evaluation point regarding the said question has shown a steady improvement over the years. In a correspondent survey conducted in AY 2005, the average evaluation point for the same question stood at 3.89, and in the AY 2008 survey it was 4.06. This improvement indicates that awareness of the importance of the syllabuses has increased among class instructors. [4.3-82)]

♦ Graduate Course

Graduate schools previously provided broadly described plans for class content, and the details of guidance and educational content were decided via discussions between academic advisors and students. Since AY 2009, graduate schools have employed the Web Syllabus System, in which all graduate schools except professional graduate schools prepare syllabuses with a common format. Syllabus preparers are required to enter the items "class objectives," "class content and instruction" and "method/standards of performance evaluation." [4.3-1)]

This system is scheduled to be replaced by a new syllabus system in the fall semester of AY

2013. The new system will adopt the same syllabus form as that used at schools, and accordingly, all graduate schools are to develop their syllabuses with the same form. Since the number of items required to be entered will increase, the syllabuses prepared with the new system are expected to be more informative and easier to understand.

Schools	4.3-1-(2)

♦ School of Theology

Currently, syllabuses provided in the School of Theology are composed of the following items: "objectives/achievement goal of the lecture," "content of each class session," "class instruction," "textbook," "reference literature," "method/standards of performance evaluation," "method of 'student evaluation of teaching,'" "specific instructions regarding preparatory studies before class etc.; relationship with other subjects" and "keywords." (Information regarding Office Hour is made public separately from syllabuses. [4.3-83]) Of these, the following are required items: "objectives/achievement goal of the lecture," "content of each class session," "class instruction," "method/standards of performance evaluation" and "specific instructions regarding preparatory studies before class etc.; relationship with other subjects." All syllabuses are made public at the beginning of each academic year via KG's official website, serving as useful materials for students to consider their study plan. In the School, as described above, syllabuses are generally provided in a satisfactory manner. In the FD Workshop (School), participants examine the content of the syllabuses and explore how to write a better syllabus. In response to the establishment of its Curriculum Policy, the School expects class instructors to describe their syllabuses so that the items of the Policy are embodied in elements of the "achievement goal" of each subject. [4.3-84] A "student survey of teaching" was conducted throughout the University in AY 2011, which contained a question related to the consistency between syllabuses and class content, asking whether each session of the class generally proceeded in line with its syllabus. To this question, the average evaluation point of the subjects provided by the School stood at 4.45 (4.4 points for the spring semester; 4.5 points for the fall semester; out of a maximum 5.0 points). [4.3-85]p.19·33 While close examination is necessary regarding individual subjects, class operation based on syllabuses has been generally achieved satisfactorily.

♦ School of Humanities

The School of Humanities employs the University-wide standardized syllabus system. In line with the guidelines for syllabus preparation, each faculty member specifies the required items of "objectives/achievement goal of the lecture," "content of each class session," "class instruction," "method/standards of performance evaluation" and "specific instructions regarding preparatory studies before class etc.; relationship with other subjects." In addition to these required items, many faculty members also specify "keywords" and other non-required items. Regarding subjects featuring lectures by faculty members, most descriptions for the item "content of each class session" concern the lecture content of each of the 15 sessions. Regarding seminar subjects and experiment/practicum subjects, which feature activities by students, some of such descriptions do not explain detailed class content, due to the nature of these subjects.

Syllabuses for a given academic year are made public on KG's official website in early March of the preceding academic year, allowing students to access and refer to the syllabuses at any time. Meanwhile, the School has not thus far grasped to what extent students read the syllabuses prior to their registration for, and commencement of the class.

Regarding consistency between syllabuses and actual class content, the "student survey of teaching" asks the question: "Did each session of the class generally proceed in line with its syllabus?" The result of the AY 2011 survey showed that the average evaluation point of the subjects provided by the School in the fall semester of that year stood at 4.2. If such evaluation points are examined by subject type (specialized subject, seminar/experiment-based subject, etc.), it will be seen that all averaged 4.2 or higher. Classes in the School are thus generally operated in line with their syllabuses. [4.3-86)]

♦ School of Sociology

The School of Sociology prepares syllabuses for all its subjects by using the University-wide system, and makes them public via KG's official website. Faculty members develop detailed syllabuses, specifying "objectives/achievement goal of the lecture," "content of each class session," "class instruction," "textbook," "reference literature," "method/standards of performance evaluation," "preparatory studies before class," "relationship with other subjects" and other information, thereby helping students to make an informed choice of subjects to study.

As one of its unique efforts, the School provides "basic seminar," a compulsory subject for first-year students, based on the same syllabus commonly used by all classes, while preparing detailed standardized guidelines for class instruction in advance. [4.3-87)]

This "basic seminar" subject is aimed at equipping students with the basic skills necessary to engage in study and research in the four-year undergraduate program at the School of Sociology ("study skills"). All classes of this subject are instructed in line with the same syllabus, with the aim of helping all first-year students commonly acquire these "study skills" by repeatedly working on exercises and other tasks provided in class.

With respect to the relationship between subjects, as well as step-by-step learning, the School has introduced a step-by-step learning approach especially in subjects related to social psychology and social research, and how the elements of this approach are realized in these subjects is explained in their syllabuses and the Course Guide, which is distributed to students of the School. In "subjects regarding the qualification of social researchers," classes are instructed based on syllabuses that are formulated in line with the "standard curriculum for the qualification of social researchers" provided by the Japanese Association for Social Research.

Syllabuses are also used for the purpose of promoting deeper understanding and cooperation between faculty members in their instruction. Regarding "sociology relay lecture A/B," omnibus-style subjects intended for first-year students, the School has relevant instructors submit an outline of their class instruction (handouts) by the end of the previous academic year and circulate these handouts among them and other full-time faculty members. The School thereby aims to help instructors mutually understand the lecture content provided by other instructors, facilitating cooperation between lecture sessions.

♦ School of Law and Politics

Preparation and disclosure of syllabuses: In the School of Law and Politics, faculty members prepare syllabuses on the website, in accordance with the University-wide standardized procedures. The completed syllabuses are made publicly accessible via KG's official website. [4.3-88),4.3-1)]

Class operation based on syllabuses: In the "student survey of teaching" regularly distributed to students, the questionnaire usually contains a question asking whether classes are conducted in line with their syllabuses. [4.3-89)] The results of the AY 2011 survey showed the following average evaluation points out of a possible 5 points: (spring semester) specialized subjects: 4.2;

seminar/experiment-based subjects: 4.5; language subjects: 4.2; other subjects: 4.3; (fall semester) specialized subjects: 4.2; seminar/experiment-based subjects: 4.4; language subjects: 4.2; other subjects: 4.2. These results confirmed that classes in the School were generally instructed in line with their syllabuses. Survey feedback is provided for subject instructors regarding the results of the abovementioned question, together with those of other questions. [4.3-90)]

♦ School of Economics

Syllabuses of subjects provided in the School of Economics are written on the responsibility of each faculty member, in line with the Curriculum Policy of the School. In course guidance as well as in "basic seminar" classes for first-year students, the School explains that reference to syllabuses enables them to develop a study plan in consideration of their own interests and curiosity, as well as their future career development; and to obtain sufficient information on the class content to plan an effective study approach, including preparation for the classes and review of the content.

The "student evaluation of teaching" survey, which is conducted during the period of each lecture series, contains a question regarding consistency between the content specified in syllabuses and the actual class content. Through the results of this survey, the School confirms whether the planned class content specified in syllabuses has been actually implemented for each class.

♦ School of Business Administration

In parallel with the implementation of a new curriculum in April 2012, subject instructors of the School of Business Administration redeveloped syllabuses for all subjects. Specified in the new syllabuses were "objectives/achievement goal of the lecture," "content of each class session," "class instruction," "method/standards of performance evaluation" and "specific instructions regarding preparatory studies before class etc.; relationship with other subjects."

In response to the formulation of the new syllabuses, the academic affairs staff of the School reviewed the content of the completed syllabuses ("objectives/achievement goal of the lecture," "content of each class session," "class instruction," "method/standards of performance evaluation" and "specific instructions regarding preparatory studies before class etc.; relationship with other subjects") for all subjects, in order to ensure appropriate quality and proper specifications for the syllabuses. Regarding some syllabuses with insufficient/inappropriate descriptions (e.g., duplication in the content of each class session), academic affairs staff members requested the relevant instructors to correct the syllabus content. Revised syllabuses were then submitted.

Recognizing the need to confirm whether the method of performance evaluation is specified in the syllabuses of all subjects, the School's academic affairs staff also examined whether the item "method/standards of performance evaluation" is properly entered in the Web Syllabus System, and whether its content is appropriate, regarding all subjects provided in the School, upon provision of the new curriculum in April 2012.

The "student evaluation of teaching" survey regarding all subjects is used as a supplementary tool for confirming whether the class content evolves in line with the syllabus, and whether the content of each class session corresponds with the content described in the syllabus. After receiving the evaluation results, subject instructors specify, in writing, what points they will improve. Instructors implement these improvements in each class.

As described above, the School uses the standardized form of syllabus and appropriately prepares syllabuses specifying "objectives/achievement goal of the lecture," "content of each

class session," "class instruction," "method/standards of performance evaluation" and "specific instructions regarding preparatory studies before class etc.; relationship with other subjects," enabling students to refer to this information prior to the commencement of each class. [4.3-1)]

♦ School of Science and Technology

After being modified in AY 2010, the new syllabus preparation system requires users to specify, among a range of items to input, the following information as required items: "objectives/achievement goal of the lecture," "content of each class session," "class instruction," "method/standards of performance evaluation" and "specific instructions regarding preparatory studies before class etc.; relationship with other subjects." The system is programmed not to accept a syllabus if a description is omitted for any of these required items.

The School of Science and Technology determines whether consistency is maintained between class content/instruction and the content of syllabuses, on the basis of the average evaluation point of the answers to the question: "Did each session of the class generally proceed in line with its syllabus?" contained in the student survey of teaching. The two latest surveys were conducted in AY 2008 and AY 2011 on all classes. For this question, the evaluation points regarding subjects provided in the School averaged 3.9 for the spring semester of AY 2008 and 4.2 for the fall semester of the same year; and 4.2 for the spring semester of AY 2011 and 4.2 for the fall semester of the same year. These results indicate no significant inconsistency between the content of the syllabuses and the actual class content. [4.3-91)]

♦ School of Policy Studies

The School of Policy Studies has prepared syllabuses and distributed them to all students since its establishment in 1995. Currently, the School prepares syllabuses for all subjects in line with the guidelines for syllabus preparation applied throughout the University. The School investigates and examines to what extent lectures have been provided in line with their syllabuses, by means of a specific question contained in the "student survey of teaching," in conformity with the University-wide policy. According to the answers to this question, the evaluation points regarding subjects provided in the School averaged 4.08 in the AY 2008 survey, and 4.36 in the AY 2011 survey. Based on these results, the School determines that no significant inconsistency exists between the content of the syllabuses and the actual class content. [4.3-92)]

♦ School of Human Welfare Studies

The School of Human Welfare Studies prepares syllabuses for all classes, and provides them on KG's official website. [4.3-1)] They contain the items "class objectives and achievement goal," "class plan," "method of performance evaluation," "textbook," etc., which are entered by instructors of each class via an online system dedicated for syllabus preparation. Instructors are expected to specifically describe "achievement goal" in particular. The item "class plan" requires specification of the content of each of the 15 class sessions. "Method of performance evaluation" must be described so as to clarify the proportion of examination, papers and other methods to be employed for performance evaluation. This system has enabled preparation of syllabuses based on a standardized content description.

Students access information regarding the class objectives, content, instruction and performance evaluation method of each subject via the Academic Web Service, using this information to consider whether to register for a specific subject. [4.3-88)] In the first meeting of each class, instructors provide the enrolled students with detailed information by distributing a separate

syllabus in which the class content is laid out in even more detail, complementing specific topics that are not sufficiently covered in the online syllabus available via the Academic Web Service. Whether classes are provided based on their syllabuses is examined via the question: "Is the class conducted in line with its syllabus?" which is contained in the "student evaluation of teaching" survey conducted by the University. Instructors receive the results of the survey, and are informed of points needing improvement. This provides instructors with an opportunity to enhance their teaching skills, as promoted in the effort of faculty development. Obtaining responses from students has enabled the School to grasp how syllabus-based education is achieved in each class, and to provide each instructor with feedback of the survey results, through the academic affairs staff. As described above, the School has ensured that classes are appropriately conducted in line with their syllabuses.

♦ School of Education

The School of Education prepares syllabuses for all subjects in a standardized form by using the University-wide system, and makes them available via KG's official website. Classes are conducted based on these syllabuses. It has been ensured that students can refer to the syllabuses on the website and confirm the content of individual classes in advance. The School also takes the opportunity to provide guidance, orientation and other advice to new students to advise them how to effectively use the syllabuses. Regarding practicum subjects, the School prepares, and distributes to students, its original guidelines for practicum, which specifies the objectives of the practicum etc., providing them with detailed guidance. If it is physically impossible to provide pre- and post-guidance for practicum within the regular class schedule, the School arranges such guidance to be conducted on Saturday or after the regular schedule (i.e., in the sixth period). The School also coordinates the content of guidance between practicum subjects, while sorting out overlapping content, so as to ensure effective use of time in practicum. In this respect, the School convenes the Instructors Meeting and the Practicum Committee monthly, where participants exchange information regarding the content of guidance so as to prevent inconsistency with the syllabus, thereby aiming at enhancing the quality of practicum classes. The questionnaire of the "student evaluation of teaching" survey contains a question asking whether each session of the class generally proceeded in line with its syllabus. The School provides instructors with feedback of the results of this survey question, with an eye to further improving syllabuses and classes provided by them.

♦ School of International Studies

The School of International Studies prepares syllabuses for all subjects, and makes them available for students at the beginning of each academic year via KG's official website. [4.3-1)]
The School conducts classes of its subjects based on these syllabuses.

Graduate Schools   4.3-1-(2)

♦ Graduate School of Theology

Currently, syllabuses provided in the Graduate School of Theology are composed of the following items: "class objectives," "class content and instruction," "textbook," "method/standards of performance evaluation," "method of 'student evaluation of teaching,'" "keywords" and "other." Of these, the following are required items: "class objectives," "class

content and instruction" and "method/standards of performance evaluation." All syllabuses are made publicly accessible online at the beginning of each academic year, serving as useful materials for students upon development of their study plan. The Graduate School aims to create an appropriate syllabus description based on the Curriculum Policy, which was developed (specified) and disclosed in AY 2011; ensure that such description is implemented properly; and ensure that classes are operated in line with such syllabuses. To achieve this aim, the Graduate School held a FD Workshop (Graduate School) in the fall semester of AY 2011, with the theme "The three Policies and syllabuses." However, description of the "achievement goal" of each class has yet to reach a satisfactory level. The Graduate School will strive to ensure that a more appropriate description will be made in syllabuses for AY 2013.

♦ Graduate School of Humanities

The Graduate School of Humanities prepares and discloses syllabuses via the Web Syllabus System commonly used throughout the University. In this system, the Graduate School enters and provides information regarding "class objectives," "class content and instruction," "textbook," "method/standards of performance evaluation," "method of 'student evaluation of teaching'," "keywords" and "other."

The Graduate School independently distributes the "student evaluation of teaching" survey to graduate students in each semester. The survey results show that students are satisfied with the subjects offered by the Graduate School, in terms of consistency between syllabus content and actual class content. No particular problems have been pointed out by students regarding subjects provided each year at the Graduate School. These results suggest that classes are being generally conducted in line with their syllabuses. [4.3-93)]

In AY 2009, the Graduate School discussed the ideal syllabus development process suited to the graduate education provided by the Graduate School of Humanities, and defined internal objectives in order to make improvements. However, a standardized format to be shared in common within the Graduate School has yet to be devised, as the Graduate School deals with diverse disciplines with significantly different characteristics, ranging from fields related to thought and philosophy to those related to experimental psychology; and that considerably different requirements for the description of syllabuses are necessary between seminar subjects, lecture-based subjects, experiment-based subjects and other subjects.

♦ Graduate School of Sociology

The Graduate School of Sociology requires all subject instructors to prepare syllabuses, which are composed of the information items of "class objectives," "class content and instruction," "textbook," "method/standards of performance evaluation," "method of 'student evaluation of teaching,'" "keywords" and "other."

♦ Graduate School of Law and Politics

The Graduate School of Law and Politics prepares syllabuses by using the University-wide standardized form, and makes them public via KG's official website. The syllabuses specify "class objectives," "achievement goal," "class content and instruction," "class plan for the semester," "method/standards of performance evaluation" and other information. [4.3-88),4.3-1)] In AY 2010, the Graduate School has independently introduced a system whereby students are allowed to change the selection of subjects they are to study, after attending each class provided during Week 1. This system has enabled students to become more closely informed of the class content.

It has also enabled instructors to provide class instruction accommodating the wishes and needs of students. [4.3-60)p.13]

♦ Graduate School of Economics

The Graduate School of Economics provides syllabuses based on its Curriculum Policy, while making efforts to enhance them in line with the "Basic policy for promotion of University-wide initiatives for improvement and enrichment of education." In AY 2012, the rules were revised so as to increase the number of items to be entered in syllabuses. It is currently required to specify the content of each of the 15 class sessions. Consistency between syllabuses and actual class content is confirmed through a specific question regarding such consistency, which is asked in the "student survey of teaching" conducted for each subject. If a significant problem is identified in terms of consistency, the administration requires the instructor to make improvements.

♦ Graduate School of Business Administration

The Graduate School of Business Administration provides syllabuses of all subjects for students and other individuals within the University via the syllabus system accessible on KG's official website. These syllabuses specify the items "class objectives (required item)," "class content and instruction (required item)," "method/standards of performance evaluation (required item)," "textbook," "method of 'student evaluation of teaching,'" "keywords" and "other." Regarding subjects constantly studied by a large number of students, classes have generally been instructed in line with their syllabuses. In contrast, regarding some subjects studied by a small number of students, previously formulated syllabuses only contained an overview of the class, so as to provide education appropriate to the academic level of the enrolled students. In view of this situation, since AY 2011, the Graduate School has placed printouts of the online syllabuses of all subjects at a designated location, allowing the Graduate School Administration to efficiently examine the descriptions of each syllabus. Faculty members are also allowed to freely refer to those printouts. If the content of a given syllabus is regarded as insufficient or inappropriate, the Graduate School Administration requests the instructor to make necessary improvements. [4.3-94),4.3-95), 4.3-96)p.3]

♦ Graduate School of Science and Technology

Syllabuses of the lectures provided in the Graduate School of Science and Technology are made public via KG's official website, [4.3-1)] serving as a useful reference for students to make an informed choice of the subjects to study. As a special body to promote enhancement of education by faculty members and their approaches to research guidance, Department Meetings are held in each graduate department for related discussions primarily conducted by Graduate School Committee members. In these discussions, members also exchange views regarding curriculum and syllabuses. Items specified in syllabuses of the Graduate School include "class objectives," "class content and instruction," "textbook," "method/standards of performance evaluation," "method of 'student evaluation of teaching'," "keywords" and "other." Consistency between class content/instruction and the content of the syllabuses has not thus far been investigated, since related questions are not incorporated in the questionnaire of the student survey of teaching.

♦ Graduate School of Policy Studies

Since its establishment, the Graduate School of Policy Studies has prepared detailed syllabuses and distributed them to all students. Classes have been conducted in line with the syllabuses.

Faculty members are required to develop, and make accessible to students, syllabuses of their classes to be provided in a given academic year, by the end of the preceding academic year. Currently, all syllabuses are accessible at any time on KG's official website, via the specific information system for students and faculty and staff members. [4.3-1)]

Students normally refer to these syllabuses to decide which subjects to study. This suggests that the syllabus system is functioning effectively. While how to describe syllabuses varies slightly depending on the subject and lecture style, the significance and effects of providing syllabuses are fully understood by faculty members.

The Graduate School confirms whether lectures are provided in line with their syllabuses, by means of the regular "student survey of teaching." The Graduate School is open to receiving complaints from students regarding how the class is conducted. If it is recognized that a class has not been conducted as described in its syllabus, the Dean and professors in charge of academic affairs of the Graduate School interview the instructor to confirm the actual situation, and provide him/her with guidance, if necessary. If a situation occurs where the initial syllabus has to be changed, for instance, due to the circumstances of an entity to be visited as part of fieldwork etc., instructors are expected to quickly change the syllabus, and provide students with an adequate explanation.

♦ Graduate School of Language, Communication, and Culture

In AY 2012, the Graduate School of Language, Communication, and Culture incorporated in the questionnaire of the "student survey of teaching" the following questions: "Is the class being conducted as described in its syllabus, which is provided via the University-wide Web Syllabus System?" and "Was the content of the syllabus explained in the first meeting of the class?" The results have not yet been analyzed. [4.3-97),4.3-1)]

♦ Graduate School of Human Welfare Studies

In the Graduate School of Human Welfare Studies, while classes are provided based on their syllabuses, this has been achieved in a different manner in the first and second half of the doctoral program. In the first half of the doctoral program, which incorporates many lecture-based subjects and seminar subjects, instructors develop detailed syllabuses and provide them through the University's Academic Web Service. Students in this stage of the doctoral program access information regarding the class objectives, content, instruction and performance evaluation method of each subject mostly via this Academic Web Service, using the information obtained to consider whether to register for a specific subject. In the first meeting of each class, most instructors distribute to the enrolled students a separate syllabus in which the class content is laid out in even more detail, providing the students with necessary information to complement the specific content that is not sufficiently covered in the online syllabus available via the Academic Web Service. Whether classes are provided based on their syllabuses is examined via the question regarding syllabus-based class operation, which is asked in the "student evaluation of teaching" survey conducted by the University. The Graduate School ensures that each instructor is provided with feedback on the survey results through the academic affairs staff.

In the second half of the doctoral program, the Graduate School also provides syllabuses of each class via the Academic Web Service. Academic advisors basically aim to conduct their classes in line with these syllabuses. However, most classes in the second half of the doctoral program adopt a seminar style. In seminar classes, which feature individual guidance, some instructions are provided in a flexible manner in accordance with the progress of research activities by individual students.

♦ Graduate School of Education

As in the case of the School of Education, the Graduate School of Education prepares syllabuses for all subjects in a standardized form by using the University-wide system, and makes them available via KG's official website. Classes are conducted based on these syllabuses. Items specified in the syllabuses include "class objectives and achievement goal," "content of each class session" (e.g., class content of each of the 15 sessions if a lecture subject equivalent to two credits), "class instruction," "textbook," "reference literature," "method/standards of performance evaluation," "method of 'student evaluation of teaching,'" "specific instructions regarding preparatory studies before class; relationship with other subjects" and "keywords." It has been ensured that students can refer to the syllabuses on the website and confirm the content of individual classes in advance. The Graduate School also takes the opportunity to instruct new students how to use the syllabuses effectively in guidance, orientation and on other occasions. The Graduate School conducts the "student evaluation of teaching" survey every semester. While incorporating into the questionnaire a number of questions regarding curriculum content in order to assess student satisfaction, the Graduate School has not thus far examined whether classes are conducted in line with their syllabuses.

♦ Institute of Business and Accounting

The Institute of Business and Accounting prepares syllabuses based on the University-wide standardized form, specifying "class objectives," "class content and instruction," "textbook" and "method/standards of performance evaluation." Syllabuses are provided via KG's official website, [4.3-1)] enabling students to refer to them before registering for subjects.

(3) Are performance evaluation and credit recognition conducted properly?

Whole University	4.3-1-(3)

♦ Undergraduate Course

Performance evaluation standards have been stipulated in the University Regulations[4.3-98)] pursuant to the provisions of the Standards for Establishment of Universities. KGU introduced the GPA (Grade Point Average) System in AY 2005.

Specifically, a score equal to or higher than 90 is classified as "Excellent" or "S," a score from 80 to 89 as "Good" or "A," a score from 70 to 79 as "Fair" or "B," a score from 60 to 69 as "Pass" or "C," and a score less than 60 as "Fail" or "F." A score equal to or higher than 60 is considered as a pass in the subject. Grade points corresponding to the abovementioned performance evaluation standards are specified as follows: 4 points for "Excellent" or "S" (score 90 or higher); 3 points for "Good" or "A" (score 80―89); 2 points for "Fair" or "B" (score 70―79); 1 point for "Pass" or "C" (score 60―69); and 0 points for "Fail" or "F" (score less than 60). These performance evaluation standards are specified in the "Regulations for Performance Evaluation and Examinations," [4.3-99)] and are communicated to students and applied in a rigorous manner. The Course Guide of each school [4.3-100)] as well as the General Course Information Website [4.3-18)] explain the objectives of the GPA System, calculation rules, and other relevant information. The standards and methods of performance evaluation for each subject are specified in its syllabus.

The GPA System, which has been employed in KGU since AY 2005, is a performance evaluation method to indicate, as a GPA (grade point average), the weighted average of the total grade points

granted on the basis of performance evaluation results of individual subjects studied by each student. This system is aimed at encouraging students to manage their own course study by considering what subjects are necessary in their academic pursuits, and to further increase their motivation for study and research while recognizing at which level they currently stand in terms of learning outcomes. Evaluation results based on this system are stated in the students' report cards for each semester and their transcripts.

For class instructors, the University distributes to them a certain notification[4.3-101)] for their deeper understanding of the objectives of the GPA System etc., [to] endeavor to ensure a more rigorous evaluation process.

Currently, the score distribution of overall performance evaluation results generally shows a normal distribution with the average score ranging from 70 to 75. [4.3-102)] In response to the introduction of the GPA System, the University implemented a system enabling faculty members to freely refer to the statistical data of performance evaluation results for all subjects, which was returned to each school in hard copy form. In this respect, in an effort to more effectively disclose performance evaluation data and ensure a shared understanding regarding such data among faculty members in KGU, the University commenced disclosing these data online via its intranet in the spring semester of AY 2012. [4.3-103)]

Regarding the number of credits, relevant standards are stipulated in the University Regulations[4.3-98)Article 18] pursuant to the provisions of the Standards for Establishment of Universities. Specifically, the number of credits is calculated based on the following standards: Regarding "lecture-based subjects" and "seminar subjects," 15 hours of class time constitute one credit. For "language education subjects," "experiment-based subjects," "practicum subjects" and "practical skills subjects," 30 hours of class time constitute one credit.

Regarding transfer students and other mid-course entrants to a specific school/department of KGU from another university or another school or department within KGU, the credits they have earned in their previous university etc. are recognized pursuant to the relevant internal regulations etc. established by each school concerning its handling of credit recognition based on the Standards for Establishment of Universities. 4.3-106)[p.6·7] Regarding student exchange programs based on agreements with overseas universities etc., rules for credit conversion[4.3-104)] are set by the number of class hours, and are established as common conversion standards to be applied to all schools, after due discussion at University-wide meetings of the International Education and Cooperation Committee and the Academic Affairs Committee.

♦ Graduate Course

Performance evaluation is conducted rigorously in conformity with the performance evaluation standards stipulated in Article 12 of the Graduate School Regulations. The GPA System has been implemented in the Law School and the Institute of Business and Accounting. The performance evaluation standards and the process for obtaining academic degrees are specified in the internal regulations and the Course Guide of each graduate school. The methods of performance evaluation for each subject are specified in its syllabus. Through the aforementioned regulations, system, etc., graduate schools conduct performance evaluation and credit recognition in an appropriate manner.

Schools	4.3-1-(3)

♦ School of Theology

Regarding performance evaluation, the School of Theology informs students of the University-wide "Regulations for Performance Evaluation and Examinations" via KG's official website[4.3-99)] and the Course Guide. [4.3-11)p.12] Based on these regulations, the School also formulates its "Internal Regulations for Performance Evaluation and Examinations," [4.3-105),4.3-11)p.73~74] applying them in a rigorous manner. It is ensured that syllabuses for all subjects explain their respective methods and standards for performance evaluation. In addition, the School posts a list of these methods and standards before the term examination period. If a student wishes to question the performance evaluation he/she has received for the semester, he/she can request a re-examination of the evaluation. Given the number of previous inquiries, it can be determined that performance evaluation has been generally conducted in a proper manner in the School.

■ Number of requests for re-examination of performance evaluation

Subjects provided by the School of Theology (Figures in parentheses: University-wide subjects):

AY 2011: 1 (0) / AY 2010: 0 (2) / AY 2009: 0 (3) / AY 2008: 0 (0) / AY 2007: 1 (0)

The credit recognition procedure with entrants to the School, including transfer students, is implemented pursuant to the provisions of the University Regulations and the internal regulations of the School. [4.3-98)Article 21,4.3-11)p.74~75] The policy of credit recognition for transfer students is specified in the relevant entrance examination guide. [4.3-106)p.6·7]

♦ School of Humanities

The School of Humanities designs its curriculum and class schedule in conformity with the credit recognition standards stipulated in Article 18 of the University Regulations. This is specified in the School of Humanities Course Guide, and is thus communicated to students. [4.3-13)p.6]

Performance evaluation is rigorously implemented based on the University-wide "Regulations for Performance Evaluation and Examinations," and the "Internal Regulations for Performance Evaluation and Examinations." [4.3-13)p.7·12] The School makes faculty members familiar with the method of student performance evaluation by annually distributing the guide "Evaluation of students' performance in subjects," [4.3-107)] and ensures that they clearly specify evaluation methods for the subjects they teach by filling out the syllabus item "method/standards of performance evaluation." Information regarding such methods and standards is provided for students via the School of Humanities Course Guide, and especially for first-year students, in the orientation held at the beginning of each academic year. Performance evaluation standards for individual subjects are made accessible at any time via the Web Syllabus, and are also explained by class instructors in the first class meeting. Staff members inquire as to what performance evaluation method is adopted for individual subjects, and compile the final inquiry results into a list, which is posted on a bulletin board in early May in the spring semester, and in mid-October in the fall semester. [4.3-108)]

Performance evaluation methods used in the School include term examination, paper substituted for term examination, ordinary essay assignment, in-class performance evaluation including in-class examination. Class instructors choose appropriate evaluation methods for the instruction style, instruction method and enrollment of their classes, thereby ensuring a rigorous credit

recognition process.

"Graduation thesis" is a compulsory subject for fourth-year students. Theses completed through this subject undergo a rigorous examination process including review by sub-examiners, in addition to that by the designated academic advisor, as well as oral examination. With the aim of establishing clearer standards for credit acquisition regardless of individual majors and fields of specialization, the School provided an opportunity for exchanging views regarding theses guidance and evaluation methods between faculty members who provide graduation thesis guidance, as part of the faculty development effort made in AY 2011. [4.3-109)]

♦ School of Sociology

The School of Sociology specifies the standards for performance evaluation and credit recognition in syllabuses of all subjects, in line with the relevant effort made throughout the University. The School expects instructors to specify, in all their syllabuses, the achievement goals for which students should aim in the respective subjects, as well as instructions and notes regarding the necessary study (preparation for and review of the class etc.) for students to undertake out of class.

As part of the said University-wide effort, to clearly specify how the students' performance is evaluated, instructors are required to fill in the "performance evaluation" section in the syllabus form by choosing an evaluation method applicable to the subject they teach, from among "term examination," "paper substituted for term examination," "in-class examination," "ordinary essay assignment" and "other." If more than one method applies, the instructor must specify the respective percentages in the "free comment" space. The School designates a specific period of time in which instructors are not allowed to change the information regarding performance evaluation entered in syllabuses, thereby aiming to ensure consistency and transparency of evaluation standards. [4.3-110)]

As an indicator for evaluation of students' learning outcomes, the GPA System has been introduced throughout the University. The School makes public the names of students with an excellent GPA by posting them on its bulletin boards, aiming to further increase the students' motivation for study. [4.3-110)]

Upon request to instructors for performance evaluation, the School distributes a document to explain the objectives of the GPA System and expects them to ensure that the students' evaluation results show a proper score distribution. The School also compiles the performance evaluation results into a "statistical table of students' performance results by subject," which is made available in the School's instructors' room. By making the said table public to full-time faculty members, part-time instructors and other members concerned with the School, instructors can review the performance evaluation results of the subjects they teach and compare such results with those of the whole School, leading to increased rigor in performance evaluation in each subject, and a more diverse use of performance evaluation methods.

With the aims of ensuring clearer performance evaluation standards and helping the students' subsequent study, the School has implemented a system enabling requests for re-examination of performance evaluations, as part of a University-wide effort. In this system, if a specific and reasonable question arises regarding an evaluation a student has received from a specific class instructor, in light of the "method/standards of performance evaluation" explained in the syllabus of the subject and by the instructor himself/herself in class, then the student is permitted to request the instructor to reexamine the evaluation. This system is thus intended to clarify details of the evaluation.

Regarding diversification of the use of performance evaluation methods, the School has made

efforts to ensure that evaluation is conducted in a more diverse manner by employing not only term examination, but also term paper, in-class examination, ordinary essay assignment and other evaluation methods. In AY 2011, term examination is conducted in approximately 20 percent of all subjects provided in the School, term paper in approximately 10 percent, in-class examination (including posted examinations) in approximately 10 percent, and other in-class performance evaluation in approximately 50 percent.

Regarding recognition of credits obtained before entering the School, the School recognizes up to 64 credits under the examination system for transfer admissions intended for third-year students. [4.3-111)]

Credit recognition for individual transfer students is deliberated and decided by the Undergraduate Faculty Board.

♦ School of Law and Politics

GPA System: KGU has adopted the GPA System throughout the University, and the School of Law and Politics conforms to this. [4.3-112)] To achieve proper performance evaluation in line with the objectives of the system, upon term examinations, the School encourages faculty members to avoid a lopsided grading to an extremely high or low score range in each subject. [4.3-113)] After examinations are marked, score distribution by lecture class is compiled into a hard copy document, which is offered to faculty members for reference. [4.3-114)] From the term examinations in the spring semester of AY 2012, the School has provided a statistical table of students' performance results by subject via a public folder online, in place of the previous hard copy form. This statistical table is made accessible for four semesters. [4.3-115)] Meanwhile, as described in Section 1-(1), for students who rank within the top five percent of the GPA as of the end of their second year of study, the School gives approval for them to register for up to 28 credits per semester in their third and fourth year of study — four credits more than the upper limit of course registration for other students. The School has thus introduced a system for supporting students with excellent academic results to graduate from the School earlier than other students, if they seek to do so. [4.3-26)p.25~26]

Internal regulations regarding examinations: Matters regarding examinations are stipulated in the School's internal regulations. Regarding "language education subjects," the School has implemented a rule whereby students lose their eligibility to take term examinations for these subjects for the semester if their absences from the class exceed a certain limit. The School thereby aims to achieve appropriate credit recognition. This rule is stipulated in the School's internal regulations and communicated to students. The School has also established an inquiry system on performance evaluation regarding all subjects, enabling students to make a request for a re-examination on the evaluation results they have received, if they wish to question the evaluation, by completing specific formalities within a designated period after the announcement of the results. Under this system, a student submits a written inquiry concerning the performance evaluation to the School's administrative office, to which his/her instructor replies in writing through the office. This system allows students to make an inquiry without direct contact with their instructors, facilitating appropriate credit recognition. [4.3-26)p.25~26] If an instructor changes the evaluation that has already been submitted to the relevant office, he/she must submit the content, together with the reason for the change, to the Undergraduate Faculty Board, where necessary deliberation is made. Thus the School has ensured transparency in the procedure for student performance evaluation.

Credit recognition: The School recognizes credits in a rigorous manner in conformity with the University Regulations. [4.3-98)Article 18] Regarding students who enter the School under a transfer

admission or similar system, credits they have obtained in their previous university etc. are recognized by proper calculation pursuant to the School's internal regulations. [4.3-26)p.31]

♦ School of Economics

The School of Economics has employed the GPA System with a view to ensuring appropriateness in performance evaluation and credit recognition. To make the system function effectively, it is required that an average pass score in "basic seminar" subjects be set in the range of 70 to 75 points, and in specialized subjects in the range of 70 to 75 points, in conformity with the University-wide rules.

Regarding performance evaluation methods, the Course Guide defines the standards for S, A, B, C and D, and syllabuses specify the "method/standards of performance evaluation" of each class. Evaluation is conducted based primarily on term examinations in general lecture-style subjects, and on contribution to seminar activities and attendance in seminar subjects. The School encourages instructors to conduct achievement evaluation in accordance with the progress of each class, by using not only term examination but also in-class examination and essay assignments.

Concerning "language education subjects, the School grants credits of specified subjects to students who obtain a certain score in certificate examinations (TOEIC etc.) of proficiency in English, French, German, Chinese, Korean or Spanish, if the student notifies the School of the said score. Regarding credit recognition via certificate examinations, the School is currently considering the relationship between certificate examination scores and the number of credits to be recognized, based on specific standards established in the School.

The School also recognizes credits obtained by transfer students from other universities or junior colleges, or by exchange students, as credits of specialized subjects of the School.

If students wish to question the results of the performance evaluation they have received, including those of term examinations, they can use a request system for re-examination of the performance evaluation. Under this system, students are allowed to request their instructors for a re-examination of the evaluation they have received within a prescribed period after announcement of the performance evaluation. Scores can be changed subject to the deliberation and approval of the Undergraduate Faculty Board.

The School has implemented a commendation system for students with excellent academic results. The names of such students are posted on bulletin boards in each semester. In addition, students who rank within the top five percent in GPA are also honored for the results of their previous year of academic pursuits, if second- and third-year students, and of all four years, if fourth-year students. Excellent students are also commended upon graduation. Meanwhile, regarding students who entered, or will enter the School in or after AY 2012, if a student ranks within the top five percent in GPA as of the end of the second year program, restrictions on the maximum number of credits he/she can register in his/her third year of study are mitigated (by four credits per semester). [4.3-34)p.7]

♦ School of Business Administration

In the School of Business Administration, upon renewal of all syllabuses in preparation for the implementation of a new curriculum in April 2012, the academic affairs staff examined online syllabuses of all subjects, and checked whether the category "method/standards of performance evaluation" was properly filled out, and whether the description was appropriate. Regarding syllabuses with inadequate descriptions or content, the staff requested the relevant instructors to rewrite their syllabuses. The revised syllabuses were re-submitted.

To prevent excessive variation in performance evaluation results between subjects, the School

requests instructors to evaluate students' performance in "lecture-based subjects" with the target average passing point set in the range of 70 to 75 points. (This does not apply to subjects provided in small classes.) [4.3-116)p.5] Regarding subjects provided in several classes ("basic subjects," "introduction to business English reading," "language subjects," etc.), the School ensures standardized examinations and standardized performance evaluation (including that of in-class examinations), thereby achieving a rigorous performance evaluation process and evaluations with no excessive variation between instructors. The results of the student performance evaluation in each subject are offered for reference and made available at any time in the School's administrative office. [4.3-117)]

In parallel with the implementation of a new curriculum in April 2012, faculty members in the School's courses, as well as the academic affairs staff of the School, reviewed the relevance and appropriateness of the credit recognition for students who pass a specific certificate/qualification examination. A review was carried out of the whole system for credit recognition based on certificate/qualification examinations, such as exclusion of certain examinations from the credit recognition system (e.g., exclusion of "Level 3 certificate examination for bookkeeping skills" conducted by the Japan Chamber of Commerce and Industry); limitation on the number of credits for recognition (e.g., halving the number of credits to be recognized via the qualification as "Accountant Level" in the "Bookkeeping and Accounting Test for International Communication" conducted by the Tokyo Chamber of Commerce and Industry); and review of the examinations applicable to the credit recognition system (e.g., review of credit recognition regarding certificate examinations in Spanish; adding of the Fundamental Information Technology Engineer Examination, the Applied Information Technology Engineer Examination, etc.). The reviewed credit recognition system is applicable to students who entered, or will enter the School in or after AY 2012. [4.3-39)p.54~59] Approval by the Undergraduate Faculty Board is a requisite in all cases of credit recognition for students certified/qualified in specified examinations. Credit recognition under this system is thus confirmed by all Board members.

As described above, the School conducts performance evaluation and credit recognition in an appropriate and rigorous manner.

♦ School of Science and Technology

The School of Science and Technology evaluates students' performance on the basis of in-class examinations, term-end examinations, papers, grades based on in-class performance, etc., while employing methods that take the characteristics of each subject into consideration. These evaluation methods are disclosed via syllabuses. [4.3-1)] While the standards for performance evaluation are basically left to the discretion of individual subject instructors, performance evaluation for "English" and other subjects taught by several instructors is conducted on the basis of unified standards, with a view to ensuring fair evaluation. The pass rate, average score and distribution of performance evaluation results in each subject is disclosed to all faculty members, and any inappropriate evaluations are expected to be revealed in this disclosure process. The distribution of performance evaluation results of all offerings in the School is given out at Undergraduate Faculty Board meetings in order to increase the level of transparency in performance evaluation. The School's Curriculum Working Group and the Dean's Office Committee analyze such distribution data in further detail, requiring relevant departments to investigate and make improvements if a lack of balance is seen in the enrollment or the distribution of performance evaluation results in any subject.

Matters regarding student performance evaluation in each subject are stipulated in Article 8 of the University Regulations, and matters regarding the number of credits for each subject are

stipulated in Article 18 of the same regulations. Details concerning classes are provided in the syllabuses. The School thus provides adequate information and conducts credit recognition in conformity with the objectives of the credit system. In particular, instructions from relevant class instructors, as well as descriptions of each syllabus's Item (5) "reference literature" and Item (8) "specific instructions regarding preparatory studies before class; relationship with other subjects," provide crucial information for students to carry out essay assignments outside class hours, as well as preparation for, and review of the class. Matters regarding recognition of the credits obtained before students' transfer etc. to the School are stipulated in Article 21 of the University Regulations. The School recognizes such credits after examining and determining the content of relevant subjects. [4.3-98) Article 8, Article 18, Article 21]

♦ School of Policy Studies

To determine its educational outcomes, the School of Policy Studies employs various performance evaluation methods, including term examination and in-class performance evaluation by each subject instructor, which are specified in the syllabuses for each subject. Term examinations and in-class performance evaluations are conducted based primarily on the five-grade evaluation standard: "Excellent," "Good," "Fair," "Pass" and "Fail." After evaluation results are announced, the School designates a certain period of time during which students are allowed to raise an objection regarding the evaluation they have received, if necessary. The School addresses possible objections from students in a responsible manner. Matters regarding the student performance evaluation in each subject are stipulated in Article 8 of the University Regulations, and matters regarding the number of credits of each subject in Article 18 of the same regulations. Details concerning classes and performance evaluation are provided in the syllabuses. The School thus provides adequate information for appropriate credit recognition. [4.3-98)Article 8, Article 18] In addition to the abovementioned performance evaluation, the School summarizes the scored results of the TOEFL test, which is conducted in the School, and uses them as valuable numerical data for determination of the students' English proficiency. As a placement test, the School conducts the TOEFL test for all new students soon after their entrance to the School, and uses the test results to allocate them to classes based on their proficiency in English. All students are obliged to take the TOEFL test several times while attending the School. The School reviews the effectiveness of its English education by examining the improvement in the students' TOEFL scores, the results of which are used for further educational enhancement. The classes of "English communication" are instructed based on a team-teaching approach. In the final phase of student performance evaluation for these classes, an evaluation meeting is held by several instructors so as to ensure an objective evaluation. The evaluation results agreed to at this meeting are further discussed and verified by the English Education Committee established in the School. Evaluation in "computer seminar" is conducted in a similar manner to that of "English communication." The School thus endeavors to eliminate the evaluation gap attributable to group guidance as much as possible. For other subjects, the School employs the class evaluation method implemented throughout the University. To increase students' motivation for their studies and enhance their learning activities, the School has introduced the GPA System and a system of ranking students in the same year of study, as evaluation systems with greater rigor. This has enabled the School to accumulate data on the progress of students' performance results from a multifaceted viewpoint. This data is effectively used by the Curriculum Planning Committee, the Dean's Office Committee, the Future Vision Planning Committee and other bodies. The School provides information regarding the GPA System via the Course Guide so as to familiarize students with this system. [4.3-42)p.8]

♦ School of Human Welfare Studies

Regarding student performance evaluation and credit recognition in the School of Human Welfare Studies, subject instructors, as evaluators, explain in each syllabus etc. the method adopted for performance evaluation in their classes, based on which the students' performance is evaluated, and credits are recognized. The students' performance in each subject is evaluated with any of the following five methods: "term examination," "paper substituted for term examination," "in-class examination," "ordinary essay assignment" and "other." How the students' performance is evaluated is specified in the syllabuses for each subject. If a student wishes to question the evaluation results he/she has received, the student may submit a "Request for performance evaluation" form to the administrative office of the School of Human Welfare Studies within one month after the announcement of the evaluation, in principle. Re-examination of the student's performance evaluation result is subsequently carried out. This is how the School responds to questions raised by students concerning their evaluation results. Regarding performance evaluation methods, the learning outcomes that students have produced in each subject are evaluated by means of examinations (term examination, mid-term examination and makeup examination) and in-class performance evaluation (essay assignment, learning attitude, etc.) in conformity with the educational policy and evaluation method that are adopted by each class instructor. These methods are specified in the Course Guide, in line with which performance is evaluated on a maximum scale of 100 points. As evaluation results to be disclosed to students, the following four grades denote a "pass" (i.e., grant of credits): "S" (score: 90—100 points), "A" (score: 80—89 points), "B" (score: 70—79 points) and "C" (score: 60—69 points). A "fail" is indicated by "F" (score: 59 points or lower). KGU has implemented the GPA System. This is a performance evaluation method whereby a certain grade point is granted on the basis of performance evaluation results of individual students in each subject studied, and the weighted average of the total of their grade points is indicated as a GPA. GPA is expressed as follows: A score between 90 points and 100 points corresponds to GPA "4," a score between 80 and 89 to GPA "3," a score between 70 and 79 to GPA "2," a score between 60 and 69 to GPA "1," and a score equal to or less than 59 to GPA "0." As described above, the School has conducted student performance evaluation and credit recognition in an appropriate manner.

♦ School of Education

Methods of student performance evaluation in subjects provided by the School of Education are broadly divided into five types:
• term examination only
• paper substituted for term examination only
• term examination and in-class performance evaluation
• paper substituted for term examination, and in-class performance evaluation
• in-class performance evaluation only

How the students' performance is evaluated in each subject is specified in its syllabus. The School conducts examinations in conformity with the "Regulations for Performance Evaluation and Examinations" and the section "II. Internal regulations for examinations" provided in the "School of Education internal regulations." These regulations (excerpt) and internal regulations are contained in the School of Education Course Guide.

In the School, the students' performance is evaluated by a raw score (a maximum of 100 points), in principle. [4.3-118)p.5・81] The School has also implemented the GPA System. Through this system, the School expects students to consider what subjects are necessary in their academic pursuits,

manage their own course study, recognize at which level they currently stand in terms of learning outcomes, and thereby further increase their motivation for their studies and research. GPAs are stated in individual student report cards and transcripts.

In the School, students are guaranteed to be able to request a subject instructor to re-examine the performance evaluation results if they wish to question the evaluation. To make such a request, students must complete specific formalities within a designated period after the announcement of the results. Upon receiving a question about a performance evaluation from a specific student, the subject instructor must respond to the question and give the student an explanation, either in writing or orally, of their decision and the reason for their decision. If the student's request is reasonable and justified, the instructor is expected to change/correct the content of the initial performance evaluation as appropriate. The number of such requests stood at four in the spring semester, and four in the fall semester in AY 2009; five in the spring semester, and five in the fall semester in AY 2010; and six in the spring semester, and six the fall semester in AY 2011. All these cases were appropriately handled by the relevant instructors.

The content of one credit has been set in consideration of the content and instruction style of each subject, pursuant to the provisions of the Standards for Establishment of Universities, and has been stipulated in Article 18 of the University Regulations. According to the article, in "lecture-based subjects" and "seminar subjects," 15 hours of class time constitute one credit; and for "language education subjects," "experiment-based subjects," "practicum subjects" and "practical skills subjects," 30 hours of class time constitute one credit. The calculation framework of the number of credits based on these rules is not applied to specific subjects necessary for the nursery teacher qualification. The names of such subjects, as well as the number of class hours constituting one credit in such subjects, are specified in the School of Education Course Guide.
4.3-118)p.19

The School recognizes credits in a prescribed manner based on the individual students' performance evaluation in each subject. Regarding transfer students from other schools or universities, or from other departments or courses within the School, the School has set regulations for the recognition of credits that such students have obtained before entering the School or the new department/course within the School, as "Internal regulations regarding departmental/course transfer" and "Internal regulations regarding transfer students," which are provided in the "School of Education internal regulations." The said credit recognition regulations are specified in the School of Education Course Guide. [4.3-118)p.141]

♦ School of International Studies

Regarding student performance evaluation, the School of International Studies has set the following principles:

The School:

(1) specifies the standards for performance evaluation in the syllabuses.

(2) conducts performance evaluation in each subject in a rigorous manner by means of absolute evaluation, in which students receive a "fail" if they do not reach the achievement goals specified in the syllabuses for each subject.

(3) does not evaluate students' performance simply by term examinations; instead, the School conducts evaluation from a comprehensive viewpoint, while taking into consideration the students' engagement in assignments, quizzes, contribution to the class, etc.

(4) implements the GPA System.

Based on these principles, the School has established the "Internal regulations for performance evaluation," as described below, specifying them in the Course Guide, which is distributed to all

enrolled students. [4.3-50)p.73]

"Internal regulations for performance evaluation"

1. Student performance evaluation shall be determined on the basis of term examination, mid-term examination, makeup examination, substitute examination, in-class performance evaluation, and recognition of performance evaluation results, in principle.

2. The score results of makeup examinations shall be reduced by 20 percent; provided, however, that this shall not apply if the reason for the absence from the relevant term examination is the death or hospitalization (critical condition) of a relative within the second degree of consanguinity, or a school shutdown due to an infectious disease at the University.

3. The score results of substitute examinations shall not be reduced; provided, however, that the score of a substitute examination of the makeup examination shall be reduced by 20 percent.

4. Students who wish to question the performance evaluation results he/she has received may make a request for a re-examination of the evaluation, by completing specific formalities within a designated period after the announcement of the results.

5. Credit recognition based on the passing of certificate examinations and qualification examinations shall be stipulated in the Course Guide.

Graduate Schools   4.3-1-(3)

♦ Graduate School of Theology

In response to the formulation in AY 2011 of the three Policies (Diploma Policy, Curriculum Policy and Admission Policy), the Graduate School of Theology plans to proceed to the phase of establishing systems for appropriate performance evaluation and determination of the number/content of credits. In the first half of the doctoral program, the Graduate School systematically arranges compulsory subjects and required elective subjects so as to enable multifaceted research in the Christian Theology and Missionary Work Course and the Christian Thought and Culture Course, as well as in the Graduate School's four fields (the biblical, historical and cultural, systematic and thought, and practical fields). While taking the content and instruction style of each subject into consideration, the Graduate School determines the number of credits in line with the objectives of the credit system. In response to a proposal submitted to the Graduate Faculty Board in AY 2011 on establishing clear examination standards for doctoral dissertations and Master's theses, the Graduate School has begun formulating such standards. After a trial period, the Graduate School will complete the formulation of the standards and disclose them for full implementation in AY 2014.

♦ Graduate School of Humanities

The Graduate School of Humanities has implemented and maintained appropriate performance evaluation and credit recognition based on specific standards specified in the Graduate School Course Guide. [4.3-53)p.9~10] The students' performance is evaluated by raw scores. A score equal to or exceeding 60 points (out of a possible 100) is considered a pass. The Graduate School has established a system that allows students to raise an objection regarding the performance evaluation they have received. Students who wish to use this system complete prescribed formalities within a specified period to request a re-examination of the evaluation. [4.3-53)p.22]

Regarding evaluation of Master's theses, the Graduate School gives consideration to ensuring a fair and objective evaluation process by conducting oral examinations based on a multiple-examiner system involving a chief examiner and sub-examiners.

Regarding evaluation of doctoral dissertations, the Graduate School requires students to make a public presentation in advance, along with the existing examination process including oral examination by several examiners, so as to incorporate independent views in the examination process. In addition to the abovementioned examination methods, the Graduate School also requires students to publish papers in refereed journals issued by academic societies, as a requirement for submission of their doctoral dissertations. In accordance with this requirement, students must publish a designated number of such papers as specified in each field of specialization. A dissertation will not be accepted if the student fails to publish a minimum number of such refereed papers. Through this system, the Graduate School aims to maintain the quality of dissertations, and establish a fair evaluation system for dissertations. [4.3-53)p.32]

♦ Graduate School of Sociology

The Graduate School of Sociology requires instructors to specify the method and standards for performance evaluation in the relevant syllabuses. Particularly regarding the omnibus-style subjects "advanced sociology lecture A/B" and "advanced sociological research A/B," performance evaluation and credit recognition for all their classes are undertaken, in a responsible manner, by the Associate Dean of Student and Academic Affairs and the Assistant Dean of Student and Academic Affairs.

The Graduate School provides a wide variety of optional lecture classes, such as "English presentation class" and "dissertation preparation support class." Performance evaluation standards for these classes are also decided in consultation with the Associate Dean of Student and Academic Affairs and the Assistant Dean of Student and Academic Affairs, in order to ensure transparency in these standards.

The Graduate School has established a system for examination and assessment of the appropriateness of its credit recognition process, while understanding the status of credit acquisition by students, and taking into consideration the students' self-evaluation regarding credit acquisition via the "student evaluation of teaching" survey.

Based on the Graduate School Regulations, the Graduate School of Sociology recognizes credits that students have obtained in other graduate schools before entering the Graduate School of Sociology, as credits obtained in the first half of the doctoral program, Master's program or the second half of the doctoral program of the Graduate School of Sociology, if this arrangement is recognized as necessary by the academic advisor of the student due to an educational reason, and is approved by the Graduate Faculty Board. [4.3-119)Article 14]

♦ Graduate School of Law and Politics

Unlike the case in the School of Law and Politics, the Graduate School of Law and Politics has not adopted the GPA System or the like.

The status of student performance evaluation is also not disclosed within the Graduate School. For students, information regarding method/standards of performance evaluation is provided via the syllabuses. Faculty members evaluate the students' performance and recognize the credits primarily on the basis of the students' in-class performance and essay assignments, while keeping in regular contact with these students in the small group-based educational environment. This evaluation approach is more noticeable in the second half of the doctoral program. With respect to credit recognition, the Graduate School does not require students in this stage of the doctoral program to enroll in subjects other than "research seminar." In the Graduate School, evaluation on the theses/dissertations completed by students is critically important in their performance evaluation and credit recognition.

♦ Graduate School of Economics

The Graduate School of Economics has appropriately established and applied the method of, and standards for student performance evaluation, based on the purport of the credit system. "Method/standards of performance evaluation" and other relevant information are specified in the syllabuses, and are also fully communicated to students in small group-based classes.

♦ Graduate School of Business Administration

The Graduate School of Business Administration specifies performance evaluation standards for each subject in its syllabus. Examinations and performance evaluation in the Graduate School are conducted by written examination in "reading of original texts" subjects, and paper/essay writing in other subjects, in principle. Evaluation is based on raw scores. (Maximum score: 100 points; a score equal to or exceeding 60 is a pass.) Students who wish to question the specific performance evaluation they have received can make a request for re-examination of the evaluation. Upon receipt of such request from a student, the Graduate School contacts the relevant instructor, makes an inquiry concerning the evaluation, and has the instructor provide feedback for the student. [4.3-120)p.17]

As a condition for eligibility to take the "academic ability test for doctorate by coursework" in the Research Course, the Graduate School requires students to obtain 12 credits from subjects outside their primary field of specialization. In this respect, students are allowed to include, in the 12 required credits, credits they have obtained from subjects provided in other graduate schools, if approved by the Doctoral Dissertation Guidance Committee. [4.3-121)]

♦ Graduate School of Science and Technology

The Graduate School of Science and Technology evaluates the students' performance on the basis of in-class examinations, term-end examinations, papers, grades based on in-class performance, etc., while employing methods that take the characteristics of each subject into consideration. These evaluation methods are disclosed via the syllabuses. [4.3-1)] Evaluation is basically conducted by the instructors of each subject. If this is deemed difficult, however, the evaluation is conducted by the Graduate School Committee established within the Graduate School, based on due deliberation at Committee meetings. Credits that students have obtained before transferring etc. to the Graduate School are recognized after examination and determination by the Committee of the content of relevant subjects, [4.3-119)Article 14] although there have thus far been no cases in which such examination and determination have been required. In the field of natural science, researchers are especially required to produce objective research outcomes. To achieve this end, research guidance is provided by several faculty members. The Graduate School has established a system whereby several academic advisors are assigned to each student in all graduate departments upon his/her entrance to the Graduate School, and these advisors provide the necessary guidance for each student. The Graduate Department of Bioscience, the Graduate Department of Informatics and the Graduate Department of Mathematical Sciences conduct interim evaluation by holding "interim presentation sessions" regarding students' research for Master's theses/doctoral dissertations. The Graduate School requires students to publicly hold a "Master's thesis presentation session" in the Master's degree examination process, and a "public presentation" in the doctoral degree examination process. The Graduate School also requires that for final approval of credits for students' course completion, relevant examination reports be distributed to Graduate Faculty Board members before a Board meeting is held for

determination of such credit recognition.

♦ Graduate School of Policy Studies

The Graduate School of Policy Studies evaluates students' performance on the basis of their written examinations, submitted papers, and in-class presentations and discussions. Evaluation methods in each subject are specified in its syllabus. In conformity with the descriptions in the syllabuses, the Graduate School properly and accurately evaluates the students' performance and notifies the results to them within a prescribed period of time, in cooperation with the administrative staff. After evaluation results are announced, the Graduate School designates a certain period of time during which students are allowed to raise an objection regarding the evaluation they have received, if necessary. The Graduate School addresses possible objections from students in a responsible manner.

While enrollments in many subjects are relatively small due to the nature of graduate education, all faculty members give every attention to conducting an objective and absolute evaluation. "Research project," "policy research A/B/C" and other subjects, in which evaluation is conducted by several faculty members, the students' performance is evaluated based on discussions led by the primary instructor of the class. Faculty members also meet on a regular basis with an eye to achieving even greater educational outcomes in these subjects.

Credits that students obtain by studying subjects provided by other graduate schools at KGU or other universities (Kansai University, Doshisha University or Ritsumeikan University) are not calculated in the number of credits required for course completion at the Graduate School of Policy Studies. The Graduate School thus assumes accountability for its student performance evaluation. Performance evaluation in "Master seminar" and "dissertation seminar" is closely connected with the authoring of Master's theses and doctoral dissertations. Academic advisors, as evaluators, conduct individual evaluation in consideration of the progress of research by each student and his/her presentations at academic conferences etc.

For examination of Master's theses and doctoral dissertations, one chief examiner and two sub-examiners are appointed for each thesis/dissertation, after duly confirming that the thesis/dissertation satisfies the prescribed requirements for examination. For determination of the pass/fail of Master's theses, each student must undergo a public presentation, as well as an oral examination by the relevant chief examiner and sub-examiners. Regarding doctoral dissertations, a public presentation and an examination committee meeting are held. Based on their evaluation results, the Graduate Faculty Board determines whether to pass or fail the dissertation. [4.3-122)]

♦ Graduate School of Language, Communication, and Culture

Process for obtaining academic degrees, ranging from credit recognition to the approval of degree conferment: In the first half of its doctoral program, the Graduate School of Language, Communication, and Culture confers Master's degrees upon students who have completed a minimum of 30 credits primarily from "subjects for developing language communication skills" and "field research subjects," and who have passed a thesis examination. This process is specified in the Course Guide. [4.3-68)p.16~19] A high percentage of students complete this stage of the doctoral program in each year, and the high quality of their Master's theses is reflected in the overall distribution of their performance evaluation results. These facts demonstrate that the Graduate School has ensured appropriate educational guidance, performance evaluation and credit recognition. [4.3-123),4.3-124)]

In the second half of the doctoral program, students are required to attend the Graduate School for at least five years, including two years for the first half of the doctoral program, receive the

necessary research guidance, pass the qualification examination for doctoral candidates, submit a doctoral dissertation, undergo a dissertation examination, and pass the final examination. The approval/disapproval of doctorate conferment is determined via due deliberation at the Second Half of the Doctoral Program Academic Advisors Meeting. Students cannot obtain a doctoral degree without completing the abovementioned process. Based on this process, the Graduate School has ensured proper degree conferment. By the end of AY 2011, the Graduate School has produced 10 doctorate holders ([A] doctorate by coursework). This fact evidences the appropriateness of the educational and research activities conducted by the Graduate School.

♦ Graduate School of Human Welfare Studies

In the Graduate School of Human Welfare Studies, regarding student performance evaluation and credit recognition in both the first and second half of its doctoral program, subject instructors, as evaluators, explain in each syllabus etc. the method adopted for performance evaluation in their classes, based on which the students' performance is evaluated, and credits are recognized. If a student wishes to question the evaluation results he/she has received, the student may submit a "Request for performance evaluation" form to the administrative office of the School of Human Welfare Studies within one week after the announcement of the evaluation, in principle. Re-examination of the student's performance evaluation result is subsequently carried out. This is how the Graduate School responds to questions raised by students concerning their evaluation results.

The process for academic degree conferment containing credit recognition and the approval of degree conferment is as follows: In the first half of the doctoral program, a Master's degree is awarded after the student obtains at least 34 credits, including 14 credits from compulsory subjects, and passes the Master's thesis examination. The final decision of the award of Master's degrees is made by the Graduate Faculty Board. The Graduate School has clearly specified the process for credit recognition and degree conferment for the first half of the doctoral program. [4.3-74)p.5·7·10·17·18·25] In the second half of the doctoral program, basically, the Academic Advisors Committee for the Second Half of the Doctoral Program is responsible for deliberation on matters concerning credit recognition etc., such as the acquisition of credits by students (including 14 credits from compulsory subjects), qualification as Doctoral Candidates, and submission and examination of doctoral dissertations. [4.3-74)p.5·7·10·17·18·25] The final decision of the award of doctorates is made by the University Senate. As such, approval of doctoral degree conferment is subject to completion of the abovementioned process. Based on this process, the Graduate School has ensured proper degree conferment.

Details regarding student performance evaluation, as well as points to note for studying subjects, are specified in the Course Guide of the Graduate School, facilitating communication of this information to students. As described above, the Graduate School has implemented student performance evaluation and credit recognition in an appropriate manner.

♦ Graduate School of Education

Students' performance in subjects provided by the Graduate School of Education is evaluated by means of examinations or papers/essays. How the said performance is evaluated is specified in the syllabuses of each subject.

The approval/disapproval of Master's theses is determined through oral examinations and thesis examinations. Regarding certification of specialized foreign language skills, in both the first and second half of the doctoral program, "regular students (general students)" are exempted from such certification, since the subject "specialized foreign language (English)" taken in their entrance

300

examination is substituted for the said certification process. For "special students (working adults)," the Graduate School conducts an examination for certification of specialized foreign language skills. The students must pass this examination for the certification. For "special students (students from overseas)," the Graduate School designates the Japanese language as their specialized foreign language, the certification of which is conducted on the basis of the results of their entrance examination, Master's thesis examination, final examination, etc.

In the Graduate School, the students' performance is evaluated by raw score (a maximum of 100 points), in principle, with a score equivalent to or exceeding 60 points considered a "pass." Grades corresponding to the scores are indicated in report cards etc. How such grades are indicated is explained in the Graduate School of Education Course Guide. [4.3-75)p.11] If students wish to question the performance evaluation results they have received, they may make a request for a re-examination of the evaluation, by completing specific formalities within a designated period after the announcement of the results. From AY 2009 through AY 2011, no such questions were raised by students in the Graduate School.

Credit recognition is conducted in consideration of the content, instruction style and other conditions of each subject, in line with the objective of the credit system defined by applying the Standards for Establishment of Universities. The Graduate School recognizes credits in a prescribed manner based on individual students' performance evaluation in each subject.

♦ Institute of Business and Accounting

The Institute of Business and Accounting evaluates the students' performance in each subject in an appropriate manner, in conformity with the "method/standards of performance evaluation" specified in the syllabuses for each subject. The performance evaluation standards are classified into "Good" (a score from 80 to 100 points), "Fair" (a score from 70 to 79 points), "Pass" (a score from 60 to 69 points), and "Fail" (a score equivalent to or less than 59 points). These standards are specified in the Student Guide[4.3-76)p.12] and are communicated to students.

(4) Does the University regularly examine its educational outcomes and use the examination results for the improvement of curriculums, educational content and educational systems?

Whole University	4.3-1-(4)

♦ Undergraduate Course

With the aim of promoting improvement of class instruction, the University has implemented the "student survey of teaching" ("student evaluation of teaching") annually since AY 2005. The University provides the survey results data to individual class instructors, in order to help them enhance their class instruction. The instructors are required to submit a "class instruction improvement report," [4.3-125)] which contains specific measures to improve their class instruction. This report is disclosed on the University's intranet. [4.3-126)]

The overall data of the results of the "student survey of teaching" is assembled and analyzed by the Center for Research into and Promotion of Higher Education. The analyzed results are provided for each school etc. The University henceforth aims to ensure that this results data will be used even more effectively for measurement of the effectiveness of the faculty training programs and curriculums at each school, as well as for the planning of necessary measures for faculty development.

As part of the organizational arrangement for improving the content and systems of class instruction, each school has established a Faculty Development (FD) Committee, [4.3-127)] which holds a variety of training sessions and workshops. The Center for Research into and Promotion of Higher Education summarizes information regarding the various efforts made at each organizational unit in the University, and discloses it via the website[4.3-128)] and the FD Newsletter, [4.3-129)] facilitating the sharing among all University members of information regarding good practices and problems in the promotion of faculty development. As permanent bodies for the consideration of University-wide issues, the Faculty Development (FD) Subcommittee[4.3-130)Article 7] has been established within the Academic Affairs Committee, and the Special Subcommittee on Faculty Development[4.3-131)] within the Center for Research into and Promotion of Higher Education. These bodies regularly discuss the issues and problems identified via the said "student survey of teaching," as well as the necessary measures for educational enhancement in the whole of the University. [4.3-132),4.3-133)]

As specific efforts promoted throughout the University, since AY 2009, KGU has implemented training programs for new full-time faculty members, imparting them with knowledge of the University organization, teaching techniques, etc. [4.3-134)] The University also conducts workshops for those less experienced in teaching, among graduate students, part-time instructors and other individuals who participate in educational activities at the University. [4.3-134)] It is henceforth necessary for the University to regularly measure the effectiveness and review the outcomes of the abovementioned efforts, with a view to devising new measures to further enhance its educational content and systems, under the initiative of the said Faculty Development Subcommittee and the Special Subcommittee on Faculty Development.

♦ Graduate Course

Examination of the educational outcomes and problems in each graduate school is undertaken by the Curriculum Committee established at each graduate school, the Graduate Academic Advisors Committee and other related bodies. Some graduate schools hold regular meetings with students for discussions based on the results of the student survey of teaching, achieving tangible educational improvement.

It has been decided that each graduate school will establish its own FD Committee, with an eye to clarify the responsibilities for educational improvement and enrichment for AY 2013 educational programs.

Schools	4.3-1-(4)

♦ School of Theology

One of the organizational training opportunities at the School of Theology is the FD Workshop (School), which is held three times a year by the FD Committee (School) established under the Curriculum Research Committee. (One of the three workshop sessions is intended for part-time instructors.) For full-time faculty members, this workshop provides many opportunities to deepen their recognition of the significance of the subject they teach as seen from the perspective of the Curriculum Policy as a whole, as well as the position of such subject in the whole structure of the curriculum map. By promoting this recognition, the workshop is intended to enhance the syllabuses for each subject. For part-time instructors, the workshop provides an opportunity to share information with faculty members who are in charge of the academic affairs of the School, regarding the Curriculum Policy, efforts made by the School to address various issues concerning

higher education, and problems concerning everyday class operation. [4.3-135)] The School and the Graduate School of Theology jointly hold the FD Workshop regarding specific issues to be shared in common, whether related to undergraduate or graduate education. Issues regarding the indicators of educational outcomes and the system for periodic measurement of the achievement level of such outcomes are slated for discussion as part of the agenda of the Curriculum Research Committee (School) and the Dean's Office Committee. Aside from this discussion, the abovementioned efforts made at the FD Workshop (School) have led to improvements in the curriculum and educational content and systems of the School. The workshop thus provides a new opportunity for discussion for further enhancement of education in the School.

The School conducts the "student survey of teaching" annually. While the School, as a whole, has yet to fully share among its members the evaluation results of each class, the results have already been used effectively by individual faculty members to incorporate the evaluation results by students into the content and method of their instruction.

♦ School of Humanities

The "student survey of teaching" is conducted in the School of Humanities. Based on the survey results, faculty members submit a "class instruction improvement report." In addition to the computer-scored questionnaire and the online questionnaire that are conducted and collated by the University, many faculty members answer the open-ended questions on a voluntary basis. While the "student survey of teaching" has provided individual faculty members with an opportunity to receive feedback regarding their own class instruction, and to review and make improvements to it, the survey has not thus far been used effectively for an organizational review of the educational content and systems at the level of the whole School, department or major.

With a view to improving the content and systems of class instruction, the School holds the Humanities Seminar Instructors Meeting after each semester (the spring and fall semesters). At this meeting, instructors of "the humanities seminar," who play a significant role in the first-year education, assemble to mutually report the content of their class instruction and discuss problems, in order to make improvements to the educational content and systems in their classes. The FD Workshop is held at the end of each academic year, featuring lectures delivered by external lecturers and discussions between faculty members regarding a variety of issues and problems in education. The results of the abovementioned meeting and workshop are reported to the School's Administration Meeting. Relevant feedback is provided for the Curriculum Committee and the Undergraduate Faculty Board, as necessary. [4.3-109)]

♦ School of Sociology

With a view to taking advantage of the diverse characteristics of its curriculums, the School of Sociology has provided faculty members with opportunities for regular discussions regarding the ideal education and instruction that should be provided in the classes. The School has also endeavored to enhance the quality of the individual class instruction provided by each faculty member. Specifically, the School holds "regular meetings of the School's Study Group," at which faculty members are afforded an opportunity to report their efforts for better class instruction, in connection with their own research themes. [4.3-136)]

At the School of Sociology Meeting, an annual meeting involving full-time faculty members and academic affairs staff members held since AY 2009, participants exchange educational information, with "Enhancing the quality of education at the School of Sociology" as a common theme. At the School of Sociology Meeting held in March 2012, participants discussed various issues regarding educational content, such as the first-year education, step-by-step learning, social

research education, English education, and seminar study by students from overseas; as well as issues regarding educational systems, such as the use of LUNA, a "Learning Management System" for students and faculty members that has been introduced throughout the University, and how Learning Assistants (LAs) should function in the educational activities in the School. [4.3-137)]

The School also holds the Workshop on Human Rights Issues approximately twice a year, at which external lecturers provide lectures regarding relevant themes, such as support for students with disabilities. The School thereby aims at raising class instructors' awareness of such issues and improving their class instruction etc. [4.3-138)]

In AY 2011, the School established the FD Committee, with an eye to achieving unified management and further advancement of the School's faculty development activities that had been promoted in various ways. (The committee comprises the School's Associate Dean of Academic Affairs and the Assistant Dean of Academic Affairs, as well as the Graduate School's Associate Dean of Student and Academic Affairs and the Assistant Dean of Student and Academic Affairs. The School's Associate Dean of Academic Affairs presides over the committee.) The FD Committee also examines syllabuses as one of its primary responsibilities. In AY 2011, the committee examined the syllabuses developed for the AY 2012 programs, and reported the results to the Undergraduate Faculty Board. [3-123)]

Since AY 2012, the FD Committee has held FD Workshops. The first workshop discussed the theme "Seminar subjects and their syllabuses: How to conduct seminar classes in line with their class plans."

♦ School of Law and Politics

FD Seminar: The School of Law and Politics holds FD Seminars on a regular basis, providing faculty members with opportunities to exchange views and study for the improvement of educational content and systems. The AY 2011 FD Seminar was held in November, where participants exchanged views regarding the content of the "Study Guide for Law and Political Science" and its effective use in class instruction. The Guide, which is jointly authored by faculty members so that each member authors an allotted portion of the book, is distributed to students as a textbook in "start-up seminar," a subject introduced under the new curriculum. The School will revise the Guide for the next academic year, in consideration of the views and opinions presented in the FD Seminar regarding the specific contents of the Guide and how to author such contents. [4.3-139)]

FD Activities Planning Committee: The Diploma Policy, Curriculum Policy and curriculum maps, which were established in AY 2011, are regularly examined by the FD Activities Planning Committee, the first meeting of which was held in May 2012. [4.3-140),4.3-141)]

Examination of educational outcomes by IR: As part of the IR (Institutional Research) project initiated as a trial in AY 2011, the School conducted a student survey to examine the educational outcomes at the School. The School has not yet compared and examined the survey results data. [4.3-142)]

♦ School of Economics

In preparation for the introduction of a new curriculum in AY 2012, the School of Economics realigned its previous course offerings through the Basic Education Committee, which undertook planning for redesigning "specialized basic subjects" positioned as an introduction to specialized subjects in economics. The curriculum reform was considered while placing importance on ensuring that first-year students were able to develop logical thinking and skills of statistical data analysis before advancing to "specialized subjects." The School organized a working group to

consider the content of lectures for "specialized basic subjects" (topics and viewpoints of lectures, reference books, etc.) so as to realize the abovementioned curriculum reform. [4.3-143)]

Regarding educational outcomes of "introductory education subjects" provided for first- and second-year students, examination is conducted on a regular basis by holding relevant instructors meetings. Instructors of "basic seminar" meet at the end of the fall semester to exchange information regarding class instruction. Regarding the specialized basic subject "Fundamentals of Economy and Economics," instructors hold regular meetings, at which materials are provided regarding the lecture content, students' performance and the "student survey of teaching," with an eye to enhancing the content and instruction in each class. As described above, several instructor meetings regarding introductory subjects are held under the Basic Education Committee, providing opportunities to share information regarding educational content and systems, and discuss improvement measures on a periodic basis.

♦ School of Business Administration

The School of Business Administration launched a new curriculum in April 2012 for the first time in approximately ten years, with the aim of achieving an enhanced curriculum and greater educational outcomes. To implement this new curriculum improvement, the School had held discussions since AY 2009, based on various analyses by the School Administration and discussions at FD Seminars regarding educational outcomes. The new curriculum is expected to promote students' academic pursuits at the School, and further enhance the quality of the graduates. [4.3-144)]

The School plans to refer the examination of the new curriculum and educational outcomes to the Curriculum Committee, the Future Vision Committee, the FD Committee and other relevant committees. Based on the examination at these committees, the School intends to establish an effective system for enhancement of its curriculum and educational content and systems. [4.3-145)]

♦ School of Science and Technology

As part of the regular examination of its educational outcomes, the School of Science and Technology organizes a Curriculum Working Group at the beginning of each academic year, which prepares documents indicating the distribution, average score, etc. of student performance evaluation in all subjects provided by the School in the preceding academic year. These documents are available for use in examination of the curriculum of each department, and for other related purposes. [4.3-146)]

The School of Science and Technology FD Committee is convened monthly to discuss faculty development efforts in the School. The School also independently holds lecture sessions on FD annually, with the themes chosen from issues of high interest to faculty members, based on the results of the "FD attitude survey," which was distributed to all faculty members in AY 2008. In AY 2009 and AY 2010, the lectures dealt with remedial education in mathematics, as well as the first-year mathematics education provided as "basic subjects." The lecture delivered in October 2011 discussed remedial education in physics. In AY 2012, the School plans to hold the FD lecture session with the same theme as the lecture in AY 2011, i.e., an issue regarding remedial education in physics. [4.3-147)]

♦ School of Policy Studies

In the School of Policy Studies, faculty development (FD) activities, which were managed by the First-year Education Committee up to AY 2011, have been carried out by the FD Committee

since AY 2012. With the aim of achieving an enhanced curriculum and greater educational outcomes, the School has been holding relevant discussions since AY 2011, which has resulted in a new curriculum to be launched in April 2013. [4.3-148)] As part of its FD effort, the School convenes the FD Committee to promote discussions especially regarding the first-year education. Through this committee, the School aims at mutually introducing, and promoting linkages between, the educational content in first-year subjects; analyzing the evaluation results of the students' academic performance; analyzing their intended future career directions; and developing effective educational materials. Based on these activities of the committee, the School independently developed a common textbook for its "basic seminar" classes, which has been used since AY 2009. Every year, the School collected views on the content of this textbook from faculty members on various occasions during the FD activities, and these views were incorporated into the revised textbook in AY 2011. [4.3-149)] The School plans to refer the examination of its curriculum and educational outcomes to the Curriculum Committee, the Future Vision Committee, the FD Committee and other relevant bodies. Based on the examination by these committees etc., the School will accelerate establishment of an effective system for enhancement of its curriculum and educational content and systems.

♦ School of Human Welfare Studies

Regarding the question "Does the University regularly examine its educational outcomes and use the examination results for the improvement of curriculums and educational content and systems?" the School of Human Welfare Studies conducts the "student evaluation of teaching" survey in order to investigate the level of student satisfaction with class instruction and other related matters. The results obtained from this survey are used effectively by individual faculty members to enhance their class instruction. The data of the overall results is also used for mutual training among faculty members, measurement of the effectiveness of the curriculum, and faculty development efforts. To obtain comments and requests from students concerning class instruction, the School has introduced specific tools, such as "comment cards" which are filled in by students during class hours.

Based on the data collected via the abovementioned survey, comment cards, etc., the School convenes the Undergraduate Faculty Board, the Curriculum Committee and the FD Committee for in-depth discussions regarding the School's educational content and educational system in order to achieve better class instruction. Since its establishment in AY 2008, the School has continued necessary discussions for better education, resulting in the revision of its curriculum in AY 2012. As such, the School has appropriately realized the improvement of curriculum, educational content and educational system. [4.3-150)]

♦ School of Education

In AY 2012, the School of Education is expected to produce its first graduates since its establishment. Taking this opportunity of the academic year of its "completion," the School aims to examine whether the existing curriculum has contributed to desirable learning outcomes for students. To this end, the School promotes exchanges of views and discussion of relevant issues by convening meetings, once every one or two months, of various Subject Instructors Meetings, the Instructors' Meeting of the Kindergarten Teacher- and Nursery Teacher-Training Course, and the Instructors' Meeting of the Elementary School Teacher Training Course. The School has implemented a survey of students' future career plans annually since AY 2010, one year after its establishment, with a view to obtaining information on how students intend to use their learning outcomes after graduation. At the end of the spring semester of AY 2012, the School held an

informal meeting of Undergraduate Faculty Board members at which, based on the survey results regarding students' future career plans, faculty members formed a consensus regarding their guidance policy for the future, and discussed issues for future improvement in instruction methods and systems. [4.3-151),4.3-152)]

♦ School of International Studies

The School of International Studies annually convenes the Curriculum Committee, which comprises its full-time faculty members, to examine the School's educational outcomes on a regular basis. [4.3-153)]

Aside from the abovementioned regular examination of educational outcomes, the Curriculum Committee discusses issues that the School needs to address from time to time, such as September admissions and Japanese language education. Through such discussions by the committee, the School has achieved the enhancement of its curriculum, educational content and educational system.

The School has established, and held meetings of the FD Committee, with an eye to maintaining and improving the quality of faculty members in the School. [4.3-181)] As an outcome of discussions by the committee, faculty members introduced the practice of mutual class observation, in which an observer fills out a specific comment sheet and provides it for the instructor. The School also conducts "student interviews" with current students from both Japan and overseas, in order to incorporate their views into the School's educational enhancement efforts.

Graduate Schools	4.3-1-(4)

♦ Graduate School of Theology

One of the organizational training opportunities at the Graduate School of Theology is the FD Workshop (Graduate School), which is held three times a year by the FD Committee (Graduate School) established under the Curriculum Research Committee. (One of the three workshop sessions is intended for part-time instructors.) For full-time faculty members, this workshop provides many opportunities to deepen their recognition of the significance of the subject they teach as seen from the perspective of the Curriculum Policy as a whole, as well as the position of such subject in the whole structure of the curriculum map. By promoting this recognition, the workshop is intended to enhance syllabuses for each subject. For part-time instructors, the workshop provides an opportunity to share information with faculty members who are in charge of the academic affairs of the Graduate School regarding the Curriculum Policy, efforts made by the School (Graduate School) to address various issues concerning higher education, and problems concerning everyday class operation. The FD Workshops held in these past three years (for full-time faculty members in the Graduate School) included sessions jointly held with the School of Theology to discuss issues and themes shared in common, as described in the previous section "Schools," as well as sessions dealing with the Graduate School-specific theme research. [4.3-135)] While the Graduate School has yet to establish a system for periodic examination regarding its educational outcomes, the abovementioned efforts made at the FD Workshop (Graduate School) have led to improvements in the curriculum and educational content and systems of the Graduate School. The workshop thus provides a new opportunity for discussion, for further enhancement of education in the Graduate School. The "student evaluation of teaching" survey is conducted throughout the University. The survey asks about not only individual subjects but also

educational effects based on the curriculum design as a whole, as well as the overall learning environment. However, the response rate is low (less than 10 percent on average in three years from AY 2008), and this rate first needs to be improved. The Graduate School has increased its efforts to improve the learning and research environment and promote career support, and has also been considering incorporating students' requests in class instruction as much as possible, in response to the requests submitted by the Graduate Students' Association (graduate student council), e.g., "Request regarding the research environment" (June 2011), and "Matters regarding the certificate examination for assistant ministers of the United Church of Christ in Japan" (September 2011). The Associate Dean of Student and Academic Affairs serves as a contact person with the Graduate Students' Association, holding meetings with Association members, as necessary.

♦ Graduate School of Humanities

The Graduate School of Humanities independently conducts its "student evaluation of teaching" survey once in each semester (twice a year). The results are reported to the Graduate Faculty Board, helping all Board members recognize the issues and problems regarding class instruction and research guidance in the Graduate School. The issues and problems reported based on the survey primarily concern the University's facilities, such as the conditions of use of the school buildings on campus; not many problems have been raised regarding improvement of class instruction and research guidance. While the response rate of the survey has thus far remained low, more than 90 percent of the respondents answered that they were "satisfied" or "rather satisfied" with the class content and instruction they had received. [4.3-93)] The Graduate School Committee for Deliberation of Issues, which comprises representatives of each graduate department, discusses issues regarding improvements in the educational content and educational system, and other related issues concerning the Graduate School. Based on these discussions, the Graduate Faculty Board deliberates on necessary issues.

♦ Graduate School of Sociology

Regarding educational outcomes, the Graduate School of Sociology annually conducts the "student evaluation of teaching" survey in order to confirm whether the content of each class and educational outcomes are consistent with the syllabus, and whether students actively study in class. [4.3-58)]

The survey results are aggregated and indicated in radar charts, together with the overall average. Instructors of all subjects are required to review the results. The Graduate School thus not only examines the overall educational outcomes but also ensures that each instructor reflects on the educational outcomes and points for improvement in his/her class instruction.

While the Graduate School has promoted faculty development in cooperation with the School of Sociology, the Graduate School plans to establish the Graduate School FD Committee in AY 2013 as an independent body.

♦ Graduate School of Law and Politics

In the Graduate School of Law and Politics, planning and deliberation related to the theme of this section are conducted as necessary by the Enlarged Graduate School Committee for Deliberation of Issues, which involves representatives of each Program, in addition to the representatives of each laboratory, the Graduate School Operation Committee (which was renamed from the Graduate School Committee for Deliberation of Issues in AY 2012), and the

Graduate Faculty Board. [4.3-154)] In AY 2011, the Graduate School Committee for Deliberation of Issues proceeded with the planning of a system to allow students to study seminar subjects that were instructed by their sub-academic advisors, and this system has been implemented since AY 2012.

Since AY 2012, the Graduate School Operation Committee has also been functioning as the Graduate School FD Activities Planning Committee, undertaking the promotion of faculty development. [4.3-155)]

♦ Graduate School of Economics

In the Graduate School of Economics, examining educational outcomes and incorporating the examination results into its curriculum and educational system are the responsibility of the Graduate School Administration, which comprises the Dean, the Associate Dean of Student and Academic Affairs, and the Assistant Dean of Student and Academic Affairs. In AY 2012, The Graduate School revised the content of the "student survey of teaching," as well as the means to collect the answer sheets. As in the case of the School of Economics, the Graduate School provides feedback of the survey results for individual subject instructors, helping them enhance their class instruction. An FD Committee is slated to be established by the end of AY 2012 as a body promoting the organizational efforts to reform class instruction in the Graduate School.

♦ Graduate School of Business Administration

The Graduate School of Business Administration reviews the educational and learning outcomes of individual students through the screening/examination in the oral examination of Master's theses, the academic ability test for doctorate by coursework, and the qualifying test for candidates for doctorate by coursework. The content of the curriculum, syllabuses, etc. is examined annually by each Field (Management, Accounting, Marketing, Finance, Business Information and International Business) upon deciding its course offerings and the instructors to be assigned. Any problems identified in the abovementioned processes are discussed by the Administration Meeting and the Graduate School Committee for Deliberation of Issues, and are finally deliberated by the Graduate Faculty Board. The Graduate School conducts the "student evaluation of teaching" survey, which includes questions regarding its facilities and the content of class instruction. Through this survey, the Graduate School collects the opinions of students. The results are analyzed and discussed at the Administration Meeting. [4.3-94)]

♦ Graduate School of Science and Technology

In the Graduate School of Science and Technology, the Graduate School Committee is in place as a body established to enhance the educational content, systems and other related matters in the Graduate School. This committee discusses education issues related to the Graduate School in a comprehensive manner; in particular, dealing with issues concerning highly specialized education and research that are infrequently handled in undergraduate education, as well as issues regarding the experimental environment required for such education and research. The committee undertakes numerical analysis of the results of the "student evaluation of teaching" survey, which is conducted for all subjects in the Graduate School. The committee also surveys the level of student satisfaction with lectures (on a five-point scale). (According to the AY 2011 survey, the satisfaction level with the content of classes averaged 3.3; the curriculum design, 3.4; and the learning environment, 3.2.) The Graduate School co-organizes lecture sessions on faculty development (FD) annually with the School of Science and Technology. Information obtained in

these sessions is gathered in the Graduate School Committee as a useful input for enhancement of the graduate education. Educational efforts in the Graduate School of Science and Technology are reflected not only in research papers but also in patents, the information of which is summarized into an annual "outcome report" and distributed to faculty members. [4.3-156)] This report informs all faculty members of the content of research pursued in all laboratories, facilitating joint research and other collaborative efforts within the University. [4.3-157)]

♦ Graduate School of Policy Studies

In AY 2010, the Graduate School of Policy Studies thoroughly examined its educational content and outcomes. Based on this examination, the Graduate School revised its curriculum, which has been applied to new students who entered, or will enter the Graduate School in or after AY 2011. While it is too early to determine the results of this curriculum revision at this point in time, the Graduate School maintains an arrangement for examination of its curriculum through the Future Planning Committee, which was established upon the said curriculum revision.

The Graduate School recognizes that examination of the outcomes of graduate education should be based not only on subjective evaluation by students, which is obtained through student surveys, but also on objective indicators, such as the quality of Master's theses and doctoral dissertations, the number of reports presented to academic conferences etc., the number and quality of papers authored by graduate students, and careers pursued by individuals who have completed the Graduate School. [4.3-66)] By reviewing the said evaluation and indicators, the Graduate School will establish a system that enables it to quickly address any possible need for improvement in its educational activities.

♦ Graduate School of Language, Communication, and Culture

As an organizational training opportunity for faculty development, the Graduate School of Language, Communication, and Culture held an FD Workshop in December 2011 with the participation of students. In this workshop, seven students (representing each research field) and seven faculty members actively discussed issues regarding class instruction, implementation of study meetings and other related matters. The outline and the results of the workshop, which reflected the students' frank opinions, were reported to the Graduate Faculty Board for further discussion. The curriculum of the Graduate School is frequently reviewed and discussed by the Curriculum Committee. [4.3-158)] The Graduate School conducts the "student evaluation of teaching" survey for all subjects at the end of each semester. The survey results are provided to individual faculty members after they submit student performance evaluations, in order to eliminate the possibility that the results have affected their evaluation of students' performance in any form. The survey results are also reviewed by the Associate Dean of Student and Academic Affairs. Based on the abovementioned efforts, the Graduate School plans and provides workshops and other training opportunities aimed at enhancing the educational content and systems of the Graduate School. [4.3-159)] The Graduate School also examines its educational content and systems in an annual self-assessment.

♦ Graduate School of Human Welfare Studies

Regarding the question: "Does the University regularly examine its educational outcomes and use the examination results for the improvement of curriculums and educational content and systems?" the Graduate School of Human Welfare Studies has conducted such examination on an ad hoc basis, since its establishment in AY 2008, through the Graduate Faculty Board and the

Graduate School Committee for Deliberation of Issues. [4.3-160)] As a result of such examination, the Graduate School revised its curriculum design and course offerings in AY 2012, realizing an improved curriculum, educational content and systems. The Graduate School has produced doctorate holders every year since its establishment in AY 2008. This demonstrates the successful educational outcomes achieved by the Graduate School.

♦ Graduate School of Education

The Graduate School of Education conducts the "student survey of teaching" at the end of each semester, helping subject instructors enhance the content and instruction in their classes based on the survey results. To improve its educational content, educational system, etc., the Graduate School holds FD Seminars with participation by faculty members who belong to the Graduate School. The seminar held in AY 2010 discussed how seminar guidance should be provided, and in AY 2011, the seminar dealt with guidance systems and methods. The Graduate School encourages faculty members to use what they have learned through these discussions for enhancement of their future guidance. [4.3-161)]

♦ Institute of Business and Accounting

The Institute of Business and Accounting conducts student surveys for all subjects in each semester, the results of which are reported to the Graduate Faculty Board for further discussion so as to incorporate them in the improvement of subjects for subsequent semesters. [4.3-162)] Self-assessment is conducted annually as a University-wide effort. Based on the assessment results, the Graduate Faculty Board reviews the Institute's educational outcomes, aiming at making improvements through the self-assessment in the following academic year. [4.3-163),4.3-164)]

2. Check and Evaluation

(1) Matters showing improvement

Whole University	4.3-2-(1)

♦ Undergraduate Course

The upper limit of the number of credits of subjects for registration has been set at less than 50 credits per year in all schools except schools that have not produced their first graduates since their respective establishment. Regarding syllabuses, since AY 2012, the University has increased its efforts to reduce variance in the detail of descriptions of syllabuses. The University has also set out to discuss a range of problems in the enhancement of syllabuses and modify the syllabus system based on such discussions. The modified system, which is slated for introduction in the fall semester of AY 2013, is expected to achieve a number of positive outcomes.

The Learning Management System (LMS), which was introduced in the fall semester of AY 2010, is capable of providing a specific means to encourage students' active participation in learning activities in class, by employing a community function in the system. The LMS is used by an increased number of students and faculty members in a more effective and advanced manner. [4.3-165)] The abovementioned efforts have led to specific outcomes that are conducive to achieving "the creation of a community 'without fences' for learning and research, or Learning Community," which is set forth in the University's New Medium-term Plan.

♦ Graduate Course

To promote graduate faculty development, in AY 2006, the Graduate School FD Working Group was established separately from the corresponding body for undergraduate schools. Graduate schools also established the Graduate School FD Subcommittee in the same year. These bodies hold meetings approximately twice a year, exchanging views and information for FD promotion in graduate schools.

Each graduate school is scheduled to establish its own FD promotion body in AY 2013, independently from its undergraduate school. By establishing a dedicated system for graduate FD promotion, graduate schools aim to clarify the content and assignment of responsibilities, facilitating efforts in information sharing and problem-solving between graduate schools.

Currently, graduate schools develop syllabuses for all their course offerings and provide them for students via KG's official website. The syllabus system is slated for replacement in AY 2013. The new syllabus system is composed of standardized entry items to be applied for all graduate schools.

Schools	4.3-2-(1)

♦ School of Theology

In the School of Theology, the FD Workshop (School) is held twice a year for full-time faculty members, and once a year for part-time instructors. For full-time faculty members, the workshop provides an opportunity to confirm the position and significance of the subject they teach in the whole curriculum of the School, and to review the content of their syllabuses in relation to the Diploma Policy and Curriculum Policy. For part-time instructors, who do not have many opportunities to meet other faculty members etc., the FD Workshop (School) serves as a valuable occasion to exchange views and share experiences with other members, helping them understand the educational principles of the whole School and discuss how to improve their class content and teaching methods.

♦ School of Humanities

Regarding the upper limit of the number of registrable credits, the School of Humanities introduced a "cap system" to limit such number to less than 50 credits per academic year in all years of study in the undergraduate program. This system has been applied to all students who entered, or will enter the School in or after AY 2012. [4.3-13)p.148] The School has placed restrictions on the student enrollment in "seminar subjects," "general subjects," etc., optimizing the number of students in each class of these subjects. The School has also enhanced its small-group education by increasing the number of classes for "the humanities seminar."

In AY 2011, the School assigned Student Assistants (SAs) to all classes of "basic information processing," while SAs had previously been installed in some classes irregularly. This new assignment of SAs has contributed to enhancing educational activities in the said subject.

♦ School of Law and Politics

The School of Law and Politics has established a system enabling it to use Teaching Assistants (TAs) and Learning Assistants (LAs) as Student Assistants. [4.3-25),4.3-166)] As mentioned in the results of the Certified Evaluation and Accreditation in AY 2006, [4.3-167)] many lectures in the School are provided in large classes, in which even routines such as distribution of handouts and

taking attendance are not a small task for instructors. The employment of TAs and LAs has reduced the burden on instructors, contributing to further enhancing the quality of class instruction. The School has ensured that TAs and LAs not only work simply as support staff for class activities but also as "facilitators" to activate discussions among students in "seminar subjects" etc. The employment of TAs and LAs is promising in that it also contributes to the development of the abilities of the students themselves who work as TAs and LAs.

♦ School of Economics

Around the time of the announcement of students with outstanding academic results based on the commendation system, the School of Economics receives a number of inquiries from students with excellent grades regarding the early graduation system and advancement to graduate school. This suggests that this commendation system provides a good occasion for students to consider their own future direction.

Every week, a total of approximately 50 to 100 students participated, on their own accord, in three supplementary classes to the specialized basic subject "Fundamentals of Economy and Economics A" (spring semester of AY 2012).

♦ School of Business Administration

One of the primary outcomes of the improvement of the educational system in the School of Business Administration is the implementation of a new curriculum, which has thus far achieved the following specific educational outcomes:

"Specialized subjects" equivalent to four credits each (except some seminar subjects and basic subjects) were abolished and replaced by specialized subjects of two credits. This resulted in increased opportunities for evaluation of students' performance (examinations etc.), enhancing the students' motivation to study due to the more frequent evaluation. The increased number of subjects has also allowed students to study a larger number of subjects in their major course in their field of specialization, as well as a larger number of "specialized subjects" in courses other than their major course, enabling students to acquire a wider range of expertise. Among "basic subjects," the School has designated "basic bookkeeping" and "basic economics" as compulsory subjects, and has provided them in several classes (currently in three classes). This arrangement has enhanced education in small-sized classes, enabling students to firmly equip themselves with basic knowledge in commercial science. The School introduced "commercial bookkeeping I," "introduction to business accounting" and "accounting in English" as required elective "basic subjects" intended for second- and upper-year students, in order to provide and equip them with higher levels of specialized basic knowledge. The School has accelerated development in students of foreign language skills by designing all "language education subjects" it provides to be completed in a semester, and prescribing, between all these subjects, prerequisite subject(s) that students must have completed before studying another given subject. The conditions for prerequisite subjects have also been reinforced for the subject "research seminar I" intended for third-year students, increasing motivation for study among first- and second-year students. [4.3-168),4.3-39)p.4] In parallel with the introduction of the new curriculum, the School developed course registration models (for each of the six courses: Management, Accounting, Marketing, Finance, Business Information and International Business), increasing convenience for students as they plan appropriately for their studies. [4.3-39)p.6~8] By reducing the number of "common course-wide advanced lecture subjects," the School has reinforced the students' studies via "specialized subjects." The School has assured and enhanced the quality of class instruction and student performance evaluation by taking various measures, such as the abolishment of some of

the "general-field subjects" and other subjects, replacement of some instructors in specialized fields, and introduction of restrictions on the student enrollment in specific classes.

♦ School of Policy Studies

As part of its FD effort, the School of Policy Studies has appropriately developed and shared teaching materials for "basic seminar." This has prevented possible significant gaps in the educational content and instruction level which may take place when new faculty members instruct "basic seminar" classes.

♦ School of Human Welfare Studies

The School of Human Welfare Studies has enhanced its class instruction by examining student satisfaction and other factors through the "student evaluation of teaching" survey.

♦ School of Education

The School of Education has established specific committees and subject instructors meetings as bodies to discuss relevant educational systems and educational guidance (e.g., Practicum Committee; Instructors' Meeting of the Kindergarten Teacher- and Nursery Teacher-Training Course; Instructors' Meeting of the Elementary School Teacher Training Course; Basic Seminar Instructors Meeting). This has helped the School grasp the current situation and promote information sharing regarding relevant problems, resulting in improvement in its educational system and educational guidance. Major outcomes of the discussions by each committee and at each meeting are as described below: The Practicum Committee revised the guidelines for practicum and achieved cooperation in pre- and post-guidance between practicum subjects; the Instructors' Meeting of the Kindergarten Teacher- and Nursery Teacher-Training Course clearly defined, and enabled sharing among faculty members of information on the abilities necessary to become kindergarten teachers and nursery teachers (i.e., the knowledge, attitude and skills that the School expects students to acquire to become a kindergarten teacher or a nursery teacher as a graduate of the School of Education); the Instructors' Meeting of the Elementary School Teacher Training Course promoted improvement in the educational environment (by securing storage space for teaching materials and tools), increased cooperation with Nishinomiya City Uegahara Elementary School in an effort to provide students with opportunities to observe day-to-day situations of educational practice (based on the relevant agreement with the elementary school concluded in AY 2011), and promoted mutual and shared understanding of class instruction among faculty members by exchanging their syllabuses; the Basic Seminar Instructors Meeting promoted shared understanding of the content, system and method of instruction.

Graduate Schools   4.3-2-(1)

♦ Graduate School of Humanities

As educational measures to enhance students' skills for making research presentations in foreign languages, the Graduate School of Humanities has appointed native speakers of specific foreign languages as full-time faculty members to teach in its three fields specializing in foreign literature. [4.3-168)] The field of Psychological Sciences implemented the Graduate School GP "Training program in English presentation" (from AY 2009 through AY 2011) and other programs, in addition to its conventional guidance system, achieving certain positive effects in development of presentation skills in foreign languages. [4.3-169)]

In the Graduate School, an academic advisor and sub-academic advisors are assigned to each student. Academic advisors provide study guidance in consideration of the research guidance plans of individual students. To help students to develop mid- and long-term research plans for themselves and reflect on their research activities, the Graduate School encourages students to actively apply for specific grants awarded on a competitive basis, such as the "fellowship for research in the second half of the doctoral program" and "graduate school fellowship." Academic advisors support students in their self-directed research activities by providing appropriate advice for them in the process of preparing documents for application for such grants. [4.3-170)]

♦ Graduate School of Law and Politics

In the Graduate School of Law and Politics, the Graduate School Operation Committee, which was renamed from the "Graduate School Committee for Deliberation of Issues" in AY 2012, has increased the number of its meetings, from one meeting (as the "Enlarged Graduate School Committee for Deliberation of Issues") in AY 2010 to five meetings in AY 2011. [4.3-171)] This allows the Graduate School to have more opportunities to discuss a variety of issues and measures, including issues regarding educational systems and instruction, such as how to accommodate non-graduates of an undergraduate course of law and political science. [4.3-172)]

♦ Graduate School of Economics

Through introducing a system for enhancement of syllabuses, the Graduate School of Economics has reinforced its review system of individual subjects and their instructors, as well as of whether appropriate educational content and systems have been ensured in the Graduate School as a whole. Concerning the "student evaluation of teaching" survey, the Graduate School reviewed the implementation method so that the survey would be conducted in the specific class hours of each subject. As a result, the response rate improved from that in the previous year, enabling the administration to use the survey results more effectively (e.g., providing necessary information for faculty members in an improved manner).

♦ Graduate School of Policy Studies

The Graduate School of Policy Studies revised its curriculum in AY 2011. While it may be too early to evaluate the entire outcome of the revision, it is showing a positive effect. Students are displaying proper behavior at academic presentations and a self-directed attitude toward learning activities, under the new curriculum that encourages them to actively participate in presentations and discussions in the Research Consortium and other occasions. Students are recognizing the importance of presentation, and this is one of the major outcomes of the curriculum revision. Communication between students is also becoming more active.

♦ Graduate School of Language, Communication, and Culture

Encouraging students' self-directed research activities is essential for developing their research ability. To promote such research activities, the Graduate School of Language, Communication, and Culture has established the Academic Society of Language, Communication and Culture within the Graduate School, providing students with presentation opportunities twice a year. To encourage students to conduct research presentations outside the University, the Graduate School has also introduced a system to support travel expenses paid by students. In the past three years, applications under this system was made by 14 students in AY 2009, nine students in AY 2010, and 10 students in AY 2011, indicating a certain positive effect. [4.3-173)]

♦ Graduate School of Human Welfare Studies

The Graduate School of Human Welfare Studies examines its educational activities etc. through the Graduate Faculty Board and the Graduate School Committee for Deliberation of Issues on an ad hoc basis. Consequently, the Graduate School revised its curriculum design and course offerings in AY 2012, enhancing its curriculum, educational content and systems.

♦ Graduate School of Education

In the Graduate School of Education, academic advisors provide consultation for students regarding their research plans, together with relevant study guidance. Taking advantage of its small-group seminar instruction system, the Graduate School has ensured that academic advisors provide close individual guidance, for instance, by helping students appropriately modify their research plans. The Graduate School has held FD Seminars twice, at the end of AY 2010 and AY 2011, particularly intended for the discussion of its educational system, especially instruction in seminar classes. In these FD Seminars, participants exchanged information regarding class instruction and instruction methods, with a view to enhancing their seminar instruction. The abovementioned efforts have proven effective, according to the student satisfaction indicated in the "student survey of teaching."

(2) Matters that need to be improved

Whole University	4.3-2-(2)

♦ Undergraduate Course

Use of the aggregated/analyzed data of the results of the "student survey of teaching" is left to the discretion of each school. While educational improvement at the level of individual faculty members has continuously been made via the preparation of a "class instruction improvement report" etc., the level of effort varies between schools in terms of how the schools incorporate the survey results into specific measures for organizational improvement in the education provided. Regarding this issue, the University will devise effective measures for improvement through the Faculty Development Subcommittee established within the Academic Affairs Committee and other bodies. The GPA System has permeated throughout the University, considering that GPA scores are required when students study abroad, and that the commendation system is in place to honor students with excellent grades. Meanwhile, further discussion is necessary, while learning from case examples at other universities, regarding measures for effective use of the GPA System in providing learning support for students with poor performance, as well as improving students' motivation and attitude toward active, self-directed learning activities.

♦ Graduate Course

The appropriateness of the curriculum has thus far been rigorously examined at each graduate school, and this has constituted the relevant examination system for the whole graduate course. However, regarding the said appropriateness, cross-sectional examination encompassing all graduate schools has yet to be conducted effectively.

While the University has made efforts to enhance syllabuses prepared in graduate schools, the item "content of each class session" in the syllabus form is described in detail for some subjects, and fairly roughly for other subjects. Achievement levels in each subject have not been specified

in the syllabuses. The GPA System has been introduced only in the professional graduate schools, i.e., the Law School and the Institute of Business and Accounting.

Schools	4.3-2-(2)

♦ School of Theology

As one of the objectives of the FD Workshop (School), the School of Theology has made a focused effort to define the position and significance of each subject from the perspective of the overall educational principles of the School in each academic year. However, adequate efforts have not been made in examining the teaching style and educational guidance of individual faculty members, as well as in providing them with relevant training opportunities. In view of its whole curriculum, the School must further discuss the achievement goals for each seminar subject, appropriate educational system and educational guidance for such goals, and how to use the LA System, in the context of the process leading from "basic seminar" to "special research seminar" (to the elective subject "graduation thesis" in and after AY 2013).

♦ School of Humanities

The School of Humanities publicly provides syllabuses via the Internet, ensuring that students can read the content of the syllabuses well before they commence studying each subject. However, the School is not aware of what percentage of students fully considers the content of syllabuses before registering for, and studying subjects.

The School will introduce the Learning Assistant (LA) System in AY 2013. It has been decided that LAs will be assigned to "basic information processing," which is currently assigned to Student Assistants, as well as to subjects featuring practicum, such as "geography and regional culture studies seminar" and "psychological science statistics." The School will examine the effectiveness of the said assignment of LAs, and will explore the potential effectiveness of possible assignment of LAs to other subjects.

♦ School of Law and Politics

While the School of Law and Politics launched IR (institutional research) projects in AY 2011 as a trial, insufficient data has been collected for necessary comparison and analysis. To use such data effectively, the School needs to collect and accumulate data continuously. [4.3-142)]

♦ School of Economics

Instructors meetings of "specialized basic subjects," which are provided in the School of Economics as introductory subjects, are indispensable for coordination of classes between their instructors, sharing important data regarding the fundamental knowledge required for students to study economics. However, such data has not been shared among all instructors of specialized subjects in an accurate manner.

♦ School of Business Administration

The School of Business Administration needs to improve the following points, which were not achieved as initially planned in implementation of the School's new curriculum:

The subject "basic economics" has been assigned to a specific slot on the timetable that was not initially intended, due to the difficulty in securing the necessary full-time faculty member. This assignment must be corrected. The School must further enhance the system to prepare standard

examinations, which are aimed at ensuring improved educational outcomes regarding subjects provided in several classes. It has become necessary for the School to instruct students to have an even more active learning attitude, in consideration of the revision of its curriculum, in which the number of compulsory subjects has increased and with the stricter eligibility for registering for "research seminar."

♦ School of Policy Studies

The School of Policy Studies must establish a system whereby its administrative staff members, as well as faculty members in charge of academic affairs, inspect the entries in syllabus forms, equalizing the level of detail of the descriptions.

♦ School of Human Welfare Studies

The School of Human Welfare Studies will establish a permanent strategic meeting, with a view to enhancing "regular examination" of its educational outcomes even further.

♦ School of Education

As a means to determine students' learning outcomes, the School of Education conducts the "student survey of teaching" for each subject at the end of each semester. Individual subject instructors are expected to improve their own teaching style and educational guidance in response to the survey results. However, the School has thus far failed to use the survey results for organizational improvement in terms of class instruction and educational guidance in the School as a whole. In determining the students' learning outcomes, the School has used only two indicators, i.e., the results of the "student survey of teaching" and a "survey of students' future career plans," however, this is not sufficient for the said purpose. Regarding the recognition of credits that have been obtained by transfer students before they enter the School, the School has not established relevant standards, since there have been no applicable cases so far.

| Graduate Schools | 4.3-2-(2) |

♦ Graduate School of Humanities

As in the case of the School of Humanities, feedback of the results of the "student survey of teaching" in the Graduate School of Humanities is only provided for individual faculty members. While some survey results are discussed by the Graduate School Committee for Deliberation of Issues, many issues are not suited to discussion by the whole of the Graduate Faculty Board, due to the diversity in research fields of the Graduate School.

As objectives specific to the Graduate School, in AY 2009, it was decided to enable students to acquire a teacher's license or other educational qualification (specialist certificate) during the first half of the doctoral program; as well as to develop an exploration-oriented learning method accommodating students who seek to become advanced specialists. However, discussions for achieving these objectives have not proceeded sufficiently.

♦ Graduate School of Law and Politics

The Graduate School of Law and Politics will convene the Graduate School Operation Committee to discuss what level of detail is desirable for descriptions of syllabuses, how the system for inspecting syllabuses should be established, and how syllabuses should be inspected.

♦ Graduate School of Economics

By defining the process and conditions for obtaining academic degrees, the Graduate School of Economics has established a range of systems constituting a framework for degree conferment. However, the specific content of guidance for students, instruction style, etc. are mostly left to the discretion of individual academic advisors, and which varies depending on the competence of each advisor. A system to assess the content of such guidance, instruction, etc. has not been established.

♦ Graduate School of Business Administration

In some syllabuses of subjects provided in the Graduate School of Business Administration, instructors simply describe the outline of the class. This is the case with subjects with low student enrollment, and is based on the idea that the educational content should desirably be adapted to the academic level of individual students. As such, the detail of the class content described in syllabuses varies between subjects.

♦ Graduate School of Policy Studies

The Graduate School of Policy Studies revised its curriculum in AY 2011. While it may be too early to determine the overall results of the curriculum revision, the Graduate School will increase opportunities to exchange views with students by taking advantage of the Doughnut Hour and other occasions, so as to incorporate evaluations by students into the curriculum as soon as possible.

♦ Graduate School of Language, Communication, and Culture

The Graduate School of Language, Communication, and Culture is scheduled to introduce new subjects concerning English education for elementary school students in AY 2013. The Graduate School must examine the appropriateness of the new subjects and other subjects revised as part of the curriculum revision, by conducting a "student evaluation of teaching" survey.

♦ Graduate School of Human Welfare Studies

Regarding regular examination of its educational outcomes, the Graduate School of Human Welfare Studies has not established a sufficient system to conduct such examination on a regular basis. This is an issue to be improved. In the Graduate School, this issue has already been recognized by graduate faculty members as a shared problem, and they are commencing discussions on the issue.

♦ Graduate School of Education

As a means to determine students' learning outcomes, the Graduate School of Education conducts the "student survey of teaching" for each subject at the end of each semester. Individual subject instructors are expected to improve their own teaching style and educational guidance, in response to the survey results. However, the Graduate School has thus far failed to use the survey results for its organizational improvement in terms of class instruction and educational guidance in the Graduate School as a whole. In determining the students' learning outcomes, the Graduate School has used only two indicators, i.e., the results of the "student survey of teaching" and a "survey of students' future career plans," however, this is not sufficient for the said purpose. Regarding recognition of credits that have been obtained by transfer students before they enter the Graduate School, the Graduate School has not established relevant standards, since no applicable

cases have occurred so far.

♦ Institute of Business and Accounting

The Institute of Business and Accounting has not provided students with an occasion to make research presentations under the auspices of the Institute while they attend the second half of the doctoral program, even though the Institute requires them to make at least one presentation at an academic conference as a requirement for submitting doctoral dissertations.

3. Development Measures for the Future

(1) Matters showing improvement

Whole University	4.3-3-(1)

♦ Undergraduate Course

The existing syllabus system is scheduled to be replaced by a new system in the fall semester of AY 2013. The new system will require syllabus developers to enter "types of performance evaluation and their proportion (required item)." The new syllabus incorporates "studies outside class hours" as an independent, required item. The items "textbook" and "reference literature" are planned to be linked to the book search system. Through these revisions regarding syllabuses, the University will achieve "credit substantialization" (an approach to promoting students' self-directed studies and ensuring 45 hours of study for one credit) and rigorous evaluation of students' performance.

In the fall semester of AY 2012, the University officially introduced the Learning Assistant (LA) System. Prior to the official introduction, some schools and centers had employed the system as a trial, and this approximately one-year trial use of the LA System has already been showing great learning and educational effectiveness. While an increased number of schools employ the system as of the fall semester of AY 2012, the level of understanding of the objective of the system etc. varies within the University. By promoting information sharing and dissemination regarding effective use of the system, the University will accelerate the wider establishment and use of the LA System, in an effort to create a Learning Community, which is a major aim of the University.

♦ Graduate Course

Graduate schools are expected to establish a substantial system for promoting graduate faculty development, and make efforts to reduce variance in the detail of descriptions of syllabuses for each subject in the preparation of syllabuses via the new system.

Schools	4.3-3-(1)

♦ School of Theology

While continuously promoting understanding of the Diploma Policy and Curriculum Policy and the development of syllabuses that incorporates these Policies, the School of Theology also aims to further enhance its educational system and educational guidance. To this end, the School will convene the Curriculum Research Committee (School) to discuss and proceed with planning for further development and deepening of the content of the FD Workshop (School).

♦ School of Humanities

The School of Humanities will continue the ongoing restrictions on the number of registrable credits and the student enrollment in specific subjects, with a view to enabling students to develop an even more substantial study plan and receive finely tuned educational guidance. Regarding the continuous assignment of Assistants to classes of "basic information processing," the School will assign Learning Assistants (LAs) from AY 2013, in place of Student Assistants (SAs).

♦ School of Law and Politics

The School of Law and Politics will further enhance its system of using Teaching Assistants (TAs) and Learning Assistants (LAs) who work as Student Assistants. The LA system implemented throughout the University requires that LAs assigned to a given subject be individuals who have studied and completed the same subject, in principle. [4.3-174)] Under this system, the School is not permitted to assign LAs to "specialized seminar subjects," which are exclusively provided for fourth-year students. The School therefore employs TAs who are graduate students for these subjects. The School will give special consideration to achieving greater effectiveness in its educational activities by optimally coordinating the roles of TAs and LAs.

♦ School of Economics

In the School of Economics, supplementary classes conducted in the spring semester of AY 2012 enabled a favorable educational cycle in that upper-year students provided instruction for lower-year students under the Learning Assistant (LA) System. It has been decided that supplementary classes will continuously be provided to the subject "Fundamentals of Economy and Economics B" in the fall semester. The School plans to employ graduate students and researchers in the Graduate School of Economics as tutors to supervise LAs. The School will compile and analyze data of the academic performance and progress in studies of students who participated in the supplementary classes in the spring semester, for reference for the future operation of such classes.

In consideration that the supplementary classes provide one-on-one instruction for a limited number of students, the School will conduct a placement test to identify the students needing such instruction. At the same time, the School will initiate planning to provide remedial education so as to accommodate a large number of students.

♦ School of Business Administration

In the School of Business Administration, regarding the subject "commercial science seminar" for first-year students, a system is in place whereby instructors of the seminar observe, as "class teachers," the students' learning attitude etc., and report specific points of note to the academic affairs staff in the School administration. (The need (request) for such reports is communicated to instructors at Undergraduate Faculty Board meetings.) This system has enabled the School to identify problems that students face at an early stage in their undergraduate program, and take necessary measures to address such problems. [4.3-180)]

♦ School of Policy Studies

The School of Policy Studies has conducted nine "research presentation sessions for new faculty members," promoting mutual understanding between faculty members in the School and

invigorating their research activities. These presentation sessions have also promoted interaction between faculty members, facilitating information sharing for standardized descriptions of syllabuses, development of teaching materials, joint fieldwork and other educational activities.
4.3-175)50p9～10

♦ School of Human Welfare Studies

The School of Human Welfare Studies will further increase its efforts in terms of regular examination of educational outcomes.

♦ School of Education

The School of Education will promote cooperation between its committees and subject instructor meetings, which discuss measures for improvement of its educational system and educational guidance. The School will use FD Seminars and other occasions to exchange information regarding relevant issues that need consideration, and problems to address and their outcomes, thereby accelerating improvement in the educational system and educational guidance in the whole School.

Graduate Schools   4.3-3-(1)

♦ Graduate School of Humanities

To encourage students to actively address the systematic research guidance they receive from faculty members, the Graduate School of Humanities has introduced a variety of measures to support their research activities, among which measures to enhance the students' ability to make research presentations in foreign languages have been achieving the intended positive effects. In contrast, in certain research fields in which Japanese academic societies lead the world in top-level research, educational measures and support measures for students' research activities are relatively insufficient. These fields attract a large number of students every year, and the social need for such fields are not insignificant. In view of this situation, the Graduate School will make improvements in its educational system and methods in a well balanced manner in the whole of the Graduate School.

♦ Graduate School of Law and Politics

By convening the Graduate School Operation Committee, the Graduate School of Law and Politics will continue discussions on various issues and measures concerning the Graduate School, such as grants-in-aid for young researchers and faculty development in the Graduate School, as well as on students' requests presented at FD Planning Meetings. The Graduate School will put into practice as many such measures as possible by beginning with practicable ones.

♦ Graduate School of Economics

In the Graduate School of Economics, in AY 2012, a range of systems related to syllabuses and the "student evaluation of teaching" survey were enhanced. The Graduate School will establish a structure for examination of these systems by the Graduate School administration so as to ensure the continuous, proper operation of these systems, and an efficient rectification of any possible problems.

♦ Graduate School of Policy Studies

The Graduate School of Policy Studies will continue to examine the effect of the curriculum revision in AY 2011. Promotion of students' participation in the Research Consortium and the Research Fair is gradually contributing to the development in students of high level presentation skills etc. The Graduate School will continue such promotion efforts. To enhance the quality of presentations, the Graduate School will also strengthen the relevant guidance by faculty members. By supporting students in their research presentation activities outside the University, the Graduate School aims to enhance its presence in and outside Japan.

♦ Graduate School of Language, Communication, and Culture

To promote students' research activities even further, the Graduate School of Language, Communication, and Culture will increase academic interactions with contracted universities so as to provide students with opportunities for research and presentation not only within the University or Japan but also outside the country.

♦ Graduate School of Human Welfare Studies

The Graduate School of Human Welfare Studies revised its curriculum design and course offerings in AY 2012, enhancing its curriculum, educational content and systems. The Graduate School has also produced doctorate holders every year since its establishment in AY 2008, demonstrating its successful educational outcomes.

♦ Graduate School of Education

As part of its faculty development effort, the Graduate School of Education will provide all Graduate Faculty Board members with an opportunity to share information and understanding of issues needing improvement, and discuss guidance systems and instruction methods for Master's theses and doctoral dissertations, in order to enhance the current guidance/instruction systems and methods.

(2) Matters that need to be improved

Whole University	4.3-3-(2)

♦ Undergraduate Course

The University recognizes the need to establish and propel the University-wide system for faculty development promotion through a process of organic collaboration involving FD Committees established in each school, in addition to the Faculty Development Subcommittee established within the Academic Affairs Committee, which handles academic affairs for the whole University, as well as to the Special Subcommittee on Faculty Development established within the Center for Research into and Promotion of Higher Education. Specifically, the University must consider, for the time being, introduction of a system of subject numbering for indicating the level, difficulty, etc. of each subject, from the viewpoint of enhancing the international acceptability of the University's education; establishment of an arrangement for encouraging the students' studies outside class hours, from the viewpoint of "credit substantialization"; and development of indicators of learning outcomes, from the viewpoint of the need to measure and clarify the outcomes of the study and research conducted by individual students. Regarding introduction of the subject numbering system, the University will proceed with relevant discussions primarily

through the Faculty Development Subcommittee established within the Academic Affairs Committee, while sharing information among the whole University regarding case examples in the School of Economics, which has already implemented the system. [4.3-176)]

♦ Graduate Course

Regarding the GPA System, which, in KGU, only professional graduate schools have implemented, the University will discuss the possibility of its introduction, while referring to relevant examples in the professional graduate schools, as well as graduate schools of other universities where the system is already in place.

Schools   4.3-3-(2)

♦ School of Theology

In FD Workshops (School) in AY 2012, the School of Theology clearly defined the process leading from "basic seminar" to "special research seminar" (to the elective subject "graduation thesis" in and after AY 2013), and made arrangements to promote linkages between its seminar subjects. The School will further discuss the systematic provision of a range of seminar subjects in future meetings of the Curriculum Research Committee (School) and the FD Workshop (School).

To this end, the School must define examination standards for graduation theses, communicate them to students, and establish a system whereby faculty members provide instruction in consideration of these standards. The School will commence the necessary tasks regarding the examination standards for graduation theses by convening the Curriculum Research Committee (School) and the FD Workshop (School). [4.3-177)]

♦ School of Humanities

The "student survey of teaching" conducted in AY 2012 featured a question asking why the student registered for a specific subject, the answer choices of which included the option "Because the content of the syllabus interested me." This question reveals how much information students obtain from syllabuses, in advance, regarding the content of each class. The School of Humanities will statistically examine the results for this question. If the results show a low score, the School will increase its efforts to communicate the importance of understanding the content of syllabuses to students, by taking the opportunities afforded by orientations and other occasions.

♦ School of Law and Politics

The School of Law and Politics has decided to continue its IR (institutional research) projects. [4.3-178)] The School will continue to collect and accumulate related data for necessary comparison and analysis.

♦ School of Economics

To invigorate faculty development activities by sharing, with the whole School, specific information provided in individual instructors meetings, which are held occasionally, the School of Economics will establish an FD administration system for the School, with cooperation between the School's FD Committee and the Dean's Office Committee.

The School will enable members of the School's FD Committee, the Basic Education Committee, the Specialized Education Committee and the Foreign Language Education

Committee to participate in, discuss and make proposals in each instructors meeting, as necessary, regardless of the subject they teach. The School will also hold report meetings, workshops, etc., in order to share the content of excellent reports and presentations among faculty members of the School.

♦ School of Business Administration

The School of Business Administration will commence discussions in the School of Business Administration FD Committee, for the purpose of appropriately understanding and determining the educational effects of the implementation of a new curriculum, and identifying any problems and issues that may arise in connection with the implementation of the curriculum.

To address the needs of students with learning attitude problems at an early stage in the undergraduate program, the School will ensure that the instructor of the relevant "commercial science seminar" will review how the student engages in his/her studies and provide necessary guidance based on the status of his/her acquisition of credits as of the end of the spring semester of the first-year program. [4.3-180)]

♦ School of Policy Studies

In the AY 2012 FD Committee, the School of Policy Studies will discuss new organizational measures to inspect the descriptions of syllabuses.

♦ School of Human Welfare Studies

The School of Human Welfare Studies will conduct "regular examination" of its Diploma Policy, program design, curriculum design, student performance evaluation, credit recognition and educational outcomes.

♦ School of Education

The School of Education has not thus far used the results of the "student survey of teaching" for improvement of its class instruction and educational guidance. In view of this situation, the School will promote discussions for the improvement of its class instruction and educational guidance based on the survey results, by convening specific committees to deal with the planning and review of the School's educational system and educational guidance (e.g., the Practicum Committee; the Instructors' Meeting of the Kindergarten Teacher- and Nursery Teacher-Training Course; the Instructors' Meeting of the Elementary School Teacher Training Course; subject instructors meetings).

As indicators to determine learning outcomes of undergraduate students, the School will refer not only to the range of survey results but also to the distribution of GPAs. The School will thus review the indicators, based on which the abovementioned committees will consider the educational system and the educational guidance provided. In and after AY 2013, the School plans to conduct a survey regarding learning outcomes for graduates, and use the results for enhancement of its educational system and educational guidance.

Graduate Schools 4.3-3-(2)

♦ Graduate School of Humanities

To achieve the objectives of developing syllabuses characterizing the Graduate School of Humanities and incorporating the syllabus content in the educational activities of the Graduate

School, it is a prerequisite for the Graduate School to understand the students' future career plans, which are expected to become increasingly diverse in the future. Particularly in the Graduate School, which comprises diverse research fields, trends in the students' intended future careers are varied depending on the research field. The Graduate School will set out to collect necessary information, including case examples at other universities, and analyze the current status as an important task in the first phase to achieve the abovementioned objectives.

♦ Graduate School of Law and Politics

The Graduate School of Law and Politics will conduct a student survey to determine what level of detail is desirable for the descriptions of syllabuses, and will proceed with the necessary discussions for such determination.

♦ Graduate School of Economics

The Graduate School of Economics is scheduled to establish its FD Committee by the end of AY 2012. To ensure that this committee will improve the Graduate School's educational system, content, etc. in a systematic and efficient manner, systems related to the committee must be appropriately designed and properly operated. An arrangement for inspecting such appropriate design and operation is also indispensable.

♦ Graduate School of Business Administration

Since AY 2012, at meetings of its Graduate Faculty Board, the Graduate School of Business Administration has requested class instructors that regarding a specific subject, even if it is difficult to initially provide a syllabus containing more than the outline of the class content, the instructors should disclose and make public a syllabus of the subject without delay, after revising the syllabus based on the fixed class content that has been reviewed after prospective students for the class have been fixed. [4.3-96)p.3]

♦ Graduate School of Policy Studies

In the Graduate School of Policy Studies, academic advisors undertake the role of reviewing whether their guidance for students is provided in full consideration of the ability and qualification of individual students. To ensure that the whole Graduate School examines how such review is conducted, thereby preventing "closed-door" educational guidance, the Graduate School will strengthen the linkages between "research project" and the authoring of theses/dissertations, enabling multiple faculty members to provide close guidance for research activities by multiple students.

♦ Graduate School of Language, Communication, and Culture

The Graduate School of Language, Communication, and Culture will examine the appropriateness of the new subjects to be introduced in AY 2013, as well as all other subjects revised as part of the curriculum revision, by conducting a "student evaluation of teaching" survey.

♦ Graduate School of Human Welfare Studies

The Graduate School of Human Welfare Studies will establish a system for "regular examination," with a view to enhancing its educational outcomes.

♦ Graduate School of Education

Regarding recognition of credits that have been obtained by transfer students before they enter the Graduate School of Education, the Graduate School will promote discussion for establishment of appropriate standards in conformity with the provisions stipulated in the Standards for Establishment of Universities and other related laws and regulations.

♦ Institute of Business and Accounting

In the current examination process for degree conferment by the Institute of Business and Accounting, students are required to prepare an "interim report of the doctoral dissertation" one-and-a-half years after their entrance to the Institute, and submit it to the Institute. By providing an opportunity for students to present their research findings based on the "interim report of the doctoral dissertation," the Institute will develop in students high level presentation skills so as to prepare them for making presentations at academic conferences. As such, the Institute aims to reinforce its educational guidance system as a whole.

Chapter 4
Educational Content,
System and Outcomes

4. Outcomes

Chapter 4 Contents

4. Outcomes

2. Check and Evaluation

(1) Matters showing improvement

Whole University

Schools

Graduate Schools

(2) Matters that need to be improved

Whole University

Schools

Graduate Schools

3. Development Measures for the Future

(1) Matters showing improvement

Whole University

Schools

Graduate Schools

(2) Matters that need to be improved

Whole University

Schools

Graduate Schools

* Chapter 4 does not contain reports of the Law School, the Business School or the Accounting School of the Institute of Business and Accounting, since these schools have received a Certified Evaluation and Accreditation for professional graduate schools within the past five years.

1. Current Status

(1) Have educational outcomes been achieved in line with the educational objectives?

Whole University	4.1-1-(1)

♦ Undergraduate Course

Kwansei Gakuin University (KGU) established the General Office for Educational Research in 1972 as an organization to examine educational outcomes of the whole University. The Office undertook and fulfilled the responsibilities of collecting and analyzing a variety of education-related information, conducting the University-wide "student survey of teaching," and using the survey results to provide lecture sessions and other opportunities aimed at raising awareness of faculty development promotion and to form relevant research projects. In AY 2010, the Office was reorganized into a new organization, the Center for Research into and Promotion of Higher Education. [4.4-1)]

The purpose of the establishment of this Center is to "contribute to further enrichment and advancement of education in Kwansei Gakuin University by developing its faculty and enhancing the quality of education." The Center has a function similar to that of a think tank, and this has enabled the University to constantly understand and examine its educational outcomes, facilitating a University-wide effort to enhance its educational performance. Each school etc. accepts the results of such University-wide examination as fundamental information for further enhancement of its educational outcomes. Based on such information, each school etc. endeavors to regularly examine and reform the content of its education through the Curriculum Committee and other committees. KGU's New Medium-term Plan, which was formulated in AY 2009, sets forth the objectives "Establishment of 'e-Portfolio' and a self-assessment system regarding the level of learning achievements" and "Introduction of an e-student register" in an effort to create an "ICT campus." Steady progress is expected in the efforts to achieve these objectives. [4.4-2)]

KGU has employed three means to examine its educational outcomes: (1) "student survey of teaching" (for enrollees in each subject), [4.4-3)] (2) "college community survey" (for current students) [4.4-4)] and (3) "KGU graduates survey" (for graduates). [4.4-5)]

The "student survey of teaching," which was introduced in AY 2005, is implemented for all classes in a specified period in each semester. Up to AY 2011, the survey was conducted in two forms; one was a complete survey conducted every three years by using both multiple-choice (OMR-based) and open-ended questions, and the other was a survey conducted in a year between two rounds of the triennial survey by using a questionnaire composed of open-ended questions. Since AY 2012, the survey using both multiple-choice (OMR-based) and open-ended questions has been conducted in each semester. In addition to this, the University has introduced an online survey [4.4-6)] as a trial, initiating a new form of survey efforts.

The "college community survey" has been conducted since AY 1976. This survey is intended for the University to "understand the status of campus life that students currently attending the University lead, and analyze how the students understand and evaluate their own campus life, and thereby clarify what issues and problems the University should address, while obtaining a useful guide to making improvements in the aspect of educational activities, in particular." Through this survey, the University has made efforts to not only measure learning outcomes quantitatively but also understand the status of its education and students' campus life qualitatively. [4.4-4)]

The "KGU graduates survey," which was first implemented in AY 1999, has thus far been conducted three times. In the questionnaire, questions regarding "educational outcomes" in particular have relevance

to this section in the self-assessment report. In the most recent survey, approximately 84 percent of the respondents answered that they had a fulfilling campus life at KGU. As for subjects that had proven especially useful in their activities after graduation, approximately 43 percent chose "specialized subjects," and approximately 40 percent chose "seminars." [4.4-7)]

Since AY 2010, schools of KGU have participated in the "Four Universities IR Network," which was launched by Doshisha University, Hokkaido University, Osaka Prefecture University and Konan University in AY 2009. By participating in this network, the schools have endeavored to collect and analyze the necessary data to determine their educational outcomes. [4.4-8)] In AY 2009, KGU introduced the TOEIC test throughout the University. By requiring first- and third-year students to take the test, KGU measures how their English proficiency has increased after their entrance to the University. [4.4-9)]

♦ Graduate Course

As described in Chapter 4-1, the educational objectives of Kwansei Gakuin University Graduate School are set forth in the general provisions of the Graduate School Regulations, based on which it conducts educational and research activities. Each graduate school provides education based on three policies it has specified: the Admission Policy, the Curriculum Policy and the Diploma Policy. The status of students' acquisition of Master's, doctoral or professional degrees is the most appropriate indicator to determine the students' learning outcomes. In this context, successful learning outcomes have been fully achieved by graduate students, since graduate schools have produced, every academic year, degree holders who have passed through a proper examination process.

This section of the report discusses the survey of the career paths of those completed the graduate course of KGU, as an indicator to measure students' learning outcomes other than the status of degree conferment. In addition to the abovementioned indicators, each graduate school has adopted its own indicators to determine the students' learning outcomes. Based on such indicators, graduate schools evaluate learning outcomes in a manner suited to their research fields.

Employment rates largely depend on the current economic situation in society. It is undeniable that the bleak economy in recent years has cast a serious shadow over the employment situation of students who complete the graduate course. The employment rate in AY 2011 of students who completed the University's Master's program stood at 77.5 percent. Meanwhile, regarding students who have completed the doctoral program, the University has put in place a "graduate researcher system" to help them acquire doctorates. Under this system, about half the students who have completed the doctoral program become graduate researchers, aiming to complete their doctoral dissertations and obtain a doctorate.

Schools	4.4-1-(1)

♦ School of Theology

The School of Theology has not undertaken specific planning regarding methods to conduct follow-up surveys for graduates and analyze their results. On the other hand, regarding surveys for current students, since AY 2011, the School has participated in the investigation activities conducted by the Universities IR Consortium (executive office: Doshisha University Higher Education and Student Research Center), and in parallel with this, the School has commenced developing methods to analyze data obtained from the said investigation, as a trial. The School has continued to accumulate a range of data regarding students who entered the School in or after AY 2004 — the type of entrance examination each student used and his/her rank in the examination; the course he/she enrolled in; his/her academic performance (average score, including GPA); the status of his/her participation in academic programs, such as the Multidisciplinary Studies Program (MDS Program) and overseas training programs; changes in his/her

enrollment; and his/her career choice after graduation, etc. The accumulated data indicates, for instance, an increase in students' interest in language studies, as evident in the recent data of the number of participants in overseas language training programs (AY 2010: one for English and two for German; AY 2011 (planned): one for English, one for Chinese and one for Korean; AY 2012 (planned): one in the East Asia Student Encounter program (Indonesia exchange seminar)), as well as the number of new participants in intensive University-wide language programs, i.e., the Intensive German Program (AY 2010: 10 students, AY 2011: zero students, AY 2012: three students) and the Intensive English Program (AY 2010: one students, AY 2011: three students [including two participants in the summer intensive program], AY 2012 (planned): five students). The School must explore how to relate and analyze these data, and decide to which internal committee(s) the School should assign the task of examining and making effective use of the data. It is characteristic of the School that a high rate of students choose to proceed to the Graduate School of Theology of KGU (23.3% of the graduates in AY 2009; 21.9% in AY 2010; 20.6% in AY 2011). [4.4-10] The School recognizes these high rates as desirable in terms of the development of missionaries, which the School aims to achieve by using its six-year integrated educational program. In this respect, the School must consider investigating the outcomes of this educational objective, in cooperation with the Graduate School.

♦ School of Humanities

The School of Humanities has kept the barriers between departments/majors low, with a view to helping students equip themselves with an extensive range of knowledge in the humanities. Students are afforded a relatively free choice in studying subjects of other departments and majors, not only in fields related to their major discipline but also based on their own interests and curiosity. Many students use this arrangement to study subjects provided by other majors, acquiring a broad range of knowledge and education. The School has also established its own "minor (sub-major) system" within the School, so that students can systematically study specialized disciplines in other majors. However, the number of users of this system has recently been on the decline, in terms of both those enrolled in a program under this system and those who complete it, as in the case of the Multidisciplinary Studies Program (MDS Program). [4.4-11] This decline is partly attributable to problems in the design of the system itself: A student cannot apply for more than one program, and applications for the minor system are allowed only during the course registration period for the spring semester of the student's third year of study, while many subjects registrable as minor subjects are basically available for all students in the relevant major field, including first-year students.

In the "student survey of teaching," the score marked by respondents in the entire School averaged 4.2 regarding the item: "After studying this class, I have obtained knowledge (skills) and perspectives that are new for me," with an average score of 4.1 regarding the item: "I am generally satisfied with this class." As suggested by these results, the School has generally achieved successful educational outcomes. In particular, the average score for the abovementioned items stood as high as 4.5 and 4.4, respectively, regarding "seminar/experiment subjects," which account for more than one fourth of the entire course offerings in the School. These results indicate that positive educational effects are more achievable in classes using an instruction style where students actively participate in and contribute to class activities, such as discussions and experiments in small-group seminars. [4.4-12]

♦ School of Sociology

To examine the level of students' learning achievement, the School of Sociology uses the "student survey of teaching," which is conducted throughout the University. [4.4-13]

This survey, which contains questions to clarify the students' learning achievement level, is aimed at helping class instructors use the resulting evaluation and comments to enhance the content of their classes

and their teaching approach for subsequent academic years. The survey results are statistically aggregated as macro data. Based on these results, class instructors are expected to explain their ideas regarding specific measures for improvement of their classes etc. These results and the instructors' remarks, etc. are disclosed via the public folder on the University's online system. [4.4-14)]

The School has set two specific educational objectives: One is to help students learn methods of empirical social research aimed at solving a variety of social problems, and thereby produce students with the "social researcher" qualification, which is accredited by a nationwide academic society. [4.4-15)]

In AY 2011, 42 students acquired the "social researcher" qualification.

The other specific objective is to produce individuals who have been equipped with a broader outlook, specialized knowledge and the ability to put ideas into practice in diverse fields, such as private businesses in the financial, distribution, manufacturing and other industries; newspaper, broadcasting, advertising, publishing, communications and other companies in the information media sector; civil service; teaching; NPOs and NGOs; as well as in academia as graduate students. [4.4-15),4.4-16)]

In AY 2011, graduates of the School entered a wide variety of businesses and industries, such as financial services and insurance (22.2%), manufacturing (20.9%), wholesaling (12.0%), information and communications (5.3%), retailing (5.3%) and the mass media (4.6%). [4.4-17)]

In 2010, as one of the projects commemorating its 50th anniversary, the School conducted a survey of approximately 8,000 graduates out of a population of more than 20,000 graduates of the School. This survey asked the respondents how the education and campus life they had at the School of Sociology affected their life after graduation. While the School aimed at obtaining a guide to exploring future directions in its education and research, the survey was also useful for obtaining information regarding its educational outcomes. [4.4-18)]

While the School has not thus far quantitatively determined the "learning outcomes" that reflect the effects of its educational activities, it has taken, or plans to take, two specific measures for better educational/learning outcomes. One is to participate in the Japanese College Student Survey (JCSS) in AY 2012. This survey provides a wide variety of indicators to measure learning outcomes, such as changes in students' abilities and knowledge after entering university. The other measure for enhancement of learning outcomes is to revise the questions in the "student survey of teaching" and improve the methods for analyzing the results so as to effectively identify what improvements should be made, and put them into practice. The School also plans to sort the basic concepts etc. in sociology, incorporate them into a specialized introductory education program in an effective manner, and check the results of such education by conducting an achievement test to examine what level the students' knowledge has reached upon their promotion to a higher educational program.

♦ School of Law and Politics

Student survey of teaching: The School of Law and Politics has periodically conducted the "student survey of teaching" in conformity with the survey procedure standardized in the whole University. The survey contains multiple-choice (OMR-based) questions on the learning outcomes the students have achieved in the class, and this requires students to self-evaluate their learning outcomes. In addition to these OMR questions, class instructors are allowed to add open-ended questions at their discretion, enabling them to collect additional information as necessary. Instructors receive raw answers to the open-ended questions they have asked. Answers provided on the OMR sheets are aggregated, the results of which are returned to each instructor, and are disclosed via the public folder on the University's online system. As such, the School has established a system to collect students' opinions on each class, including self-evaluations regarding their learning outcomes, and thereby obtain the necessary information to make the class instruction more effective. [4.4-19),4.4-20)]

Examination of educational outcomes by IR: The School introduced a trial IR (institutional research)

project in AY 2011, in which the School conducted a specific survey for students. This survey is expected to contribute to examining part of the educational outcomes of the School. However, the School has not examined the data of survey results in terms of a year-on-year comparison. [4.4-21)]

♦ School of Economics

The School of Economics provides academic guidance based on specific viewpoints that are encapsulated in its educational objectives: (1) acquisition of an economics mindset, (2) emphasis on foreign language education, (3) emphasis on small-group seminar education, (4) education support based on achievement levels, (5) emphasis on Chapel Hours and (6) expansion of official extracurricular education.

One of the major outcomes of the School's academic guidance is the students' launching themselves successfully into their respective career paths after graduation. Around June every year, the School holds an "information/view exchange meeting on students' career paths" with the Center for Career Planning and Placement. At this meeting, the School and the Center discuss issues regarding the percentage of job-seeking students graduating from the School in March who enter employment, as well as overall trends in the employment of these students, and use the results of the discussions as one of the factors for evaluation of the School's education. The said percentage stood at 96.4% in AY 2009, 95.8% in AY 2010, and 93.8% in AY 2011. [4.4-22)] Most of these students who have found employment are currently working in the private sector, displaying their abilities in diverse fields of business and industry. [4.4-10)]

As an official extracurricular educational activity, an "Inter-Seminar Conference" (debate, research presentation) is held in the School in November every year, by primarily involving "basic seminar" and "research seminar" classes. This conference is planned and operated under the leadership of the Eco-Seminar Committee, a group of interested students, and the conference is prepared via liaison meetings of representatives of each seminar class. This approach has contributed to developing self-initiative in students. Research presentations made at Inter-Seminar Conferences are organized into academic papers by students (presenters), compiled into a collection of papers in a form of a book, and distributed to students. [4.4-23)]

In AY 2009, commemorating the 75th anniversary since its establishment, the School held a large scale research presentation session titled "Econofesta." Econofesta featured research presentations by students on seven themes, including international affairs, the environment, and the Kansai economy. Presentations were made by a total of 33 teams, including teams from universities outside Japan, such as the National University of Singapore and Yonsei University (Korea), as well as from other universities in Japan, such as Keio University and Sophia University. [4.4-24)]

"Econo Forum 21" is a journal issued annually by the School since 1996. In its planning and editing process, both students and faculty members deliberate and cooperate on an equal footing. "Econo Forum 21" is distributed to students currently attending the University, as well as at Education Meetings and other events that are held as part of the open house for those considering taking the entrance examination for the School and their parents and guarantors. [4.4-25)]

To measure students' attitudes toward education including the abovementioned activities, since AY 2011, the School has participated in the survey conducted by the Four Universities IR Consortium. The School will proceed with the analysis of the survey results.

The School has independently introduced the TOEIC IP test for all students in their second year of study. Educational programs aimed at preparing for this test are incorporated into English classes, contributing to the promotion of foreign language education, one of the educational objectives of the School. For students who acquire a high score in the TOEIC IP and other specific tests, the School recognizes credits of specified English subjects, motivating students to increase their efforts in studying English. (A similar credit recognition system for "language education subjects" has also been introduced in the subjects of

French, German, Chinese, Korean, Spanish and Japanese.) [4.4-26)p.19-21]

♦ School of Business Administration

The School of Business Administration uses GPA and the average score of subjects studied as one of the indicators to measure educational outcomes in line with its educational objectives.

As a consequence of the effective use of GPA and the average score as described below, the School has achieved considerable positive outcomes.

To commend students who achieve a high GPA, at the beginning of each academic year, the School announces the names of students with GPAs in the top five percent in the previous academic year. The upper limit on the number of registrable credits is eased for students with a high GPA. Students who have achieved a 3.0 or higher GPA in a given semester are allowed to register for up to four more credits than the standard upper limit for registrable credits in the subsequent semester. [4.4-27)p.42] In recommending students from overseas etc. for scholarship grants, the School conducts screening in consideration of the average score of subjects studied by the student, as well as the number of credits he/she has obtained. Regarding study abroad programs, students must have GPAs in the top 60 percent to be recommended as a candidate to participate in such programs.

The average score and other results of students' academic performance are referred to as requirements for taking the "entrance examination only on the basis of interview (for third-and fourth-year students)" for the Graduate School of Business Administration. [4.4-28),4.4-29)]

As described above, the possibility of studying abroad or advancement to a graduate course largely depends on the academic performance each student achieves in their coursework. This is fully communicated to all students, including first-year students, in the orientation for new entrants and on other occasions, thereby increasing the motivation of students to study.

The School has implemented a system whereby it recognizes credits of specific subjects for students who pass a specified certification/qualification examination. This credit recognition system has encouraged students to undertake additional study outside class hours, and has also supported students in their self-directed learning, since they can broaden the scope of their studies by registering for a variety of subjects, instead of just subjects with content overlapping that of the said certification/qualification examination. [4.4-27)p.54-59]

The School has seen an increase in the number of commercial science majors who use the Multidisciplinary Studies Program (MDS Program) to study in other schools etc., as well as students from other schools who study in the School of Business Administration through the same program. [4.4-30)]

As described above, the School has achieved educational outcomes in line with its educational objectives.

♦ School of Science and Technology

As indicators of learning outcomes, the School of Science and Technology refers to the percentage of students who advance to the graduate course, as well as the percentage of job-seeking students who enter employment. In the School, a relatively high percentage (approximately 50%) of students advance to the graduate course; Specifically, this percentage stood at 43.3% in AY 2009, 51.5% in AY 2010, and 47.9% in AY 2011. The percentage of job-seeking students who enter employment exceeds the national average, standing at 95.2% in AY 2009 (national average: 91.8%), 97.2% in AY 2010 (national average: 91.1%) and 99.4% in AY 2011 (national average: 93.6%). [4.4-31)] Other useful indicators of learning outcomes include GPAs, as well as the percentage of students promoted to the fourth-year program without repeating any preceding year of their undergraduate program. The School uses GPAs for honoring students with outstanding academic results, as well as for notifying the students' academic performance to their guarantors if the student's performance is poor. On the day of the announcement of the result of

students' academic performance, the School honors students with remarkable academic results who rank in the top 10 percent in GPA among all students in their respective departments. The School also posts a distribution chart of the cumulative GPA of all students. Regarding students promoted to the fourth-year program without repeating any preceding year of their undergraduate program, the School has maintained the percentage of such students at around 85%; This percentage stood at 87.6% among entrants to the School in AY 2005, 86.4% in AY 2006, 84.1% in AY 2007, and 82.4% in AY 2008. [4.4-32)]

Students have self-evaluated their learning activities in class since AY 2005 as part of the "student survey of teaching," in which students respond to both multiple-choice (OMR-based) questions and open-ended questions. Based on the survey results, class instructors prepare and submit a report explaining measures to improve their classes. When needing input from external entities regarding its education etc., the School, arranges, on an ad hoc basis, to receive comments from the advisory committee, which comprises both graduates and experts in relevant fields. [4.4-33)] The School also holds a meeting of graduates and members of the Dean's Office Committee once a year. This meeting, in which the educational affairs of the School are reported, provides a good opportunity to understand the views of graduates regarding the School. [4.4-34)] Surveys for graduates were conducted by the Department of Physics and the Department of Chemistry upon reorganization of the School in AY 2002; by the Department of Bioscience and the Department of Informatics upon reorganization of the School in AY 2009; and by the Department of Physics in AY 2010. The survey results were discussed in the Department Meeting, and were incorporated into educational activities in each department. [4.4-35)]

♦ School of Policy Studies

With a view to increasing students' motivation for their studies and enhancing their learning activities, the School of Policy Studies has adopted the GPA System as an effective means to evaluate their performance in the coursework provided. Their performance in each subject is evaluated on a five-point scale (0, 1, 2, 3 and 4), based on which an average grade for all subjects they study is indicated numerically. As such, the School has taken measures to improve its performance evaluation system and thereby further increase students' motivation for their studies. As one of these measures, since AY 2005, the School has independently implemented a system to honor students with outstanding academic results. The data of the distribution of performance evaluation results in each subject is made accessible to all faculty members. To commend students for their learning outcomes, the School has put in place a system whereby it honors the students' presentations and research activities conducted at the Research Fair, a research presentation event held in November each year under the auspices of the School. The number of presentations (the number of students who make presentations) has increased year by year — from 92 presentations in AY 2010 to 152 presentations in AY 2011. As such, commendations within the framework of the Research Fair have achieved a positive effect on increasing students' motivation for their studies. [4.4-36)] The School has also implemented other commendation programs, such as the School of Policy Studies Award for Outstanding Paper (Kojima Award), which is granted for excellent papers authored by students in their third or lower year of study; and the School of Policy Studies Award for Excellence in Graduate Research (Anbo Award), which is granted for excellent graduation theses. These awards are recognized as one of the objectives pursued by students who engage in research activities at the School. [4.4-37)50p5-6] Self-evaluation by students of their learning activities is conducted as part of the "student evaluation of teaching" survey conducted annually for all subjects. This survey incorporates questions to be answered on a five-point scale, regarding their own motivation to contribute to the class and their learning attitudes in the class. To evaluate educational outcomes in terms of the status of students after graduation, in AY 2009, the School distributed a survey to graduates, asking them about their employment after graduation, changes of jobs, and the relationship between their career paths after being employed and their learning at the School. The survey results were incorporated into Volumes 4 and 5 of a series of

booklets issued by the School, titled, literally, "Easy guide to the School of Policy Studies: Using learning at the School of Policy Studies for your job-hunting and future career." These booklets are distributed to students and faculty members. [4.4-38)] The School holds an exchange of views meeting regarding students' career paths with the Center for Career Planning and Placement on an annual basis, in conjunction with a meeting of the School Administration. At this meeting, the School exchanges detailed information with the Center, endeavoring to collect a range of necessary information and understand how the graduates have been evaluated at their workplaces and how well they have worked there. Considering the overall situation described above, the School is convinced that it has achieved positive educational outcomes in line with its educational objectives.

♦ School of Human Welfare Studies

The educational objectives of each of the three departments in the School of Human Welfare Studies are specified in the section "purpose of establishment and the reason for the necessity of establishment" in the document "notification of the establishment of the School of Human Welfare Studies," which is publicly accessible via the School's section on KG's official website. [4.4-39)] As indicators to determine whether the intended educational outcomes have been achieved, the School refers especially to two aspects: One is the development of human resources with expertise in line with its educational objectives. (the pass rate of the national qualification examination for Certified Social Worker / Psychiatric Social Worker; the number of junior high school / high school teaching license holders; the pass rate of the civil service examination; the number of holders of the qualification for "junior-level sports instructors for the disabled" and the qualification for "camp instructors"; the percentage of students who find employment at welfare- and health-related facilities and institutions; the percentage of students who find employment at NPOs and NGOs involved in welfare, health and international assistance; the percentage of students who proceed to the graduate course; and the number of projects to establish social organizations, etc.). The other is the status of students' employment in fields closely related to the educational objectives of the School (teaching at junior high schools / high schools; civil service; welfare- and health-related facilities and institutions; NPOs and NGOs involved in welfare, health and international assistance, etc.). Among the School's first graduates who left the School in March 2011, a total of 38 students passed the national qualification examination for Certified Social Worker. Their pass rate was 52.8 percent, which exceeded the national pass rate of 38.5 percent. Likewise, eight students passed the national qualification examination for Psychiatric Social Worker, with their pass rate standing at 80.0 percent, which also exceeded the national pass rate of 64.6 percent. [4.4-40)] The employment rate of the first group of graduates stood at 90.9 percent. The School achieved a remarkable result in terms of student employment, in that the School was the sole school in the University to have achieved a student employment rate exceeding 90 percent. The percentage of students who found employment in the medical- and welfare-related field stood at 22.3 percent, which exceeded the corresponding rate in all non-science/non-engineering schools in the University, i.e., 3.6 percent. This is a result that typically expresses the characteristics of the School. The percentage of the School's students who entered the civil service was 7.4 percent (KGU's non-science/non-engineering schools total: 5.9%), and 4.4 percent of students entered the teaching profession (KGU's non-science/non-engineering schools total: 2.2%). As such, the percentage of graduates who found employment in fields typically related to the School's educational objectives was larger than that of graduates in all non- science/non-engineering schools in the University. [4.4-41)] In this context, the School has achieved educational outcomes characteristic of the School, in line with its educational objectives. In many subjects provided in the School, instructors use "comment cards" etc. in their classes as a means to check the level of the students' learning achievement.

♦ School of Education

The average score of the academic performance (GPA) of all students in the School of Education each year from AY 2009 through AY 2011 stood at between 2.24 and 2.49. [4.4-42)] The School honors students with outstanding academic results (higher ranking students) in each academic year.

To examine whether the existing curriculum has contributed to desirable learning outcomes for students, the School promotes exchanges of views and discussion of relevant issues by convening, once every one or two months, the Instructors' Meeting of the Kindergarten Teacher- and Nursery Teacher-Training Course, the Instructors' Meeting of the Elementary School Teacher Training Course, the Practicum Committee and other bodies. With a view to obtaining information regarding how students intend to use the learning outcomes of their teacher- and nursery teacher-training after they graduate from the School, the School has implemented a survey on students' future career plans annually since AY 2010, for the highest-year students in each academic year. As of the spring semester (July) of AY 2012, among fourth-year students in both departments of the School, the percentage of students who sought a career as teachers or nursery teachers stood at 50.5 percent. The School will monitor the students' job-hunting situation for the rest of this academic year, and will examine how students make use of their learning outcomes to decide their career after graduation, based on the final survey results on the students' future career plans.

♦ School of International Studies

The School of International Studies has set "development of a global mindset" as its educational and research philosophy. To fulfill this philosophy, the School has set "the understanding and analysis of issues regarding international affairs" as its educational and research goal. By achieving this goal, the School aims to foster individuals who can fully display their abilities in the international business arena and in international civil society as World Citizens equipped with a global mindset (the ability to promote global understanding and international understanding) and a sense of humanity.

To achieve this aim, the School has set the following principles regarding student performance evaluation: [4.4-43)]

The School:

(1) specifies the standards for performance evaluation in the syllabuses.

(2) conducts performance evaluation in each subject in a rigorous manner by means of absolute evaluation, in which students receive a "fail" if they do not reach the achievement goals specified in the syllabuses for each subject.

(3) does not evaluate students' performance simply by term examinations; instead, the School conducts evaluation from a comprehensive viewpoint, while taking into consideration the students' engagement in assignments, quizzes, contribution to the class, etc.

(4) implements the GPA (Grade Point Average) System.

The School also implements the "student evaluation of teaching" survey for all subjects it provides.

By rigorously applying the abovementioned principles and properly conducting the survey, the School aims to maximize the educational outcomes for students. The School has in place a system whereby the faculty member who has instructed a given student in the "basic seminar" subject in the student's first-year program provides guidance as an Academic Advisor for the same student during his/her second year of study, as necessary, in order to help him/her develop a study plan in consideration of his/her intended future career path. The School also invites external lecturers to participate in lecture meetings. [4.4-44)]

As mentioned above, the School conducts the "student evaluation of teaching" survey for all its course offerings. This enables faculty members to obtain a useful guide to their own efforts in exploring an even more effective educational approach.

While the School has not reached the academic year of "completion" in which the School is expected to produce its first graduates, the abovementioned arrangements have already been implemented since its establishment. The School provides education for a diverse range of students, including those with backgrounds not seen at the University before the establishment of the School, such as students who speak English as their native language.

Graduate Schools	4.4-1-(1)

♦ Graduate School of Theology

The Graduate School of Theology is currently exploring methods to measure its educational outcomes. The Graduate School is aware of the career paths followed by former students who completed the first half of its doctoral program during the period AY 2008 through AY 2011 (as below). The Graduate School has continuously achieved successful outcomes in the development of specialized professionals (missionaries), as specified in its philosophy and goals. Number of students who completed the Graduate School in AY 2008: 11 students (missionaries: four students; employment: two students; progressed to a higher level of education: two students [of which one student advanced to the second half of the doctoral program of KGU Graduate School of Theology]; unknown: three students). Number of students who completed the Graduate School in AY 2009: nine students (missionaries: four students; employment: two students; progressed to a higher level of education: three students [of which two students advanced to the second half of the doctoral program of KGU Graduate School of Theology]). Number of students who completed the Graduate School in AY 2010: six students (missionaries: three students; employment: one student; progressed to a higher level of education: two students [of which one student advanced to the second half of the doctoral program of KGU Graduate School of Theology]). Number of students who completed the Graduate School in AY 2011: 11 students (missionaries: five students; employment: four students; progressed to a higher level of education: two students [of which one student advanced to the second half of the doctoral program of KGU Graduate School of Theology]). The Graduate School has also achieved successful outcomes in the development of researchers. The Graduate School conferred doctorates (doctorates by coursework) upon one student in each academic year from AY 2007 through AY 2010 (The one conferee in AY 2010 obtained the degree in three years of enrollment in the course.), and upon four students in AY 2011. [4.4-45)]

♦ Graduate School of Humanities

In the Graduate School of Humanities' first half of the doctoral program, 94 percent of the admission capacity has been filled (admission capacity: 128 students). In AY 2011, 51 students obtained Master's degrees. This indicates that 80 percent of the students who entered the Graduate School have obtained Master's degrees. Compared with the corresponding rate in the previous year (76 percent), the Graduate School has seen a slight increase in the achievement level of one of its educational objectives, i.e., conferment of academic degrees. In the second half of the doctoral program, 72 percent of the admission capacity has been filled (admission capacity: 60 students). In AY 2011, the Graduate School awarded doctorates (doctorates by coursework) to 18 students, or 90 percent of the admission quota for a single year. This rate, as with the case of the corresponding rate in the previous year (80 percent), indicates that the Graduate School has awarded academic degrees to students at a satisfactory level. Most of the students who have acquired a doctorate entered the Graduate School more than several years ago, and the level of learning achievement cannot be measured simply based on the status of degree acquisition. However, in terms of the conferment of academic degrees, the Graduate School has constantly achieved successful

outcomes. [4.4-46),4.4-45)]

Regarding students' job hunting, the employment rate among those who completed the first half of the doctoral program in AY 2011 stood at 68.4 percent. They found employment in the prefectural board of education, civil service, educational and learning support businesses, and other various fields. [4.4-47)]

Development and application of evaluation indicators for measurement of students' learning outcomes: The Graduate School measures students' learning outcomes on the basis of students' "doctoral dissertation plans," "preliminary doctoral dissertations" and other materials. In AY 2011, 13 "doctoral dissertation plans" and 14 "preliminary doctoral dissertations" were submitted. [4.4-48)]

♦ Graduate School of Sociology

In the first half of its doctoral program, the Graduate School of Sociology has set eight criteria/standards for evaluation of Master's theses: (1) well-defined theme, (2) critical viewpoints on previous studies, (3) meticulous development of logic, (4) clear method of analysis, (5) appropriate procedure for demonstration, (6) academic originality, (7) practical orientation toward solution of social issues/problems, and (8) future prospects regarding the research. For the second half of the doctoral program, the criteria/standards for evaluation of doctoral dissertations are defined as "excellent intellectual contribution to academia and society, which is achieved at a level that exceeds a certain standard." In this definition, "a level that exceeds a certain standard" means that the content of the dissertation and its research findings ensure positive advancement of research in the relevant field.

In the annual "student evaluation of teaching" survey, the Graduate School incorporates questions for students' self-evaluation, in order to determine what level of educational outcomes the Graduate School has attained. The survey results generally show high levels of self-evaluation by students, indicating that the Graduate School has achieved successful educational outcomes. [4.4-49)]

As an opportunity for "visualizing" educational outcomes, the Graduate School holds an annual "presentation session regarding research outcomes," which is organized by graduate students. In this session, research findings are presented by students in the first half of the doctoral program who have submitted Master's theses, and those in the second half of the doctoral program. This session provides students with an opportunity to share and discuss their research findings with other students, and to obtain comments from faculty members etc. other than their own academic advisor or sub-academic advisors, facilitating further enhancement of educational outcomes in the Graduate School. [4.4-50)]

For reference, in the session held in AY 2011, a total of 15 students in the first and second half of the doctoral program presented their research findings, with graduate researchers etc. serving as moderators. This session was held on a large scale with dozens of participants, including graduate students and faculty members who constituted the audience. This presentation session and other similar occasions are useful to provide a great stimulus not only to students who make presentations at the event but also to a wide range of students, from those in the first half of the doctoral program who are slated to author Master's theses, to those in the second half of the doctoral program. These events also function as opportunities to facilitate peer education between graduate students.

♦ Graduate School of Law and Politics

In each semester, the Graduate School of Law and Politics conducts two types of surveys for students; one is based on the standardized questionnaire form provided by the Academic Affairs Section of the University, and the other is based on a form designed independently by the Graduate School. The results obtained through the returned answer sheets are disclosed at Graduate Faculty Board meetings. [4.4-51)] Based on the survey results, the Graduate School has discussions with students by taking opportunity of the FD Planning Meeting, and effectively uses the results of the discussions for better class instruction and operation. [4.4-52)]

♦ Graduate School of Economics

In the first half of its doctoral program, the Graduate School of Economics provides "research core subjects" and "standard core subjects" in accordance with students' career plans. "Research core subjects" are primarily intended for graduate students who aspire to become researchers at universities, research institutes, etc. as their future career. "Standard core subjects" are intended for graduate students who aim to display their abilities in the private sector, in the national and local governments as civil servants, and in other fields. In both groups of subjects, the Graduate School provides lectures, conducts examinations based on the lectures, and evaluates the results in a rigorous manner, thereby aiming at helping students fully acquire fundamental knowledge and abilities in relevant fields of study and research.

Students are required to study all or part of either group of these subjects. Some subjects are provided jointly with the undergraduate program, allowing undergraduate students to study graduate-level subjects at an early stage of their academic pursuits at the University. Consequently, an increasing number of undergraduate students use the early graduation system[4.4-26)p20] whereby they graduate from their school in three years and advance to the first half of the doctoral program of the Graduate School. The highly advanced specialized knowledge obtained by such graduate students has been recognized as an advantage by private businesses and think tanks, resulting in their employment by these organizations.

In the second half of the doctoral program, for students who entered, or will enter this stage of the doctoral program in or after AY 2009, the Graduate School has clearly specified the process for obtaining a doctorate, which indicates that as requirements for acquisition of a doctorate, students must report their research findings at the Economics Workshop, engage in study and research under the guidance system involving external researchers, and submit the specific number of papers to specialized peer-reviewed journals published in and outside Japan. The Graduate School has thus endeavored to produce doctorate holders with even higher ability. In March 2012, one student acquired a doctorate and completed the doctoral program in five years after entrance to the program.

♦ Graduate School of Business Administration

In AY 2011, the Graduate School of Business Administration awarded Master's degrees to 16 students, and doctorates to two students. In the past three years, a total of 59 Master's degrees and six doctorates, have been conferred. The Graduate School has thus steadily turned out students who have successfully completed its course, with the number of such students fluctuating slightly year by year. Most students who have acquired doctorates in the Research Course have found employment at universities.

Among doctorate holders in the Research Course, the number of students who were employed as full-time faculty members of a university was one out of one student in AY 2009, two out of three students in AY 2010, and one out of two students in AY 2011. Students in the Specialized Academic Course also found employment suited to the expertise that they acquired at the Graduate School, such as professional positions within chambers of commerce and industry, as well as in the accounting, marketing and international divisions of private firms. [4.4-45),4.4-53)]

♦ Graduate School of Science and Technology

Research achievements, which constitute the fruit of the educational endeavors of the Graduate School of Science and Technology, serve as a useful indicator of its educational outcomes. In AY 2011, a total of 199 peer-reviewed papers were published, and 96 presentations were made at academic conferences held outside Japan. Fifteen patent applications were made in the same academic year. [4.4-37)31p.31-35] One student was recently accepted into the Postdoctoral Fellowships for Research Abroad program of the Japan Society for the Promotion of Science (JSPS). A total of 81 percent of all laboratories in the Graduate

School have set up their own internet websites. The Graduate School has made public the process for obtaining academic degrees, enabling students to be informed of the specific timeline for completing each of their achievement goals. All final presentations of theses/dissertations held in each graduate department are conducted in public, and are examined by several faculty members. In an effort to support students planning and developing their career paths after completion of the graduate course, the Graduate School holds, in each year, nine sessions of the "career development program for science students" and six sessions of the "career development program for supporting science students who seek employment in fields other than science or engineering." As one of its lecture-based subjects, the Graduate School commenced the subject "creation of R&D-oriented venture businesses" in AY 2011, jointly with the Institute of Business and Accounting. The employment rate of students in the Graduate School for that year stood at 91.2 percent, which was slightly lower than that in the previous academic year (93.8%). Among students who found employment, 81.6 percent found a job in the fields of research, development and engineering, and 5.8 percent in teaching in the fields of science and mathematics, a total of 87.4 percent. This indicates that the study and research content of the Graduate School was effectively used for the career development of individual students. As described above, the efforts by the Graduate School have come to fruition in the form of research achievements and production of excellent students. As such, the Graduate School has generally achieved satisfactory educational outcomes. Five students obtained a doctorate in AY 2009, of which three students completed the course in three years. Likewise, in AY 2010, nine students obtained a doctorate, of which four students completed the course in three years. In AY 2011, 13 students obtained a doctorate, of which seven students completed the course in three years. [4.4-45)]

♦ Graduate School of Policy Studies

The Graduate School of Policy Studies requires students who entered, or will enter the first half of its doctoral program in or after AY 2011 to conduct a presentation at the Research Consortium and the Research Fair. As a result, research presentations have been conducted by almost all students except some students who cannot make a presentation due to an unavoidable reason. At the Research Fair held in November 2011, presentations were made by 11 students out of 13 students who had been expected to present their research findings on this occasion. At the Research Consortium held in May 2012, presentations were made by 12 students out of 13 students who had been slated to present their research findings at this consortium. Students who were not able to make a presentation due to a job interview or other reason conducted a presentation at the Doughnut Hour. In February 2012, the Graduate School conducted a presentation session of Master's theses, in the form of public presentations for the first time, similar to the sessions held by the Graduate School, with the aim of providing a positive stimulus to first-year graduate students in the first half of the doctoral program, as well as to fourth-year undergraduate students. Regarding collection of papers authored by graduate students, the Graduate School planned, and published in spring of 2012, its first special issue featuring Master's theses. The Graduate School has held Policy Workshops (six sessions in AY 2011) and the Doughnut Hour (seven sessions in AY 2011) in a satisfactory manner.

As off-campus activities, some graduate students carried out overseas field surveys (two students) by using a support system provided by KGU Graduate School and one provided independently by the Graduate School of Policy Studies. Research presentations at academic conferences were also conducted by three graduate students as activities outside the University.

As described above, the style of the Graduate School's operation, in line with its new principles introduced upon the revision of its curriculum in AY 2011, has gradually been established as a "regular" style of operation. However, while a variety of initiatives have been put into practice, some more time will be required to achieve an increase in the number of published papers and enhancement of the quality of such papers, which constitute the outcomes of the research and educational reform in the Graduate School.

To examine the effect of the Graduate School's efforts in developing researchers and professional specialists, the Graduate School must wait until its former students display outstanding ability in their respective fields after completion of their courses. Additional time will also be required before the presence of the Graduate School in society increases even further through the abovementioned increase/enhancement of academic papers etc.

♦ Graduate School of Language, Communication, and Culture

As a means to examine its educational outcomes, since its establishment in 2001, the Graduate School of Language, Communication, and Culture has conducted the "student evaluation of teaching" survey at the end of each semester. [4.4-54)] The survey is also useful for helping students to self-evaluate their own learning in class, with a question on whether the student has actively worked in the class. For students who have completed the first or second half of the doctoral program, the Graduate School conducts a comprehensive survey regarding educational outcomes at the end of each respective stage of the doctoral program. [4.4-55)] To the question "What was most instructive for you while attending the program?" some students in the first half of the doctoral program answered "I acquired research techniques and procedures" and "I learned how to conduct research and acquired the knowledge necessary to work as a teacher." As such, the Graduate School has generally received a favorable evaluation of its educational content. The results of these surveys are discussed in the FD Committee. In particular, the results of the survey for students who have completed the first/second half of the doctoral program are disclosed and shared at a Graduate Faculty Board meeting held in April each year, in order to determine the status of the outcomes of education provided for students, and enhance class instruction and guidance by faculty members. The questionnaire for students who have completed the first half of the doctoral program includes questions asking their career path after course completion. According to the results of the survey in AY 2011, six students entered employment (including teaching at high schools), three students continued or returned to their work (teaching profession, for all three students), and three students advanced to a higher level of education (the second half of the doctoral program in KGU).

As an indicator to determine learning outcomes of students, the Graduate School refers to their activities at academic conferences and workshops while in the Graduate School. Students in the Graduate School have actively participated in, and presented their research findings at external workshops in their fields of specialization; academic conferences that are held both at a nationwide or regional (Kansai) level or by a branch of an academic society; and international forums. The number of students (including those who had completed their course) who conducted research presentations at the Language Communication Forum, which is held within the University in September and February in each year, stood at 20 students in AY 2009, 19 students in AY 2010, and 16 students in AY 2011. As such, the forum has consistently had approximately 20 presenters per year. The number of students (including those who had completed their course) who submitted papers to the Graduate School's research bulletin "Language Communication Culture" stood at 10 students in AY 2009, 11 students in AY 2010, and five students in AY 2011.

♦ Graduate School of Human Welfare Studies

The achievement of educational outcomes in line with the educational objectives can be evaluated in terms of students' academic degree acquisition and their employment after course completion. In the Graduate School of Human Welfare Studies, the number of students who acquired the degree "Master of Arts in Human Welfare Studies" stood at six students in AY 2009, eight students in AY 2010, and seven students in AY 2011, compared to eight places for admission of new students per year in the first half of the doctoral program. The number of students who acquired the degree "Doctor of Philosophy in Human Welfare Studies [A]" stood at two students in AY 2009, one student in AY 2010, and five students in AY 2011, compared to five places for admission of new students per year in the second half of the doctoral

program. [4.4-56)] In AY 2010, a "Doctor of Philosophy in Human Welfare Studies [B]" was awarded to one student. Regarding the status of students' employment, out of seven students who completed the first half of the doctoral program in AY 2011, four students entered employment, one student was in preparation for an examination for a certain qualification, one student left to study abroad, and one student chose another path. Thus, the employment rate stood at 57.1 percent. [4.4-41)] Out of the abovementioned four employed students, three students found employment in the medical- and welfare-related field, and one student entered the civil service. Regarding the two students who completed the second half of the doctoral program, both of them acquired researcher positions in a graduate school at KGU.

The Graduate School evaluates the learning outcomes of students by means of term examination and essay/paper. In addition to these, in the second half of the doctoral program, the Graduate School requires first- and second-year students to hold a "presentation session regarding research outcomes," and to disclose the list of their research achievements via the Graduate School's section on KG's official website. [4.4-57)] In AY 2011, one third-year student in the second half of the doctoral program received an encouragement prize from an academic society. [4.4-58)] As described above, the Graduate School has achieved educational outcomes in line with its educational objectives.

♦ Graduate School of Education

The Graduate School of Education uses the results of the student survey as one of the indicators to measure students' learning outcomes.

After the course completion ceremony, the Graduate School holds a meeting of the Dean of the Graduate School, dissertation advisors and students, in which students are requested to self-evaluate and orally explain their learning outcomes. The Graduate School also takes this student self-evaluation into consideration for measurement of students' learning outcomes.

Research achievements by students are embodied in their research-related activities. Therefore, the Graduate School encourages students in both the first and second half of the doctoral program to submit papers to journals of academic societies and other specialized journals, and to conduct presentations at academic conferences as frequently as possible. Research achievements produced by students in and after AY 2009 (up to the present) are as specified in Appendix 1. In AY 2010, the Graduate School awarded its first doctorate since its establishment.

Students' career paths after completing their program are as described in the attached material. [4.4-59)]

♦ Institute of Business and Accounting

Students in the second half of the doctoral program in the Graduate Department of Advanced Management of the Institute of Business and Accounting actively submit papers to "Studies in Business and Accounting" and "Business & Accounting Review" (peer-reviewed), journals issued by the Institute, [4.4-60),4.4-61)] as well as to a number of external journals. As of May 2012, the Institute has conferred doctorates upon three students, of which two students obtained the doctorate concurrently with course completion, with the other student obtaining the doctorate half a year after course completion. [4.4-62)] Given the fact that these three students were in employment, it is remarkable that they acquired their doctorates in just three years or three-and-a-half years.

(2) Is the award of academic degrees (the approval of graduation / course completion) conducted in an appropriate manner?

Whole University	4.4-1-(2)

♦ Undergraduate Course

The requirements for graduation from the University have been defined for each school, and have been specified in, and communicated to students via the "curriculum table" (Schedule to the University Regulations) and the Course Guide. [4.4-63)]

The procedure to award students academic degrees upon graduation is carried out in a rigorous manner, pursuant to Article 3 of the Academic Degree Regulations, [4.4-65)] in line with the provisions of Articles 7 and 40 of the University Regulations. [4.4-64)]

In determination of whether individual students have satisfied the requirements for graduation, each school prepares materials for judgment on approval of graduation, on the basis of the report cards of individual students while receiving support from the Office of the President (the "business operations reform promotion project"). These materials are finally confirmed by the Undergraduate Faculty Board. The University has thus achieved rigor and appropriateness in determining whether individual students have satisfied the requirements for graduation.

♦ Graduate Course

At KGU, each graduate school has defined the process for obtaining academic degrees, making it accessible via KG's official website and other media, in order to familiarize students with the process before they commence study and research for acquisition of the degree. Students are expected to refer to the Course Guide etc. to understand, in advance, the process for obtaining a Master's, doctoral or professional degree, as applicable, and develop their research plan in cooperation with their research advisor.

<Master's degree>

Students are expected to proceed with their coursework based on the specified syllabuses, and obtain the prescribed number of credits. They also develop their Master's thesis plan, receive the necessary guidance in line with the schedule of Master's thesis preparation formulated in each graduate school, deliver an interim presentation and other research presentations, and submit their Master's thesis.

Some graduate schools have introduced a system whereby students are awarded Master's degrees without examination of their Master's theses, by having them conduct specific theme research.

In response to the revision of the Standards for Establishment of Graduate Schools, the University is currently preparing for a revision of the Graduate School Regulations, in order to enable introduction of the Qualifying Examination (which examines the students' fundamental skills for undertaking doctoral dissertation research).

<Doctoral degree>

Upon entrance to the second half of the doctoral program, students develop their research plan in cooperation with their research advisor. Students are expected to submit a "research report" and other documents designated by each graduate school, deliver research presentations at an "interim report meeting" and academic conferences, and prepare and submit a doctoral dissertation. In graduate schools, doctoral dissertations must be first examined for acceptance. If the dissertation is accepted, it is then examined by one chief examiner and two sub-examiners. One of these sub-examiners must be a faculty member either within or outside the University other than the student's academic advisor or sub-academic advisor. After the abovementioned process, deliberations are conducted by the Graduate Faculty Board / Undergraduate Faculty Board, and a decision is made on the conferment of the doctorate.

<Professional degree>

Two professional degree programs are provided at KGU, i.e., in the Law School and the Institute of Business and Accounting. Both organizations have made public course registration models for these programs in line with their educational objectives. Students can obtain detailed information on a possible schedule to be followed until course completion, including the content of coursework, before entering the

School or Institute.

The Law School specifies subjects to study, the requirements for course completion, and the requirements for promotion to an upper year of study, for both students with a background of legal education and those without such background, enabling all students to study systematically in the program.

The Institute of Business and Accounting provides three types of coursework, i.e., Core, Basic and Advanced, for each of its schools and courses. Information regarding these types of coursework is provided for students in advance, via KG's official website and other means. The Institute provides a variety of processes for degree acquisition that accommodate the diverse needs of students, by introducing a Quarter (half-semester) System, an Accelerated Graduation Course, a fall-semester admission system and other systems. [4.4-66)]

Schools	4.4-1-(2)

♦ School of Theology

The School of Theology has not undertaken specific planning regarding surveys of current students and follow-ups for graduates, in connection with the appropriateness of degree conferment. The School recognizes the necessity to conduct follow-up surveys of both current students and graduates, for the purpose of measuring educational outcomes in the Bachelor's program while taking into consideration the Diploma Policy established by the School. To ensure appropriate criteria/standards for the award of degrees, it is also necessary to examine both its Diploma Policy and Curriculum Policy as a prerequisite for enabling diploma conferment.

♦ School of Humanities

The requirements for graduation from the School of Humanities are specified in the School of Humanities Course Guide, and students are familiar with them. The School has tabulated varied "specialized subjects" in different departments and majors in an easy-to-understand manner, in the form of "curriculum tables" and "department subject registration tables," which are prepared for each major, as well as for each student group that enters the School in the same academic year. For new students, the School explains the requirements for graduation in detail, in the orientation program for all entrants to the School and that held in each major separately. These programs contain a question and answer session to accommodate individual questions.

Examination of graduate theses is conducted by a chief examiner, being the student's academic advisor, as well as by one sub-examiner appointed from among faculty members in the same major. Theses are rigorously examined through a process of refereeing and oral examination, and are confirmed to be the work of an author deserving of a Bachelor's degree.

To determine the approval/disapproval of graduation, the School prepares materials for judgment on approval of graduation, on the basis of the report cards of individual students. These materials are examined in the Administration Meeting and a Dean's Office Committee meeting, and are finally confirmed by the Undergraduate Faculty Board. The School has thus ensured a rigorous and appropriate determination of approval/disapproval of graduation for individual students.

♦ School of Sociology

As the requirements for graduation, students in the School of Sociology must attend the School for at least four years, and obtain a minimum of 124 credits from specified subjects, in conformity with the University Regulations, the Academic Degree Regulations, the internal regulations of the School of

Sociology, and the School of Sociology Course Guide. (Students who entered, or will enter the School in or after AY 2009 must acquire 40 credits from "Group A" compulsory subjects, 64 credits from "Group B" required elective subjects, and 20 credits from "free zone" subjects.) The School confers a Bachelor's degree upon graduates. The final decision for all cases of degree conferment is made on the basis of the deliberations by the Undergraduate Faculty Board. As a requisite for graduation, students in the School must conduct research on a specific theme they have chosen for themselves, and organize the research results into a graduation thesis as a culmination of their academic pursuits in the undergraduate program.

Of the students who submit graduation theses, the School honors those who author outstanding theses by awarding the "School of Sociology Award for Outstanding Thesis (Yasuda Award)." Academic advisors nominate candidate theses, which are then screened by a selection committee comprising faculty members of the School. The committee selects and announces the "most outstanding thesis" and the "outstanding thesis." The most outstanding thesis is published in "Kwansei Gakuin University School of Sociology Journal," accompanied by a nominator's comment from the academic advisor. Through this commendation program, the School encourages students' efforts in developing higher quality graduation theses.

In March 2004, the School introduced a system whereby the School approves specific students who meet the prescribed standards, as outlined below, to graduate in three years: [4.4-67)]

(1) Students who seek early admission to the Kwansei Gakuin University Graduate School, and whom the Graduate School admits; and (2) Students who obtain all credits required for graduation as of the end of their third year of study, and who achieve excellent academic performance with an average score of at least 80 points as of the end of their third year of study (an average score of at least 78 points for students who seek to enter the Social Research Specialist Course in the Graduate School of Sociology). The School introduced a Joint Degree System for students who entered, or will enter the School in or after AY 2004. This system enables students to graduate from two schools (i.e., acquire two academic degrees) in four years at the shortest. The aforementioned three-year graduation system has enabled students who seek to use the Joint Degree System to graduate from the School of Sociology in three years and transfer to another school to enroll in its fourth-year program. [4.4-67)]

In AY 2010, two students graduated from the School in three years, one student for entrance to the Graduate School, and the other for enrollment in the Joint Degree program. In AY 2011, two students graduated from the School in three years for the Joint Degree program. The three-year graduation system has been used many times since its introduction. In both the three-year graduation and Joint Degree systems, credit recognition and determination of approval for graduation are subject to the approval of the Undergraduate Faculty Board.

Since AY 2010, a Double Degree Program has been in place whereby students can graduate (and acquire academic degrees) from two universities, i.e., Kwansei Gakuin University School of Sociology and Mount Allison University, Canada, in a minimum of five years. In this program, some of the credits granted in the Canadian university are recognized as credits earned in the School.

♦ School of Law and Politics

University Regulations: The number of credits required for graduation from the School of Law and Politics is stipulated in the University Regulations, and is disclosed and communicated to students via the Academic Affairs Department's section on KG's official website, as well as the Course Guide. [4.4-68),4.4-69)p.77]

Schedule to the University Regulations: For graduation, students in the School are required to study different subjects depending on their departments and the courses in which they have chosen to enroll. Details of such required subjects are stipulated in the Schedule to the University Regulations. This schedule is attached to the Course Guide, and is also made accessible via KG's official website. Thus,

students are fully informed of the content of the required subjects. [4.4-63),4.4-69)End of the Guide]

Determination meeting for approval of graduation: The Undergraduate Faculty Board determines the approval/disapproval of graduation of students who have completed the minimum number of credits required for graduation, ensuring a rigorous procedure of degree conferment. [4.4-70)]

♦ School of Economics

The School of Economics informs students of the requirements for graduation by specifying them in the School of Economics Course Guide, and also explains these requirements for new students in the orientation program held soon after their entrance to the School. The requirements for graduation are indicated by the number of credits to be studied in each subject category, and the total number of credits to complete. [4.4-26)p.22, End of the Guide]

Pursuant to Article 4-5 of the Undergraduate Faculty Board Regulations, degree conferment in the School is decided in the determination meeting for approval of graduation held by the Undergraduate Faculty Board. Specifically, participants of the meeting confirm who have satisfied the credit requirement for graduation among students who have attended the School for at least four years. Academic degrees are awarded to students whom the Undergraduate Faculty Board approves. Since AY 2009, "research seminar" has not been a compulsory subject, and accordingly, not all students submit a graduation thesis. Determination of whether to pass or fail the graduation thesis examination is left to the judgment of each seminar instructor.

♦ School of Business Administration

In the School of Business Administration, the award of academic degrees to all students is subject to the deliberation and decision of the Undergraduate Faculty Board, pursuant to the Diploma Policy.

To enhance the quality of academic degrees awarded, the School revised the minimum number of credits to be studied in each subject category among the total number of credits required for graduation (124 credits), under the framework of its new curriculum. Through this revision, the School aims to appropriately narrow the range of free choice of subjects, helping students to focus their studies on "core subjects" and "specialized subjects."

Specifically, the number of credits was revised as follows: The School requires students who entered the School in or before AY 2011 to obtain 20 credits from the "general field" (compulsory subjects: 12 credits; required elective subjects: 8 credits), 80 credits from the "specialized field" (compulsory subjects: 4 credits; required elective subjects: 48 credits; elective subjects: 28 credits), and 24 credits from other fields (elective subjects: 24 credits); For students who entered, or will enter the School in or after AY 2012, the School requires them to obtain 28 credits from the "general field" (compulsory subjects: 12 credits; required elective subjects: 16 credits), 80 credits from the "specialized field" (compulsory subjects: 8 credits; required elective subjects: 40 credits; elective subjects: 32 credits), and 16 credits from other fields (elective subjects: 16 credits). The content of this revision is specified in the Course Guide, [4.4-71)p.5] and is explained in orientation for new students. The School also provides students with a curriculum table via KG's official website.

In parallel with the implementation of a new curriculum in April 2012, faculty members in the School's courses and the academic affairs staff of the School reviewed the relevance and appropriateness of the credit recognition system for students who pass a specific certificate/qualification examination. A review was carried out with the aim of optimizing the whole system for credit recognition based on certificate/qualification examinations, such as exclusion of certain examinations from the credit recognition system, limitation on the number of credits for recognition, and review of the examinations applicable to the credit recognition system. All credits are recognized subject to the approval of the Undergraduate Faculty Board. [4.4-71)p.54]

♦ School of Science and Technology

The School of Science and Technology distributes the Course Guide to new students upon their entrance to the School, providing course guidance concerning the whole School in line with this Guide. In this process, the School communicates the criteria/standards for the award of degrees to students, by explaining its Diploma Policy and Curriculum Policy, as well as the number of credits required for graduation. Further detailed course guidance is provided by each department. [4.4-72)] Determination of students' performance in subjects for the first three years of the undergraduate program is conducted in a rigorous manner as described in Section 4.3-1-(3). Studying "graduation research subjects," which are provided in the fourth-year program, requires comprehensive ability, and therefore, each department defines the prerequisites for enrolling in these subjects. The performance of fourth-year students in "graduation research subjects" is evaluated and determined by considering the overall results of the student's presentations in the seminar class, research findings in experiments, the graduation research presentation conducted as a culmination of his/her undergraduate studies, and other factors. The Undergraduate Faculty Board undertakes the final determination of whether the student has satisfied the requirements for graduation in terms of the set of subjects, the credits of which have been obtained by the student. Students who successfully pass this determination process are approved to graduate. [4.4-73)]

♦ School of Policy Studies

The School of Policy Studies specifies the number of credits required for awarding academic degrees, the number of credits in each subject category required for graduation, and other related information, providing such information via the School's Course Guide "Study Information 2012," which was distributed to all students. Students study subjects in line with this guide. In determining the approval/disapproval of degree conferment, the School rigorously examines whether the student has obtained the minimum number of credits from each of the specified subject categories. The School also requires students to submit papers etc. in specific compulsory subjects, i.e., a "final paper" in "basic seminar" for first-year students, a "promotion paper" in "research seminar I" / "media workshop I" for third-year students, and a "graduation thesis" in "research seminar II" / "media workshop II" for fourth-year students. Instructors in seminar classes determine the students' performance by rigorously and comprehensively evaluating each student's attendance at the seminar class, learning attitude, and the papers and essays submitted by the student. In the School, the status of subject registration and other data necessary for determination of the approval/disapproval of graduation is managed by computer. Inputted and outputted data is checked by several staff members, using several procedures. On the basis of the data managed in this manner, the Undergraduate Faculty Board conducts a rigorous final examination to determine the approval/disapproval of each student's graduation. [4.4-74)p.30]

♦ School of Human Welfare Studies

The School of Human Welfare Studies provides new students with detailed information regarding the requirements for graduation in the orientation program, which is held soon after their entrance to the School. In this program, a certain amount of time is allocated for a question and answer session to accommodate questions from students. The School also specifies the number of credits required for graduation and other requirements for graduation in the Course Guide, which is distributed to students. [4.4-75)p.3-20] To communicate its principles regarding the award of academic degrees, the School has disclosed the Diploma Policy in the School's section on KG's official website. The School has set six such principles. [4.4-76)] The approval/disapproval of graduation is appropriately determined after due deliberation by the Dean's Office Committee and the final confirmation by the Undergraduate Faculty Board. The

School thus produces a certain number of graduates every year. [4.4-77)]

♦ School of Education

The requirements for graduation from the School of Education are specified in its Course Guide (p. 101), being communicated to students in advance. In addition to the requirements for graduation, information regarding graduation research and graduation theses (compulsory for graduation) is also provided in the Course Guide, which specifies, for each department, the period of submission, the points to note upon submission, and the guidelines for submission (the standard format etc. for submission of a thesis; and how to prepare a written summary of the objective of the production for submission of specific types of work etc.). For graduation, students must satisfy the following two requirements: (1) attendance at the School for at least four years (excluding periods of absence from the School), and (2) completion of a total of 124 credits in line with the curriculum of their department/course, comprising 26 credits of "general education subjects," 78 credits of "specialized education subjects" and 20 credits of "free registration subjects." The credits for graduation research and graduation thesis constitute part of the said credit requirement for "specialized education subjects." The procedure for graduation thesis examination was discussed in AY 2011 by a committee to consider the curriculum of the School (Curriculum Committee), as well as the seminar instructors' meeting in each department. The result of the discussions was incorporated into the content of the School of Education Course Guide for AY 2012.

The School awards students who satisfy the requirements for graduation the degree "Bachelor (Education)." [4.4-78)]

♦ School of International Studies

The Diploma Policy of the School of International Studies is specified in the Course Guide, which is distributed to all students. [4.4-43)] The School was established in April 2010, and accordingly, does not yet have to determine approval/disapproval of graduation. Upon graduating its students in the future, the School will make the final determination on the award of degrees through the Undergraduate Faculty Board.

Graduate Schools   4.4-1-(2)

♦ Graduate School of Theology

The Graduate School of Theology is currently planning a system to examine the appropriateness of a range of procedures regarding the report from the examination committee, in accordance with the criteria/standards for the award of degrees and the criteria/standards for approval of course completion. This planning must be continued while taking into consideration the establishment (specification) of its Diploma Policy (approved by the Graduate Faculty Board in March 2010). In examination of doctoral dissertations, it has been ensured since AY 2008 that of the examiners, one sub-examiner is invited from outside the University or outside the Graduate School. Oral examination is conducted in public in order to ensure rigor and appropriateness in the examination. In response to a proposal submitted to the Graduate Faculty Board in AY 2011 on establishing clear examination standards for doctoral dissertations and Master's theses, the Graduate School has begun formulating such standards. After a trial period, the Graduate School will complete formulation of the standards and disclose them for full implementation in AY 2014.

♦ Graduate School of Humanities

At the beginning of each academic year, the Graduate School of Humanities distributes the Graduate

School Course Guide, which explains the requirements for, and other related matters regarding completion of the first and second half of the doctoral program, thereby communicating necessary information to students.

Examination of Master's theses is conducted by a chief examiner, being the student's academic advisor, together with two sub-examiners, by means of refereeing and oral examination. Through this rigorous examination, each thesis is confirmed to be work of an author deserving of a Master's degree. In determining approval/disapproval of course completion, the Graduate School prepares materials for judgment on approval of course completion, on the basis of the report cards of individual students. These materials are finally confirmed by the Graduate Faculty Board. The Graduate School has thus ensured a rigorous and appropriate determination of the approval/disapproval of individual students' course completion.

With the aim of optimizing the procedure for doctorate conferment, in AY 2009, the Graduate School reformed a related system, taking a range of measures to appoint as many external examiners as possible, to require implementation of public presentation sessions as a rule, and to allow implementation of public examinations. Since this reform, doctoral degree examination has been conducted in each year in conformity with the new system. In the doctoral degree examination in AY 2011, public examination sessions were held for all 18 candidates. For the said examination, 14 examiners were invited from external entities, comprising two faculty members of organizational units within KGU other than the Graduate School, and 12 faculty members of other universities. [4.4-79)]

As a requisite for submission of doctoral dissertations, the Graduate School requires all students to submit a "doctoral dissertation plan" and a "preliminary doctoral dissertation." A substantial "doctoral dissertation plan" must be developed (2,000~4,000 Japanese characters excluding references). As a "preliminary doctoral dissertation," students must submit a "society journal paper" (a paper published in a specialized journal of an academic society/association) or the like. For eligibility to submit a doctoral dissertation, a student must have published at least one "society journal paper." (A number of such papers are required in some fields of specialization.) If a student has not met this requirement, his/her doctoral dissertation will not be accepted. [4.4-80)Schedule3]

♦ Graduate School of Sociology

In examination of both Master's theses and doctoral dissertations, the Graduate School of Sociology holds a Graduate School Graduate Faculty Board meeting to discuss and approve the appointment of one chief examiner and two sub-examiners for each thesis/dissertation, and discloses the examiners by posting relevant information. Regarding sub-examiners for dissertations in the second half of the doctoral program, the Graduate School makes positive efforts to entrust external examiners with this task.

The Graduate School holds oral examinations for both Master's theses and doctoral dissertations in public, ensuring transparency in examination. Especially regarding doctoral dissertations, the Graduate School announces the planned holding of an oral examination not only within the Graduate School but also widely throughout the University, and encourages graduate students especially to participate in the examination, in order to promote active discussion. This is conducive to maintaining the high quality of dissertations and facilitating proper conferment of academic degrees.

The Graduate School has clearly specified the evaluation standards for both Master's theses and doctoral dissertations, and has disclosed them in order to guarantee the quality of its academic degrees to entities outside the University. [4.4-81),4.4-82)]

Regarding approval of degree conferment, the Graduate School constantly awards academic degrees, producing, in each year, one to three doctorate holders, six to eight Master's degree holders and one to two holders of the social research specialist qualification. Many students who have completed the program, especially the first half of the doctoral program, have found employment not only at universities but also

in the media, think-tanks and other professions in which the expertise they have acquired in the Graduate School serves as an advantage. As such, the Graduate School has ensured that the degree holders who have passed through the Graduate School make a positive contribution to society in a wide range of areas.

♦ Graduate School of Law and Politics

Regarding doctorates awarded by the Graduate School of Law and Politics, in AY 2009, the Enlarged Graduate School Committee for Deliberation of Issues discussed "issues regarding establishment of a rigorous examination system for academic degree conferment etc." and decided the following principles: 1) The Graduate School invites, in principle, at least one individual from outside the Graduate Faculty Board of the Graduate School of Law and Politics to serve as a "doctoral dissertation examination committee" member; 2) The Graduate School ensures that all degree applicants publicly present their dissertation, in principle; and 3) The Graduate School ensures that academic advisors do not serve as chief examiner for dissertations authored by their students, in principle. The Graduate School established its Diploma Policy in AY 2011, increasing transparency and rigor in the criteria/standards for approval of degree conferment. [4.4-83),4.4-84)] The Graduate School conferred doctorates upon two students in AY 2009, when it began to invite external sub-examiner(s), four students in AY 2010, and two students in AY 2011. [4.4-85)]

The Diploma Policy is made public via the Graduate School's section on KG's official website, as well as the Course Guide, enabling students to understand the Policy before setting out to study in the doctoral program. [4.4-86),4.4-87)p.8, 9] The Graduate School has defined the respective level of dissertation necessary to obtain a doctorate for students who seek to become researchers, and for those aiming to become advanced specialized professionals, and provides this information via the Graduate School's internal regulations and the Course Guide. [4.4-87)p.42]

Regarding the award of Master's degrees, individual student reports, each affixed with the signatures of the chief examiner and two sub-examiners, are distributed to all faculty members before discussion at the Graduate Faculty Board meeting. [4.4-88)]

♦ Graduate School of Economics

In the process of Master's degree examination, the Graduate School of Economics requires students to conduct a presentation at the Master's thesis interim presentation session, which is held in October in the students' second year of the first half of the doctoral program. In addition to the advice and guidance from academic advisors, students can receive questions and comments from sub-academic advisors (sub-examiners) and other participants in the presentation session. Students continue preparation of their thesis while taking such input into consideration.

Each Master's thesis is ultimately examined by one chief examiner and one sub-examiner. The Graduate Faculty Board determines whether to pass or fail each thesis, and approves the degree conferment after due deliberation. Examination concerning students who are to proceed to the second half of the doctoral program is conducted by one chief examiner and two sub-examiners.

The doctoral degree examination is conducted by an examination committee comprising members stipulated in the internal regulations (a minimum of four members including one chief examiner, two or more sub-examiners and one external sub-examiner). In line with the "process for obtaining a doctorate," the Graduate School holds a public presentation session after the doctoral degree examination, and before a decision is made by the Graduate Faculty Board on whether to pass or fail the relevant dissertation. The Graduate School has initiated discussions on possible stipulation and disclosure of the standards for academic degree examination.

♦ Graduate School of Business Administration

The examination standards for Master's theses and doctoral dissertations are clearly stipulated in the internal regulations of the Graduate School of Business Administration.

To acquire a Master's degree, students must first satisfy the requirements of (1) attending the first half of the doctoral program for at least two years, (2) obtaining a minimum of 30 credits of specified subjects, and (3) receiving a certification of specialized foreign language skills, and then passing the Master's thesis examination and the final examination. The final examination is conducted in the form of oral examination by three examiners, i.e., the student's academic advisor, a faculty member in the same field of specialization, and a faculty member in another field of specialization. The Graduate School conferred Master's degrees upon 16 students in AY 2011, and 59 students in the preceding three years. [4.4-89)p.9, 21]

Regarding doctorate conferment in the Graduate School, a Doctoral Dissertation Guidance Committee is organized for each student upon his/her entrance to the second half of the doctoral program, providing guidance based on the multiple-advisor system by his/her academic advisor and another advisor. Students register for and study subjects based on the guidance of the Committee. To become eligible to take the "academic ability test for doctorate by coursework," students must take a specific foreign language examination, obtain at least 12 credits of subjects outside their primary field of specialization, and publish one paper regarding the research theme that they have specified in their "preparation plan for doctoral dissertation research." If a student who has already passed the said "academic ability test for doctorate by coursework" publishes a minimum of three papers regarding his/her doctoral dissertation theme, then he/she is allowed to take the "qualifying test for candidates for doctorate by coursework." With an eye to helping students further enhance the quality of their papers by presenting the papers at academic conferences, in AY 2011, the Graduate School supported the travel expenses of students who made presentations at academic conferences held in Japan. (Five students out of eight students in the second half of the doctoral program used this financial support system to visit academic conferences to make presentations.) The "qualifying test for candidates for doctorate by coursework" is conducted in public in the form of a report and oral examination. Those who have passed this test become a "candidate for doctorate by coursework" and are allowed to submit a doctoral dissertation. Upon submission of the doctoral dissertation, the Graduate School conducts the doctoral dissertation examination and the final examination, and awards a doctorate to the student after due deliberation by the Graduate Faculty Board of the Graduate School of Business Administration. In the past three years, the Graduate School conferred a "doctorate by coursework" upon one student in AY 2009, three students in AY 2010 and two students in AY 2011. [4.4-89)p.10,4.4-45)]

♦ Graduate School of Science and Technology

Upon entrance to the Graduate School of Science and Technology, students can obtain information regarding the performance evaluation standards before setting out to study in the Graduate School, by referring to its educational objectives, Diploma Policy and Curriculum Policy (the process for obtaining academic degrees), which are made public on KG's official website. [4.4-90)] To maintain appropriateness and fairness in the award of academic degrees, each student is assigned several academic advisors upon his/her entrance to the Graduate School, from whom he/she receives guidance in "special experiment and seminar." Guidance by multiple advisors increases objectivity in the evaluation of students' research. The procedure and system of examination for Master's degrees and doctoral degrees ("doctorate by coursework" and "doctorate by dissertation") are implemented in accordance with the "Kwansei Gakuin University Academic Degree Regulations." As an arrangement independently adopted by the Graduate School, the Graduate School requires students to publicly hold a "Master's thesis presentation session" in the Master's degree examination process, as well as to conduct a "public presentation" in the doctorate examination process, in addition to the oral examination conducted by examiners, with a view to

increasing fairness in the examination process. The schedule to hold these presentations is also specified in the "process for obtaining academic degrees," and is fully communicated to students. The Graduate Department of Bioscience and the Graduate Department of Informatics hold a publicly accessible "interim report session regarding research achievements," ensuring more objective evaluation and guidance. The final determination of the approval/disapproval of degree conferment is made by the Graduate Faculty Board. The Graduate School requires that relevant examination reports be distributed to Board members prior to the said determination. This system ensures that Board members become sufficiently well informed of individual students' research achievements and conduct a fair examination for awarding a relevant degree to each student.

♦ Graduate School of Policy Studies

The Graduate School of Policy Studies awards Master's degrees to students who have satisfied the requirements for course completion and have passed the examination of the Master's thesis. To satisfy the course completion requirements, students must attend the Graduate School for more than a specified number of years, complete a minimum number of credits, make presentations at the Research Consortium and the Research Fair, and receive a certification of foreign language (English) skills. Before submitting a final, official version of their thesis, individual students must submit a draft thesis, based on the preliminary examination of which their official thesis is accepted. Master's theses are examined by the student's academic advisor, as the chief examiner, and two sub-examiners who are appointed by the chief examiner and approved by the Graduate Faculty Board. AY 2011, the Graduate School conferred Master's degrees upon 17 students, which has brought the total number of Master's degree holders produced since the establishment of its Master's program in AY 1999 to 354 students. [4.4-91)]

To receive a doctoral degree, students must be recognized as an independent researcher or a specialized professional capable of effectively working in the international arena, who possesses the ability to identify a research theme in an integrated field covering multiple policies, as well as to plan and proceed with research on that theme. To be recognized as such a researcher/professional, and to be allowed to submit a doctoral dissertation, the student must prepare survey paper(s), report his/her research at academic conferences or the like, publish at least three refereed academic papers (or equivalent book(s)), and pass the examination of the abstract of his/her dissertation. [4.4-91)]

A public presentation is held of the doctoral dissertation submitted by a student satisfying the abovementioned requirements. The dissertation is then examined by the student's academic advisor, as a chief examiner, as well as by two sub-examiners who are appointed by the chief examiner and approved by the Graduate Faculty Board. (These sub-examiners shall be faculty members of KGU or other university, and must be expert in the relevant field of specialization.) Details of the examination results are reported to the Graduate Faculty Board, where the approval/disapproval of the degree conferment is determined after a question and answer session. Since the establishment of the second half of its doctoral program in AY 2001, and by the end of AY 2011, the Graduate School has awarded doctorates to 12 students.

♦ Graduate School of Language, Communication, and Culture

In both the first and second half of its doctoral program, the Graduate School of Language, Communication, and Culture clearly informs students of the requirements for course completion by specifying them in the Course Guide, which is distributed in April in each year. [4.4-92)p.16-18, 28] The Graduate School also distributes to students the guidelines for preparation of Master's theses, theme research papers and doctoral dissertations [A] (for "doctorates by coursework") at the beginning of each academic year. To clearly explain the standards for thesis/paper examination for academic degrees, the "Guidelines for preparation of Master's theses and theme research papers" contain two sections: "Examination and

evaluation of Master's theses" and "Examination and evaluation of theme research papers." These sections provide specific and detailed explanations regarding the criteria and standards for thesis/paper examination and evaluation from four specific points of view: "Research theme," "Structure and expression," "Discussion and conclusion" and "Survey and experiment." [4.4-93] Meanwhile, the Graduate School has not specified and disclosed the examination standards for doctoral dissertations.

Since its establishment, and by the end of AY 2011, the Graduate School produced 254 Master's degree holders and 10 doctorate holders ("doctorate by coursework"). The procedure to obtain an academic degree is as follows: To obtain a Master's degree, students must attend the first half of the doctoral program for two years, complete a specified number of credits, receive a certification of foreign language skills, and submit a Master's thesis or a theme research paper. Master's degrees are awarded to students whose thesis/paper has passed its examination. A submitted Master's thesis or theme research paper is perused by one chief examiner (the student's academic advisor) and two sub-examiners, and is rigorously examined via an oral examination. Students who submit a Master's thesis or a theme research paper are required to submit the provisional thesis/paper title and a tentative thesis/paper (approximately 15 pages) by a designated date. [4.4-94),4.4-92)p.22, 26]

To submit a doctoral dissertation [A] (for a "doctorate by coursework") in the second half of the doctoral program, students attend this stage of the doctoral program for three years on average. They prepare and submit a doctoral dissertation based on research guidance. Doctorates are awarded to students whose dissertation has passed its examination. To ensure doctoral dissertations of high quality, the Graduate School conducts a rigorous "qualification examination for doctoral candidacy." As an internal regulation of the Graduate School, prior to submission of a doctoral dissertation, students must make at least two research presentations at academic conferences and publish a minimum of two papers in journals issued by academic societies. [4.4-94)]

♦ Graduate School of Human Welfare Studies

1) Award of academic degrees

The Graduate School of Human Welfare Studies publicly provides information regarding the award of academic degrees, as a "model process for obtaining academic degrees," in the Graduate School's section on KG's official website. [4.4-95),4.4-96),4.4-97)]

2) The first half of the doctoral program

As the requirements for receiving an academic degree in the first half of the doctoral program, students must complete a specified number of credits, receive a certification of foreign language skills, submit a Master's thesis or a theme research paper, pass the thesis/paper examination, and complete the course. To submit a Master's thesis, students must report the content of the thesis at the "Master's theses interim report meeting" during their second year of study, and receive guidance and advice from faculty members other than their academic advisor. In the Master's thesis examination, whether the thesis passes or fails is determined on the basis of whether the thesis shows originality while grounded in a high level of extensive expertise and an excellent analytical approach in the relevant field of specialization.

3) The second half of the doctoral program

Students in their first year of the second half of the doctoral program are expected to submit a "doctoral dissertation plan," conduct presentations at academic conferences, and prepare a single-authored or co-authored paper. In their second year, students also submit a "doctoral dissertation plan," conduct presentations at academic conferences, and submit the single-authored or co-authored paper to an academic journal and have it accepted by the journal. Second-year students also prepare an outline of the "presentation session regarding research outcomes in the second half of the doctoral program," present their research outcomes in the said stage of the doctoral program, submit an "interim report of the doctoral dissertation," receive an oral examination, and become qualified as a Doctoral Candidate. In their third

year, students submit a "doctoral dissertation plan (annual research plan)" and then the doctoral dissertation. The students undergo a public oral examination of the dissertation, submit an outline of the "presentation session regarding research outcomes in the second half of the doctoral program," and carry out the session. The results of the relevant examination are reported to the "Academic Advisors Committee for the Second Half of the Doctoral Program" and the University Senate, where the results are approved, and the award of the doctorate is determined.

4) Degree holders

Thus far, the Graduate School conferred the degree "Master of Arts in Human Welfare Studies" upon six students in AY 2009, eight students in AY 2010, and seven students in AY 2011. The Graduate School also conferred the degree "Doctor of Philosophy in Human Welfare Studies [A]" upon two students in AY 2009, one student in AY 2010, and five students in AY 2011. [4.4-56)] In AY 2010, a "Doctor of Philosophy in Human Welfare Studies [B]" was awarded to one student.

♦ Graduate School of Education

The Graduate School of Education specifies the requirements for eligibility to submit a Master's thesis in the first half of the doctoral program in the Graduate School of Education Course Guide. Students who are eligible to submit a Master's thesis and who have submitted the thesis within the specified period of submission undergo the thesis examination and oral examination by three examiners (one chief examiner and two sub-examiners). The results are reported at a Graduate School of Education Graduate Faculty Board meeting, where the final evaluation of the thesis is conducted on the spot. Successful students are awarded the degree "Master (Education)."

The number of students who completed the first half of the doctoral program in each year since AY 2009 stood at one student in AY 2009, three students in AY 2010, and three students in AY 2011. The relevant examinations and the approval of course completion are implemented in conformity with the abovementioned examination procedure established in the Graduate School. The Graduate Faculty Board determines the award of the doctorate. Thus far, the Graduate School has conferred Master's diplomas upon seven students in total.

The guidelines for submission of doctoral dissertations in the second half of the doctoral program are provided in the Graduate School of Education Course Guide, which specifies the period of submission, where to submit the dissertation, articles to be submitted, eligibility for submission, guidelines for the authoring of the dissertation, and matters regarding its examination, along with the process for obtaining the doctorate.

After a doctoral dissertation is submitted, the Graduate School of Education Graduate Faculty Board accepts the dissertation, and appoints examiners based on due deliberation. Examiners comprise one chief examiner and two or more sub-examiners. (The chief examiner and one or more sub-examiners shall be academic advisors in the second half of the doctoral program. At least one sub-examiner shall be a member of a Field other than that of the chief examiner.) Regarding the submitted dissertation, the dissertation examiners conduct the final examination (oral examination), prepare an "examination report" and submit it to the Graduate Faculty Board. Based on this report, the Board determines the approval/disapproval of the award of the doctorate by vote.

During the period from AY 2009 to the present, two students left the Graduate School after completing the course of the second half of the doctoral program (one in the field of Early Childhood Pedagogy, and the other in the field of Applied Pedagogy). As a result of a rigorous examination in line with the abovementioned examination procedure, in AY 2010, the Graduate School conferred a diploma of "Doctor (Education)" upon one of these students (the student in the field of Applied Pedagogy).

♦ Institute of Business and Accounting

The Institute of Business and Accounting specifies in its Student Guide[4.4-98)p.2] the requirements for course completion in the Graduate Department of Advanced Management, communicating them to students in advance. To award an academic degree, the Institute proceeds with a process in conformity with the Academic Degree Regulations;[4.4-65)Article 14] i.e., the Institute accepts the dissertation, establishes a doctoral dissertation examination committee, examines the dissertation, conducts the final examination, and convenes the Doctoral Program Committee to determine the approval/disapproval of the degree conferment. [4.4-99)] Matters regarding the selection of dissertation examiners and the holding of oral examinations and public presentation sessions, which are conducted as the final examination, are stipulated in the "Agreements regarding the doctoral dissertation examination,"[4.4-100)] separately from the abovementioned matters. Meanwhile, the Institute has not specified the examination standards for doctoral dissertations in written form. Preparation of such written standards is currently underway.

2. Check and Evaluation

(1) Matters showing improvement

Whole University	4.4-2-(1)

♦ Undergraduate Course

The University has compared and analyzed the results of the three rounds of "student survey of teaching" by time series, in particular, among the range of means to examine its educational outcomes. This analysis indicates that the most recent survey in AY 2011 shows the highest evaluation results.[4.4-101)] In response to the University-wide establishment of the Diploma Policy, Curriculum Policy and Admission Policy, [4.4-102)] the University has incorporated questions regarding "KG's Ideals for its Graduates" in the "KGU graduates survey" distributed in and after AY 2011, with a view to measuring to what extent students have been equipped with education grounded in the founding spirit of the University. [4.4-7)p.24, 25] It has been decided that the Four Universities IR Network will be reorganized as a consortium in AY 2012. The University as a whole will take this opportunity to participate in this consortium.

Schools	4.4-2-(1)

♦ School of Theology

Through its class instruction and seminar subjects, the School of Theology has achieved, to a certain satisfactory level, its educational objective, i.e., "development of individuals who consider human beings from the aspect of their relationship with nature, society, thought and culture; and who are able to discover the various problems lying therein, explore the significance of life and the norms of living in the present day, and broadly communicate these findings to others based on the gospel of Christ; and thus serve society in a meaningful way." This achievement is exemplified by the high percentage of graduates from the School who seek, and actually find employment in social welfare-related and other service businesses conducive to the public good. [4.4-103)]

♦ School of Humanities

In the "student survey of teaching" conducted by the School of Humanities, the results indicate that the more frequently a student is absent from the class, the lower the average score in his/her answers to the

questions regarding the level of his/her understanding of, and satisfaction with the class. [4.4-104)] It is also obvious that frequent absences result in poor performance in class. In view of this situation, in AY 2012, the School will resume a system whereby the School has a meeting with any student whose academic performance is recognized as unsatisfactory on the basis of specific standards, and discusses his/her academic results with him/her. The School has already informed applicable students of the relevant meetings, which are scheduled to be held by the end of October.

♦ School of Economics

In 2009, the School of Economics held the Econofesta to commemorate the 75th anniversary of its establishment. This served as an opportunity for the School to conduct the Inter-Seminar Conference and other official extracurricular activities, as well as to adopt a new guidance system in seminar classes in consideration of such activities. It appears that these activities and guidance have contributed to increasing students' motivation to develop papers, and enhancing their ability to conduct research presentations.

As an example, in recent years, the School has seen a steady increase in the number of applicants for the "prize paper contest," [4.4-105)] which is independently held and screened by the School at the end of each academic year. The jury has commented on the increase in the overall quality of the submitted papers. The School's efforts in this contest have thus increased students' awareness of the importance of research presentation and paper development. [4.4-106),4.4-107)p.86]

As another effort to produce a similar positive effect, the School grants the Basic Seminar Paper Award, which is applicable to "basic seminar" for first-year students, as well as the Graduate Thesis Award, which is applicable to "research seminar II" for fourth-year students. A single best paper/thesis is selected from each seminar class, the author of which is awarded a certificate and a gift.

♦ School of Business Administration

The primary outcome of the educational improvement efforts by the School of Business Administration is the introduction of the new curriculum. The School will examine the educational effects of this curriculum in the next and subsequent years.

♦ School of Policy Studies

Regarding the Research Fair, the School of Policy Studies requires students to undertake a pre-entry screening before applying to present at the fair, as well as to post the materials for their poster presentation prior to the fair in order to receive relevant instruction and advice. The fair also involves students from other schools, universities and high schools. As such, the Research Fair provides a positive stimulus for participating students.

♦ School of Human Welfare Studies

The School of Human Welfare Studies has achieved the highest employment rate among graduates of all the schools in the University. The School has also achieved a high rate for graduates who found employment in fields closely related to the education provided by the School, such as the medical- and welfare-related fields, civil service and teaching. [4.4-41)]

♦ School of Education

The School of Education conducts the "survey of students' future career plans," since it is useful not only to understand students' intentions regarding their career paths after graduation but also to review the content and systems of class instruction so as to increase the students' motivation for their studies, and to devise measures to bring such revisions to successful educational outcomes. The School therefore plans to

continue this survey and accumulate relevant data. The School obtains valuable opportunities to examine the outcomes achieved in line with its educational objectives, through information exchange and discussions on various issues at the "Instructors' Meeting of the Kindergarten Teacher- and Nursery Teacher-Training Course," the "Instructors' Meeting of the Elementary School Teacher Training Course," the "Practicum Committee" and other meetings.

Graduate Schools 4.4-2-(1)

♦ Graduate School of Humanities

The number of students who acquire the degree "doctorate by coursework" in the Graduate School of Humanities has steadily increased (16 students in AY 2010, and 18 students in AY 2011), in comparison with that in AY 2005 and AY 2006 (approximately five students). In terms of the number of degrees conferred, the Graduate School has achieved tangible progress in educational and research guidance in the second half of the doctoral program. In the first half of the doctoral program, the number of students who obtain academic degrees per year has been maintained at approximately 50 students since AY 2007, which is generally satisfactory. [4.4-108)]

The Graduate School uses the specific frameworks of grants awarded on a competitive basis, with the aim of enhancing the quality of education in the Graduate School and providing students with an opportunity to self-evaluate their own research activities. In this respect, 11 students in the Graduate School were successfully adopted for such grants in AY 2011, including three students for the "fellowship for research in the second half of the doctoral program," two for the "graduate school fellowship," and six for the Research Fellowship for Young Scientists of the Japan Society for the Promotion of Science (JSPS). [4.4-109)]

♦ Graduate School of Business Administration

As described in Section 1-(2), the process for obtaining a doctorate in the Graduate School of Business Administration is comparable to that commonly adopted in the United States, requiring students to undertake an "academic ability test for doctorate by coursework," as well as a "qualifying test for candidates for doctorate by coursework," which is conducted in public. The said process is specified in the internal regulations of the Graduate School, and is made public and disseminated via the Graduate School's section on KG's official website and the Graduate School Course Guide. The Graduate School has also specified, in written form, the "evaluation standards for Master's theses and doctoral dissertations," disclosing them on KG's official website. The increased transparency in these regulations, standards, etc., and the efforts made by academic advisors have resulted in positive outcomes, helping the Graduate School constantly produce doctorate holders, and increasing the number of entrants to the second half of its program for doctorates by coursework.

♦ Graduate School of Policy Studies

The Graduate School of Policy Studies has increased opportunities for students' self-directed research presentations, by holding the Research Consortium and the Research Fair, and issuing collections of papers authored by graduate students. This has contributed to enhancing students' awareness of the importance of conducting research presentations. [4.4-110),4.4-111)]

♦ Graduate School of Language, Communication, and Culture

In the second half of its doctoral program, the Graduate School of Language, Communication, and Culture provides finely tuned research guidance by means of "individual guidance," as well as "group

guidance," which is provided by three faculty members including the academic advisor of each student. In "group guidance," students are required to make a presentation regarding the content of their ongoing research before faculty members. This has contributed to preparing students to conduct presentations at academic conferences, submit papers to journals published by academic societies, and author their doctoral dissertation. As a consequence of such research guidance, students currently report their research findings more frequently than ever, on their own accord, at internal and external workshops, academic conferences and forums. As an example, research presentations were conducted by eight students at a forum discussed in Japanese, and by four students at a forum in English, which were held at the Beijing International Studies University in March 2012. [4.4-112),4.4-113)]

The Graduate School reviews its internal regulations regarding academic degrees every several years. In October 2010, the Graduate School revised the deadline for submission of doctoral dissertations [A] (for "doctorates by coursework"). [4.4-114)]

♦ Graduate School of Human Welfare Studies

The Graduate School of Human Welfare Studies has made its educational objectives accessible via KG's official website, the Graduate School Guide, the entrance examination guide and other media. The Graduate School's educational efforts have resulted in successful outcomes in that it has produced a substantial number of degree holders in both the first half of the doctoral program (for Master's degrees) and the second half of the doctoral program (for doctoral degrees); and awarded the degree "Master of Arts in Human Welfare Studies" annually to an equivalent number of students as its admission capacity in the first half of the doctoral program. [4.4-37)51p.1]

♦ Graduate School of Education

As indicators to check and evaluate its educational outcomes, the Graduate School of Education refers to the results of the "student survey of teaching" and students' research achievements. The existing small-group education has facilitated the guidance in line with the educational objectives of the Graduate School. The survey results contain many comments favorable to the current small-group education. The Graduate School holds meetings with students upon their course completion to obtain their views regarding what learning outcomes they have achieved in the Graduate School and how they wish to use such outcomes in the future. The Graduate School uses these views as a reference to check and evaluate its guidance. [4.4-115)]

(2) Matters that need to be improved

Whole University	4.4-2-(2)

♦ Undergraduate Course

The University has thus far conducted 16 rounds of the "college community survey," accumulating both quantitative and qualitative data, and has compiled the results into a "basic survey report" with each round since its first survey. As such, the result data has been used as an important material for measurement of the current educational outcomes. However, this data has not necessarily been used effectively for further enhancement of the educational outcomes at the University.

Schools	4.4-2-(2)

♦ School of Theology

Regarding the School of Theology's ideals for its students, a large part of the specific image of the ideal individual needs to be defined by individual students themselves. Such an ideal may not be tangibly realized immediately after their graduation. However, it is still important for the School to specifically suggest diverse images of "ideal individuals" while providing undergraduate education, in order to stimulate the students to further exploration to gain practical knowledge, so that they can envision diverse possibilities for themselves in the future.

♦ School of Humanities

Regarding the minor (sub-major) system within the School of Humanities, the number of students who enroll in and complete a minor program has been on the decline.

♦ School of Policy Studies

Further development is needed regarding the presentation and discussion skills of both undergraduate and graduate students displayed at the Research Fair and the Research Consortium. In this respect, the School of Policy Studies must reinforce the relevant evaluation system, as well as its guidance of presentation skills.

♦ School of Education

The School of Education must review the questions in the "survey of students' future career plans," with a view to using the survey results as a material for examining the consistency between its educational objectives and students' learning outcomes.

Graduate Schools   4.4-2-(2)

♦ Graduate School of Humanities

While the Graduate School of Humanities has already specified the examination standards for doctoral dissertations in the Graduate School Course Guide, such standards for Master's theses have not been specified in written form.

To guarantee the quality of students who pass through the Graduate School, the Graduate School is required to establish multifaceted evaluation criteria/standards, incorporating factors regarding the career paths of individual students after leaving the Graduate School. However, the Graduate School has not thus far fully understood the status of employment and other basic data necessary for such evaluation regarding students in both the first and second half of the doctoral program, including those who left the Graduate School without completing the course. The Graduate School must obtain such data and clarify various issues such as the relationship between students' learning at the Graduate School and their respective professions after course completion (or after leaving the Graduate School).

In AY 2009, the Graduate School set an internal objective to implement, as a trial, students' self-assessment regarding their learning outcomes and research achievements. However, this has not thus far been implemented as a Graduate School-wide system.

♦ Graduate School of Policy Studies

Further development is needed regarding the presentation and discussion skills of both undergraduate and graduate students displayed at the Research Fair and the Research Consortium. In this respect, the Graduate School of Policy Studies must reinforce the relevant evaluation system, as well as its guidance of presentation skills.

♦ Graduate School of Language, Communication, and Culture

The Graduate School of Language, Communication, and Culture must specify and disclose the examination standards for doctoral dissertations. For the purpose of more clearly understanding the learning outcomes of, and research activities conducted by students of the Graduate School, the Graduate School must review the questions in the existing surveys distributed to those who have completed their course either in the first or second half of the doctoral program.

♦ Graduate School of Human Welfare Studies

In the Graduate School of Human Welfare Studies, enrollment in the second half of the doctoral program has fallen short of the number of places available for admission. The Graduate School will take measures to increase student enrollment in this stage of the doctoral program. The Graduate School will also develop evaluation indicators to measure the students' learning outcomes.

♦ Graduate School of Education

In the Graduate School of Education, the results of the "student survey of teaching," students' research achievements and other information that are used as indicators for checking and evaluating its educational outcomes are currently managed within each seminar class solely by the academic advisor. The Graduate School has to ensure the sharing of such information in order to check and evaluate its educational outcomes, and make relevant improvements as a Graduate School-wide effort.

♦ Institute of Business and Accounting

In the Institute of Business and Accounting, the examination standards for Master's theses and doctoral dissertations have not been specified in written form, and thus have not been disclosed to students. It is an urgent task for the Institute to establish and disclose such standards.

3. Development Measures for the Future

(1) Matters showing improvement

Whole University	4.4-3-(1)

♦ Undergraduate Course

The number of schools participating in the Universities IR Consortium, which initially stood at two schools, has increased to five schools as of AY 2012. The University recognizes the necessity to establish a closer and more cooperative relationship between each school and the Center for Research into and Promotion of Higher Education, in order to carefully check for overlaps etc. between the institutional research conducted through the consortium and the University's independent research, and thereby achieve more integrated and effective measurement of the educational effects. The University will further promote the efforts made at each school to identify related problems and make specific improvements for better education through the FD Committee established in each school. The University will also promote University-wide FD activities through the Academic Affairs Committee, which deals with University-wide issues, the Faculty Development Subcommittee, and other bodies.

Schools	4.4-3-(1)

♦ School of Theology

To help students form a specific image of "World Citizens embodying the spirit of 'Mastery for Service'" and go out into the world as individuals who serve society in a meaningful way, the School of Theology will further increase its efforts in conducting the annual "academic lecture meetings" and "Workshops on Human Rights Issues," and inviting external lecturers to these events, as well as a variety of programs featuring dialogue with individuals in other schools and fields of specialization.

♦ School of Humanities

Upon completion of the series of meetings held in AY 2012 with students with poor academic performance, the School of Humanities will report the results to the School Administration meeting, where participants will identify the cause and discuss possible measures to help prevent students suffer from poor performance.

♦ School of Economics

The School of Economics attaches importance to the research activities carried out both at the individual and group level as part of the seminar program. In this respect, to facilitate research presentation and paper preparation by students, the School has in place a specific system for students to use the lounge space and seminar activity rooms, which are located in the School of Economics Building and are equipped with wireless LAN, as well as laptop computers that can be lent to the students. [4.4-116]

In recent years, the number of lent laptop computers per year has been increasing considerably. Lending increases during certain periods in the year, such as the preparation period for the Inter-Seminar Conference, which is held in November, and the period just before submission of graduation theses in January. Efforts are currently underway in the School to purchase additional laptop computers for lending, and enhance the space for group work (by securing additional space and improving the regulations for use of the existing space).

♦ School of Business Administration

The School of Business Administration will further familiarize students and faculty members with its educational philosophy, and with the newly specified Diploma Policy and Curriculum Policy, by providing the philosophy and Policies in the Course Guide and the "guide for lecturers" distributed to faculty members. [4.4-117)p5]

♦ School of Policy Studies

In the Research Fair, the School of Policy Studies requires the students participating from the School to answer the questions that are asked on their research reports presented at the fair, and incorporate relevant advice from faculty members into their promotion papers, graduation theses, etc., thereby enhancing the quality of their research. The Research Fair also produces great educational outcomes by promoting research exchange between different departments and laboratories.

♦ School of Human Welfare Studies

The School of Human Welfare Studies will continue its current educational efforts so as to maintain its students' high rate of employment in fields closely related to the education provided by the School.

♦ School of Education

As an indicator to evaluate the educational outcomes of its curriculum, the School of Education will

refer to the distribution of GPAs achieved by students. The School will also conduct the "survey of students' future career plans" not only for students in their final year of study but also for all students, in each year of their undergraduate program. The School will use the survey results as one of the indicators for checking and evaluating its educational outcomes. Regarding the survey, the School will not use the results simply to understand students' intentions regarding their future careers; the School aims to use them as a material for examining consistency between its educational objectives and students' learning outcomes, and to achieve this aim, the School plans to review the survey questions and accumulate relevant data over a number of years. The School will also distribute a specific questionnaire to students upon their graduation, using the results as a reference to develop indicators for measuring learning outcomes.

Graduate Schools   4.4-3-(1)

♦ Graduate School of Humanities

To turn out graduates of high quality, the Graduate School of Humanities will operate existing support measures for students' research activities even more effectively, while increasing measures to support specific areas that are not covered by the existing measures, and where the benefit from the current measures are not available. The more frequently a student is absent from school, the poorer his/her academic results tend to be. In view of this situation, in AY 2012, the Graduate School will resume the system whereby the Graduate School holds a meeting with any student whose academic performance is recognized as unsatisfactory on the basis of specific standards, and discusses his/her academic results with him/her. [4.4-104]

♦ Graduate School of Business Administration

The Graduate Faculty Board of the Graduate School of Business Administration has specified, as provided below, the standards for the evaluation of Master's theses and doctoral dissertations, which previously depended on certain implicit standards. The Board will further discuss and finalize the specified standards, and then disclose them via the Graduate School's section on KG's official website. [4.4-118],[4.4-119]

<Evaluation standards for Master's theses and doctoral dissertations>
Evaluation standards for Master's theses

In examination of a Master's thesis, the Graduate School shall evaluate it in consideration of the factors listed below, while also taking into consideration the research approach and special conditions/characteristics specific to each field of specialization.
(1) Clear awareness of the issue; appropriate theme setting
(2) Appropriate review and close examination of previous studies
(3) Sufficient fact-finding research and search of literature/materials
(4) Analysis from a well-defined angle; coherent development of logic
(5) Persuasive content description and development of survey analysis
(6) Analysis with originality
(7) Appropriate citations etc.; proper style as an academic paper

Examination standards for doctoral dissertations

In examination of a doctoral dissertation, the Graduate School shall evaluate it in consideration of the factors listed below, with special emphasis placed on Items 6 and 7. The Graduate School shall also take into consideration the research approach and special conditions/characteristics specific to each field of specialization.

(1) Clear awareness of the issue; appropriate theme setting

(2) Appropriate review and close examination of previous studies

(3) Sufficient fact-finding research and search of literature/materials

(4) Analysis from a well-defined angle; coherent development of logic

(5) Persuasive content description and development of survey analysis

(6) Positive contribution to academic research in the relevant field of specialization

(7) Analysis with originality

(8) Appropriate citations etc.; proper style as an academic paper

The Graduate School will specify and disseminate the abovementioned "evaluation standards for Master's theses and doctoral dissertations" via the Graduate School Course Guide issued for the next academic year. [4.4-89)]

♦ Graduate School of Policy Studies

Through its curriculum revision in AY 2011, the Graduate School of Policy Studies has provided more opportunities for students' self-directed research presentations. This has been contributing significantly to increasing students' awareness of the importance of research presentations and discussions, as well as the development of their presentation and discussion skills.

♦ Graduate School of Language, Communication, and Culture

The Graduate School of Language, Communication, and Culture has produced 10 doctorate holders (doctorate by coursework) since AY 2005, the academic year of its "completion" when the Graduate School had its first students complete their program. The Graduate School will reinforce its guidance system based on "individual guidance" and "group guidance," aiming at producing at least two doctors (doctorate by coursework) annually. To ensure that students have more opportunities to receive a positive stimulus for their research, the Graduate School will increase its efforts to encourage their active participation in internal and external academic conferences, workshops and forums. International forums with discussions in both Japanese and English are scheduled to be held in March 2013 at the Beijing International Studies University, where eight students plan to conduct research presentations (four in the Japanese forum and four in the English forum). The Graduate School will regularly review its internal regulations regarding academic degrees, revising them as necessary, in order to maintain objectivity and rigor in its academic degree examination and determination of approval/disapproval of course completion.

♦ Graduate School of Human Welfare Studies

In the first half of its doctoral program, the Graduate School of Human Welfare Studies has awarded the degree "Master of Arts in Human Welfare Studies" annually to an equivalent number of students as its admission capacity. The Graduate School aims to maintain this situation.

♦ Graduate School of Education

The Graduate School of Education will hold meetings with students not only upon their course completion but also in the middle of the academic year as part of its FD Seminar. The Graduate School will thereby involve students in its efforts to examine whether educational outcomes in line with its educational objectives have been achieved.

(2) Matters that need to be improved

Whole University	4.4-3-(2)

♦ Undergraduate Course

Over the years, the University has conducted a variety of surveys for measurement of its educational outcomes. However, the University has not fully established a system for organizing the resulting data into a database and analyzing it in a comprehensive manner. The University must also establish a University-wide system to use the analyzed results based on such data for making tangible improvements in its education.

Schools	4.4-3-(2)

♦ School of Theology

As subjects for stimulating students to further exploration to gain practical knowledge, the School of Theology provides "seminar subjects." Since AY 2012, as priority issues, the Curriculum Research Committee (School) and the FD Workshop (School) have been discussing issues regarding development of a clear definition of the process leading from "basic seminar" to "special research seminar," as well as formulation of examination standards for the subject "graduation thesis." In this respect, the School will present the clearly defined process and the examination standards to students at the earliest possible time. The School will also disclose the said process and standards via the School's section on KG's official website, with an eye to broadly communicating to the public the School's educational policy, as well as the specific process and achievement goals of its education.

♦ School of Humanities

The School of Humanities will convene the School Administration Meeting to discuss issues regarding the minor (sub-major) system within the School, closely examining the period and procedure of application, as well as the content of the minor program. To increase enrollment in the program, after explaining the minor system in the orientation for new entrants to the School, the School is considering implementing a means of reminding students of the system, aside from information posted on bulletin boards, during the period before the spring semester of their third year of study, when the School accepts applications for enrollment in the program. The School is also considering modifying the minor system to enable students to apply for the program in the spring semester of their first year of study.

♦ School of Policy Studies

To raise the students' research standards through presentations and discussions at the Research Fair and the Research Consortium, the School of Policy Studies will take measures to increase participation in the fair and consortium from outside the School (or other departments, other universities, etc.), promoting active research exchange between participants. To further develop students' research presentation skills, the School will also promote its faculty development activities, and will establish a system enabling faculty members in related fields to objectively evaluate and provide guidance regarding presentation skills. The School will ensure that students incorporate the outcomes of their research activities into their graduation thesis, Master's thesis, etc., and give publicity to their research outcomes by taking the various opportunities afforded them, so as to disseminate such outcomes to the general public.

♦ School of Education

The School of Education will establish a "checking and evaluation committee for future plans" in order to conduct various surveys in a systematic manner and obtain sufficient data to form the basis for relevant checking and evaluation.

Graduate Schools	4.4-3-(2)

♦ Graduate School of Humanities

The Graduate School of Humanities will proceed with planning for specifying the examination standards for Master's theses in the Graduate School Course Guide and other written media. In AY 2012, the Graduate School has already begun related planning while referring to case examples in graduate schools at other universities.

To clarify the relationship between students' learning at the Graduate School and their professions after course completion (or after leaving the Graduate School) as well as other situations to be examined in a multifaceted evaluation, the Graduate School will collect necessary information in cooperation with the University's Center for Career Planning and Placement. Based on such information, the Graduate School will develop new educational systems and content that accommodate a likely increase in the number of students who seek to work as an advanced specialist, as with the case of the Graduate School's existing subjects that help students become qualified as a Clinical Developmental Psychologist.

♦ Graduate School of Policy Studies

To raise the students' research standards through presentations and discussions at the Research Fair and the Research Consortium, the Graduate School of Policy Studies will take measures to increase participation in the fair and consortium from outside the Graduate School (or other (graduate) departments, other universities, etc.), promoting active research exchange between participants. To further develop students' research presentation skills, the Graduate School will also promote its faculty development activities, and will establish a system enabling faculty members in related fields to objectively evaluate and provide guidance regarding presentation skills. The Graduate School will ensure that students incorporate the outcomes of their research activities into their graduation thesis, Master's thesis, etc., and give publicity to their research outcomes by taking the various opportunities afforded them, so as to disseminate such outcomes to the general public.

♦ Graduate School of Language, Communication, and Culture

The Graduate School of Language, Communication, and Culture will specify the examination standards for doctoral dissertations in written form and disclose them in AY 2013. As a specific measure to understand the learning outcomes of, and research activities conducted by its students, the Graduate School will incorporate, in the survey distributed to students upon their completion of the first half of the doctoral program, questions requiring students to fill in details of research presentations and papers that the student made or submitted in or outside the Graduate School while in the said stage of the doctoral program (title, date of presentation/submission, name of workshop/academic conference, etc.).

♦ Graduate School of Human Welfare Studies

In the Graduate School of Human Welfare Studies, enrollment in the second half of the doctoral program has fallen short of its admission capacity. The Graduate School will take measures to increase student enrollment in the said stage of the doctoral program. In addition to this, the Graduate School aims to increase the number of doctorate holders regarding both the "Doctor of Philosophy in Human Welfare Studies [A]" and "Doctor of Philosophy in Human Welfare Studies [B]" degrees.

♦ Graduate School of Education

The Graduate School of Education will provide students in all fields of specialization in the Graduate

School with opportunities to present their research achievements, and ask and answer questions of one another while involving faculty members. The Graduate School conducts the "student survey of teaching." By effectively using the survey results, the Graduate School will examine the process for obtaining academic degrees and the relevant examination procedures at the Graduate Faculty Board. The Graduate School also holds meetings with students. In these meetings, the Graduate School will obtain input from students based on the survey results. The Graduate School will thus examine whether the educational outcomes have been achieved in line with its educational objectives and whether the process for obtaining academic degrees and relevant examination procedures are appropriate.

♦ Institute of Business and Accounting

In the Institute of Business and Accounting, planning is currently underway for the formulation and disclosure of the examination standards for doctoral dissertations by the end of AY 2012. Details will be decided at future meetings of the Graduate Faculty Board.

Chapter 5
Student Admission

Chapter 5 Contents

1. Current Status

(1) Has an Admission Policy been specified clearly?

(2) Does the University implement student admission and selection in a fair and appropriate manner, based on the Admission Policy?

(3) Does the University admit students in accordance with an appropriately set admission quota, and properly manage the enrollment based on the admission capacity?

(4) Does the University regularly examine whether student admission and selection are implemented in a fair and appropriate manner based on the Admission Policy?

2. Check and Evaluation

1. Current Status

(1) Has an Admission Policy been specified clearly?

Whole University	5-1-(1)

Kwansei Gakuin University (KGU) has defined its objective concerning the fostering of human resources as follows: "The University aims to broadly bestow knowledge on students and thoroughly provide education and promote research in specialized arts and sciences, pursuant to the provisions of the School Education Act and the Basic Act on Education, and also to cultivate students' character, based on the principles of Christianity." [5-1)Article 1] Based on this objective, the University has also defined its ideals for its graduates as "graduates with a global perspective, and a commitment to social transformation and caring for others, who have both clear insight and a strong sense of ethics, enabling them to go out into the world confident in their ability to achieve their high ideals." [5-2),5-3)] In line with the said objective and ideals, the University has established its policy on student admission ("Admission Policy"), as specified in its range of entrance examination guides. [5-4),5-5),5-6)] Admission Policies for each school have been posted and made public on the official website. [5-7)]

Regarding the content and the level of knowledge etc. that new students should have acquired prior to admission, the University provides the statement as indicated below, in the Kwansei Gakuin University Admission Policy specified in its range of entrance examination guides: [5-4),5-5),5-6)] "The University selects applicants who possess the comprehensive academic ability necessary to receive the education provided at each school, aiming at accepting a broad range of highly motivated students with diverse aptitudes, for the purpose of developing individuals who have a breadth of interests and keen awareness of problems and who are capable of fully displaying their abilities in various fields in society." The qualifications for application have been defined for each form of entrance examination.

The University admits students with disabilities in conformity with the admission policy for the National Center Test for University Admissions. Via the entrance examination guide, the University provides information regarding support for applicants with disabilities in taking the entrance examination, discusses the specific support to be provided in detail at the University's Admissions Department prior to the examination, and decides how to provide special arrangements through the Entrance Examination Committee. [5-4)] After the applicant passes the examination, the relevant school and the Student Support Center confirm the specific assistance to be afforded after his/her entrance to the University, thereby supporting his/her learning at the University.

Regarding student admissions to the graduate course, as in the case in the undergraduate course, graduate schools specify their respective Admission Policies in the entrance examination guide. [5-8)]

Regarding the content and the level of knowledge etc. that new students should have acquired prior to admission, graduate schools define the eligibility for admission for each type of entrance examination, and communicates the details of such eligibility for each subject the applicants are planning to take. However, the information currently provided is not sufficient.

Regarding the admission of students with disabilities, graduate schools provide necessary information via the entrance examination guide, [5-8)] and the relevant graduate school accommodates applicants for the examination while providing support on a case-by-case basis. After the applicant passes the examination, the graduate school and the Student Support Center confirm the specific assistance to be afforded after his/her entrance to the graduate school, thereby supporting his/her learning in the graduate program.

Schools	5-1-(1)

♦ School of Theology

The School of Theology aims to encourage students to deepen their learning in specialized fields and interdisciplinary fields regarding the range of thoughts and cultural assets that have been generated by Christianity throughout the history of humankind, thereby developing individuals who are capable of serving society based on the spirit developed through such learning. The School accepts a broad range of students who possess diverse abilities that are developed through volunteering, extracurricular activities and work experience, using the fundamental learning acquired by the high school education stage as a base. The School incorporates the following elements into its Admission Policy, while acknowledging that individual applicants are not necessarily required to satisfy all of these elements:

<Admission Policy of the School of Theology>

Applicants admitted to the School of Theology shall be individuals who:

(1) are interested in the interdisciplinary fields regarding the thoughts and cultural assets that have been generated by Christianity,

(2) are broadly interested in Christianity,

(3) have a certain amount of knowledge in the history of the world and that of Japan,

(4) have a certain level of proficiency in Japanese and English, and/or

(5) have a certain level of knowledge of ethics, mathematics or geography.

Applicants admitted to the Christian Missionary Work Course shall be individuals who:

(6) intend to become a missionary or a Christian worker in the future,

(7) are baptized,

(8) have a certain amount of knowledge of the Bible and Christianity, and/or

(9) are capable of studying the Bible and Christianity.

The abovementioned Policy is disclosed in the School's section on KG's official website. [5-9]

Regarding admission of students with disabilities, in the entrance examination guide, the School requests those who seek special consideration in taking the entrance examination and in studying after admission to inform the School to that effect, upon application for the examination. As such, the School accommodates such applicants in an appropriate manner, based on sufficient knowledge of individual cases. In recent years, most of the School's efforts for disabled students has been related to those who prove to be disabled after entrance to the School, and who need certain guidance regarding campus life, as well as special consideration in providing class instruction, which are mainly provided by the Associate Dean of Student Affairs (a faculty member in charge of students' campus life) and the Associate Dean of Academic Affairs (a faculty member in charge of academic affairs). The approach taken in such efforts forms the basis of the appropriate accommodation of disabled students in general.

♦ School of Humanities

The School of Humanities has specified and made public, via KG's official website[5-10] and the entrance examination guide, [5-11] KGU's primary educational objective of cultivating students' character based on the principles of Christianity in line with the founding spirit of the University, as well as the School's principles in student admission in conformity with the purpose of the humanities, aimed at thoroughly investigating various issues regarding the existence of human beings and their activities and culture. The Admission Policy of the School is represented by the abovementioned objective and principle. By specifying the Policy, the School explains to the applicants the content that students should have understood and acquired upon entrance to the School, such as the educational philosophy of the School, the qualities expected of its students and their attitudes, general excellence in basic academic ability, an ability to achieve broad and multifaceted observation, and flexible thinking. Regarding the admission of students with disabilities, the School informs successful applicants and their parents of the University's

policy on learning support for disabled students, by providing the document "Learning support, special consideration, etc. for students with disabilities," together with other documents sent to the said applicants. 5-12)

♦ School of Sociology

While embracing the biblical phrase "The truth shall make you free" as its basic spirit, the School of Sociology aims to develop individuals capable of making a concrete contribution to present-day society, by conducting research into contemporary society from a scientific perspective, with sociology as the central standpoint of that research. To clearly specify its Admission Policy in line with this principle, in AY 2009, the School set "establishment and disclosure of the Admission Policy" and "establishment of the School's public relations system" as its objectives, and since then the School has striven to achieve these objectives. The School's Admission Policy is as described below:

The School of Sociology widely opens the door of admission to the School to individuals who meet the following standards, in consideration of the abilities that the School aims to foster through the education it provides in the Bachelor's program:

[Attitude/Interest]

(1) Individuals who understand the educational philosophy and educational content of Kwansei Gakuin University and the School of Sociology, and who are motivated to develop themselves as independent human beings based on this understanding.

(2) Individuals who have a basic interest in society, culture and people, as well as the diverse phenomena, issues and problems that exist in contemporary society, and who have the motivation and outlook for studying sociology.

[Knowledge/Thinking]

(1) Individuals who have shown excellent academic ability in the basic subjects studied in high school, and who have basic knowledge of history (of Japan and the world), geography, politics, economics and contemporary social studies, which forms the foundation for studying sociology.

(2) Individuals who have sufficient ability in Japanese and mathematics, which supports the capability to think and evaluate logically and empirically.

[Skills/Expression]

(1) Individuals who have sufficient experience of collecting information for themselves, thinking independently, and expressing the resulting ideas.

(2) Individuals who have the basic proficiency in Japanese and English (or other foreign language) necessary to understand others and express themselves.

The School established its Admission Policy in AY 2010, under the concept "Development of individuals who have a breadth of interests and keen awareness of problems and who are capable of fully displaying their abilities in various fields in society." In April 2012, the School partially revised the Policy to specify the qualities the School expects of its students regarding each of the categories of "Attitude/Interest," "Knowledge/Thinking" and "Skills/Expression." The revised Policy stipulates the expected content and level of knowledge for prospective students to have acquired regarding specific subjects that form the foundation for studying sociology, as well as subjects conducive to developing logical thinking. 5-13)

The Admission Policy is specified in the entrance examination guides for the "general entrance examination," the "entrance examination using the National Center Test for University Admissions" and the "Admissions Office examination," as well as in the section for entrance examination information provided on KG's official website. 5-14),5-15)

The revised Policy will be provided in the said guides and the section on the website that are, or will be prepared for the AY 2013 examination (conducted in AY 2012) or thereafter.

Regarding the School's public relations system, the School established the School of Sociology Public Relations Committee, in an effort to make the qualities the School expects of its students widely known. In AY 2011, the committee made a special effort in its activities at open house events, widely publicizing the features of the School and its Admission Policy for a large number of prospective applicants. [5-16)]

Information regarding the admission of students with disabilities is provided in the entrance examination guide. The School cooperates with the Student Support Center in making appropriate arrangements to accept disabled students, under the University-wide policy aiming at "providing learning support for students with disabilities so as to ensure equal learning opportunities for all students of all abilities."

♦ School of Law and Politics

Based on the principle of "social approach," the School of Law and Politics aims to nurture capable and caring citizens who value the liberty, human rights and justice that underlie law and politics and who have a high motivation to render service to society, by means of providing research and education in the fields of law and political science that is firmly grounded in a broad, profound social perspective and education. To achieve this aim, the School has set five educational objectives: (1) acquisition of scientific thinking, (2) acquisition of extensive knowledge and social perspectives, (3) cultivation of righteous values and rich humanity, (4) development of sensitivity to human rights, and (5) equipment of international and global perspectives. In addition to these objectives, the School has also defined their implementation objectives as: a) helping students acquire specific abilities highly appreciated in society, which are conducive to students' realizing their diverse future career plans, and b) helping students' character building by providing ample positive stimuli between students, as well as between students and faculty members, through small-group education. The School has adopted various forms of student selection, with a view to providing education for those capable of fully achieving the abovementioned aim and objectives, based on the principle of admitting students who not only have properly learned basic subjects but also have a breadth of interest in diverse social issues, problems and phenomena. In the Admissions Office examination, the School adopts a policy of admitting students with excellent leadership and communication ability. In AY 2011, the School introduced the "entrance examination for those with outstanding ability in sports" (hereinafter, "selection based on sports achievements"), whereby the School admits "those who have firm motivation to dedicate themselves to both their studies and sports activities in a University sports club after entrance to the University, and who display a strong will to satisfy the specified requirements for graduation by making strenuous efforts in their studies." [5-14)]

In the "admission based on recommendation by designated school or contracted school," the School admits students with unique individualities who are focused in studying law and political science. In the "entrance examination based on recommendation by Senior High School," the School admits students who have learned KG's founding spirit. [5-17)]

The abovementioned Admission Policy is specified and made public via the entrance examination guide, the official website and other media, and is also explained at explanatory meetings on the entrance examination to the University, as necessary, except for the cases of "admission based on recommendation by designated school or contracted school" and "admission based on recommendation by Senior High School." [5-5),5-6),5-15)] The School admits students with disabilities in conformity with the admission policy for the National Center Test for University Admissions. The School makes arrangements so that admitted students with disabilities can study on an equal footing to the non-disabled, without any greater trouble in studying at the School. [5-18)]

♦ School of Economics

The School of Economics specified its "Policy of admissions for enrollees" in AY 2009 as described

below: [5-19)]

"— Fostering individuals who take an interest in various social phenomena from a global perspective, and who can think on their own —"

  "The global political and economic situation, including that of Japan, is facing major challenges. Poverty and environmental issues are two such challenges, and clearly, economic problems are the root cause. Against such a backdrop, studying economics at university today is very meaningful. At the same time, it is important to become aware of the diverse cultures and different ways of thinking that exist in society and throughout the world. The qualities necessary for World Citizens to thrive in this tumultuous world not only include having specialized knowledge in economics, but also having a wide, diverse knowledge and firm values. The School of Economics at this university stands behind this idea, and believes that foreign language ability, knowledge about society and the world, the ability to think logically, and good judgment are the fundamental academic skills necessary to succeed in the business world and the public sector. Our goal is to foster individuals who take an interest in various social phenomena from a global perspective, and who can think on their own. Therefore, we seek students who are interested in economic and social issues, and desire to attain the ability to think independently."

  The Admission Policy of the School is specified in the entrance examination guides intended for a wide range of potential applicants, such as the "Guide to the general entrance examination and the entrance examination using the National Center Test for University Admissions" and the "Guide to the Admissions Office entrance examination," as well as on the official website. [5-4)p.15,5-20)p.10]

♦ School of Business Administration

  The School of Business Administration has defined its Admission Policy as follows: "The educational philosophy/objective of the School of Business Administration is the 'development of businesspersons equipped with genuine creativity' based on KG's School Motto 'Mastery for Service.' Specifically, the School aims to produce individuals who have a breadth of interests and keen awareness of problems and who are capable of fully displaying their abilities in various fields of activity. Based on the abovementioned educational philosophy/objective, the School seeks to admit students who are highly motivated to enhance their own humanity and who have diverse aptitudes and abilities."

  This Admission Policy has been specified, together with the educational philosophy/objective, in the University's entrance examination guide, including "Entrance Examination Guide 2012," as well as in the School Book and the School's section on KG's official website. [5-4)p.17,5-15)p.28,5-21),5-22)]

  The School is confident that its Admission Policy, educational philosophy and objectives have been fully communicated to applicants for its entrance examination and entrants to the School, especially to applicants who take the Admissions Office entrance examination (AO examination), one of the processes for entrance examination adopted by the School. The Admission Policy for students via the AO examination stipulates that the School accepts "individuals with an attitude of creative and active learning and those who aim to become businesspersons equipped with genuine creativity." [5-15)p.28] As such, the School takes measures to fully communicate its educational philosophy and objectives to applicants for the AO examination, which is intended to select diverse students.

  The admission quota of the School was specified in "Entrance Examination Guide 2012." [5-15)p.5 · 26 · 32 · 37 · 39] As a reference for applicants for the general entrance examination, the Guide also provided information regarding the actual acceptance rate in past examinations, as well as the average and lowest score among successful applicants in each examination subject and each type of examination in the past. The School thus gives consideration to informing applicants of the content and level of knowledge that new students should have acquired prior to entrance to the School. [5-15)p.40-54]

♦ School of Science and Technology

Based on its philosophy, goals and educational objectives, the School of Science and Technology has established its Admission Policy, which specifies (A) the qualities expected of new students — "a student who is interested in natural science, who aims to develop his/her ability to think logically, and who seeks to become a technologist in the future, contributing to society with affection for others," and (B) the content and level of skills and knowledge required of the new students. (A) is made public in the Admission Policy specified on KG's official website [5-7] and in the School's section on the website. [5-24] (B) is disclosed by specifying the scope of the examination in the "Entrance Examination Guide" and the application guidelines. [5-15] Regarding mathematics and science subjects, the skills, knowledge, etc. that students are expected to acquire through their studies in each unit are clearly defined. Therefore, the School specifies (B) by informing applicants of such skills, knowledge, etc. as the scope of the examination.

Regarding admission of students with disabilities, the School recognizes the necessity to identify experiments and practicums where accidents may occur due to a cause attributable to the disability, and to pay due attention in conducting such experiments and practicums. The possibility of an accident or conditions that may hamper the carrying out of a specific experiment or practicum depend on the content and the degree of the disability. Therefore, the School must accommodate individual cases, and not formulate a uniform policy. In view of this, the School requests applicable test-takers, via the application guidelines, to consult with the School in advance. [5-15]

♦ School of Policy Studies

As one of its goals, the School of Policy Studies aims to develop World Citizens who are capable of discovering solutions to a range of issues and problems existing in the world by taking an interdisciplinary and complex approach, thereby contributing to realizing a society enabling "Coexistence between people and nature, coexistence among people." To achieve this goal, the School has adopted a variety of forms of student selection, with an eye to admitting students with diverse abilities through evaluation of various aptitudes of applicants in a multifaceted manner. The School's Admission Policy is primarily provided via the School's section on KG's official website[5-25] and the "Entrance Examination Guide." [5-15]

The general entrance examination is conducted with the aim of selecting individuals with a global outlook who aim to discover solutions to a range of challenges in the world, based on the firm foundation of basic academic ability. In this form of examination, the School tests the overall academic ability of the applicants, while allocating, in all types of examinations coming under the general entrance examination, a large number of points to the subject English, which is essential to becoming an individual as described above. A range of admission systems based on recommendation are intended to select students on the basis of not only their overall basic academic ability but also their activities at high school and their motivation for studying at the University. The Admissions Office examination (English listening type; Japanese essay type), the entrance examination for returnee students, and other forms of examination are conducted to evaluate, in a multifaceted manner, reading comprehension, thinking, logical development of ideas, expression in English and Japanese and other abilities that cannot be measured simply by the ability to memorize an amount of knowledge.

The School also conducts an entrance examination for students from overseas. The School expects them to develop into World Citizens who make a positive contribution to creating a better society in the future, as it expects of Japanese students. The Admission Policy for students from overseas is provided in Japanese in the School's section on KG's official website, the "Entrance Examination Guide" and other media. The Policy is also explained in a School brochure prepared in three languages — English, Chinese and Korean, together with general information on the School, comments from current students from various countries and regions, and other relevant information. [5-26] This brochure is accessible and

downloadable via the School's section on KG's official website.

As described above, the School has specified its Admission Policy based on its philosophy, striving to admit students of excellence.

♦ School of Human Welfare Studies

1) Admission Policy

The School of Human Welfare Studies has specified its Admission Policy to admit students suited to its philosophy and educational program. The Policy specifies the three Cs, i.e., Compassion (generous understanding of others), Comprehensiveness (holistic views) and Competence (advanced problem-solving skills) as the key concepts necessary to achieve the School's ideal in terms of human resource development. To admit students suited to its philosophy and educational program, the School conducts the general entrance examination from the perspective of whether the student has a certain satisfactory level of academic ability in the basic subjects taught at high school, whether the student displays excellent linguistic ability, in particular, in terms of understanding and enunciating ideas, or whether the student's mathematical ability is particularly outstanding. The School's three departments have also specified their respective Admission Policies, which stipulate that the department select applicants from the perspectives of whether the student has an understanding of the relevant field of specialization, and whether the student seeks to enter a profession in that field. The Admission Policy is made public in the School's section on KG's official website. [5-27)]

2) Admission Policy for the Admissions Office entrance examination (AO examination)

Each school in the University has specified its own Admission Policy for the AO examination. The School of Human Welfare Studies has defined its policy as admitting "individuals with diverse characteristics, rich humanity and motivation to study on their own initiative," which is specified in the "Entrance Examination Guide." [5-28)p.32] To clearly indicate the Admission Policy, the qualifications for application are also defined for each of the "entrance examination for those with outstanding ability in sports," the "entrance examination for returnee students" and the "entrance examination for students from overseas," with such definition also being commonly applied to the whole University. [5-28)p.36 · 40 · 41 · 43] The "Entrance Examination Guide 2013" is made public and accessible via KG's official website. [5-29)]

3) Admission Policy of each department

In addition to the abovementioned Admission Policy for the School, each department has specified its own Admission Policy, as described below:

- The Department of Social Work admits individuals who seek to explore a career path in a field related to social welfare, or who has an understanding of that field.
- The Department of Social Organization Development admits individuals who are interested in social organization development and aim to participate in social contribution activities in both domestic and international settings, or who have an understanding of such field.
- The Department of Holistic Human Sciences admits individuals who are interested in disciplines dealing with spirituality, such as thanatology, bioethics and grief studies, or fields dealing with physical themes (sports, health, etc.) and seek to explore a career path in an area relating to any of these disciplines or fields; or who have an understanding of such disciplines or fields.

4) Learning assistance in class etc. for students with disabilities

Regarding learning assistance in class etc. for students with disabilities, the School gives special consideration and makes necessary arrangements in accordance with individual students, in cooperation with the Support Office for Independent Campus Life (a section in charge of the University-wide support for disabled students). The facilities and buildings on campus have been constructed in consideration of barrier-free standards. [5-30)]

♦ School of Education

The School of Education has established an Admission Policy based on its educational philosophy and the key concepts of its human resource development. The School's philosophy, i.e., "understanding of children," has been specified in the University brochure, the School Book and the "Admissions Office entrance examination information/guide." The "round-table talk" pages in the School Book cover "the understanding of children" as a topic, including the content of questions and answers exchanged between faculty members and students, through which the School promotes understanding of its philosophy by current and prospective students.

The key concepts of the School's human resource development are "ability to execute," "ability to educate" and "leadership." The School aims to develop teachers for nurseries, kindergartens, elementary schools, junior high schools and senior high schools who possess the abovementioned three abilities. The School also aims to develop faculty/staff members in schools and individuals working in the education industry and other related fields, as well as ordinary citizens, to be able to address or consider a variety of issues and challenges in the classroom.

As such, the School has established its Admission Policy in line with its educational philosophy and objectives of human resource development, and has specified the policy in the "Admissions Office entrance examination information/guide" and the "Entrance Examination Guide." [5-31)p.106,5-32)p.2-3,5-20)p.18-21,5-28)p.33-34]

For student admission, the School implements the "general selection entrance examination" and other forms of examination ("Admissions Office entrance examination [AO examination]," "entrance examination for those with outstanding ability in sports," "entrance examination based on recommendation by Senior High School or affiliated school," "entrance examination based on recommendation by partner school, contracted school or designated school," "entrance examination for returnee students," "entrance examination for students from overseas" and "entrance examination based on recommendation by UNHCR"), as well as the "examination for transfer students."

Regarding the general entrance examination, the School specifies examination subjects, the range of questions, test time, point allocation, and total points for each of the examination categories: "University-wide schedule; three-subject type with science/mathematics emphasis (for Department of Early Childhood and Elementary Education only)," "University-wide schedule; three-subject type with the humanities-subject emphasis," "individual school schedule; three-subject type with science/mathematics emphasis (for Department of Early Childhood and Elementary Education only)," "Individual school schedule; three-subject type with the humanities-subject emphasis," and "KG original system schedule; Center Test with KG English examination combined."

For the AO examination, among the range of entrance examination processes, the School specifies and provides information, in a relevant guide, regarding the purpose of the AO examination for each department/course, together with information regarding the School's philosophy, the objectives of its human resource development, and the qualities expected of new students. In the "AO examination" section in the "Entrance Examination Guide," [5-28)p.33-34] the School specifies its Admission Policy of accepting "individuals who have specific achievements regarding extracurricular activities, community activities, etc., and who aim to further develop their own distinctive abilities and skills," and also specifies the qualifications for application and screening method to admit such individuals. The Early Childhood Education Course of the Department of Early Childhood and Elementary Education adopts examinations of the "aptitude evaluation type" and "achievements and experience evaluation type." The Elementary Education Course of the same department and the Department of Applied Education adopt examination of the "achievements and experience evaluation type." An eligible applicant must be (1) an individual who chooses Kwansei Gakuin University School of Education as his/her first choice (applicable to all applicants for the School) and who is firmly determined to be a kindergarten teacher or nursery teacher in

the future (if an applicant for the Early Childhood Education Course), is firmly determined to be an elementary school teacher in the future (if an applicant for the Elementary Education Course), or strongly wishes to be admitted (if an applicant for the Department of Applied Education); and (2) an individual who has specific achievements attained after entrance to the high school (applicable to "achievements and experience evaluation type" only). Regarding the "achievements" referred to in Requirement (2), the School has defined these as (i) an achievement etc. constituting an advantage when examined in terms of "achievements evaluation," "ability and qualification evaluation," "leadership evaluation" or "experience evaluation"; (ii) experience obtained outside Japan; (iii) a qualification or achievements in the field of art; and (iv) experience in society. Regarding the screening method, the first-stage examination is based on the comprehensive evaluation of "documentary screening" and "reading comprehension and essay examination." In the second-stage examination, which is conducted for applicants who have passed the first-stage examination, the School conducts screening by "group play" and "group discussion" in the "aptitude evaluation type" examination, and by "group discussion" and "personal interview" in the "achievements and experience evaluation type" examination, and evaluates the final results in a comprehensive manner, taking the results of the first-stage examination into consideration.

The School specifies the admission quota, qualifications for application, application period, examination date, screening method, and the date of announcement of successful applicants for each of the "entrance examination for those with outstanding ability in sports," "entrance examination for returnee students," "entrance examination for students from overseas" and "examination for transfer students." Regarding the "entrance examination for those with outstanding ability in sports," the School has designated 37 types of sports as those applicable to the examination, which apply to all departments/courses in the School. The number of places for admission based on this examination is decided for the Early Childhood Education Course, the Elementary Education Course and the Department of Applied Education. Regarding the "examination for transfer students," the School determines whether to invite applications, as well as the admission quota if invites, in consideration of the number of places to be filled in each department/course. In AY 2012, the School invited applications from transfer students only for the Elementary Education Course.

Regarding applicants with disabilities, it is specified that the Special Admissions Section of the Admissions Department functions as a contact office for such applicants. [5-28)p.33-34]

♦ School of International Studies

To fulfill its educational and research philosophy, i.e., "development of a global mindset," the School of International Studies has set "the understanding and analysis of issues regarding international affairs" as its educational and research goal. By achieving this goal, the School aims to foster individuals who can fully display their abilities in the international business arena and in international civil society as World Citizens equipped with a global mindset (the ability to promote global understanding and international understanding) and sense of humanity. The abovementioned School's educational and research goal, "the understanding and analysis of issues regarding international affairs," requires students to develop a high level of foreign language proficiency, as well as the capability to understand and analyze each region around the world from diverse perspectives (especially from the viewpoints of the humanities and social sciences).

While maintaining the educational and research philosophy and goal as described above, the School admits students in conformity with the following Admission Policy: [5-4)]

- Individuals who display a breadth of interests, a specified level of academic ability and the ability to apply logical thinking in diverse fields regarding the humanities and social sciences, and who are motivated to address issues and problem in such fields from a comprehensive perspective
- Individuals who identify problems concerning themselves based on their self-directed interests, and

who are motivated to make a practical effort to solve such problems

- Individuals who are expected to have a relative and reflective perspective regarding the ideas of others, sensitivity to other cultures, and their own standpoint, amid an increasingly globalized society
- Individuals who have a strong sense of belonging to Kwansei Gakuin, and who are motivated to embody the spirit of the School Motto, "Mastery for Service"
- Students with experience of living abroad, students from overseas, and other individuals with diverse backgrounds
- Individuals who display excellent foreign language proficiency and/or a remarkable academic and/or other ability in a specific field, and who are expected to achieve excellent educational outcomes by using such proficiency and/or ability after entrance to the School

The School implements the following forms of entrance examination: (1) the general entrance examination and the entrance examination using the National Center Test for University Admissions, (2) the Admissions Office entrance examination, (3) the entrance examination for returnee students, (4) the entrance examination for those with outstanding ability in sports, (5) the entrance examination for students from overseas, (6) other examinations (the entrance examination based on recommendation by Senior High School / designated school / contracted school or partner school / affiliated school / overseas contracted school), and (7) the examination for transfer students. Of these seven forms of examination, the School specifies its Admission Policy in the "entrance examination guide" for examinations under (1) (2) (3) (4) and (5).

Graduate Schools   5-1-(1)

♦ Graduate School of Theology

The Graduate School of Theology provides learning opportunities with theology as the major field of study, which is divided into four research fields (the biblical, historical and cultural, systematic and thought, and practical fields). As one of its objectives pursued since its establishment, the Graduate School has aimed at development of missionaries (pastors, Bible teachers in schools, etc.) who undertake Christian missionary work. While maintaining this tradition, the Graduate School introduced the course system in AY 2008, enabling students to conduct advanced research, against the background of their breadth of interests, in the fields of Christian Theology and Christian Thought and Culture.

<Admission Policy of the first half of the doctoral program>

The Christian Theology and Missionary Work Course admits students who have the high aim of pursuing in-depth study in theology and working in diverse settings to carry out missionary work. To this end, the Graduate School provides admission to the entrance examination of this course for those who are able to receive a recommendation from their church. The Christian Thought and Culture Course admits a broad range of students, regardless of whether they are baptized or not, who are interested in the interdisciplinary fields of research regarding a range of thoughts and cultural assets that have been generated by Christianity throughout the history of humankind.

<Admission Policy of the second half of the doctoral program>

The Graduate School admits students who are able to deepen their specialized knowledge and thinking, building on the basic knowledge of theology, and conduct excellent and unique research in their field of specialization.

The Admission Policy has been established after due discussions by the Entrance Examination Review Committee (Graduate School) and the Graduate Faculty Board of the Graduate School of Theology. The Policy has been specified in the entrance examination guide (application guidelines) [5-33] and has been made public in the Graduate School's section on KG's official website. [5-34] The Christian Theology and

Missionary Work Course attaches special importance to continuity from the undergraduate level. In this respect, the Graduate School will undertake a review of its Admission Policy, in consideration of the recent establishment and specification of the Diploma Policy of the School of Theology.

♦ Graduate School of Humanities

The Graduate School of Humanities consists of three graduate departments comprising 12 fields of specialization in the first half of the doctoral program, and three graduate departments comprising 11 fields of specialization in the second half of the doctoral program. At the beginning of its Admission Policy, the Graduate School explains that it aims to foster individuals well-grounded in profound scholarship in the humanities and able make a contribution to society by conducting outstanding levels of academic research. In the first half of its doctoral program, in particular, the Graduate School aims to develop advanced specialists with a rich humanity and an extensive education, provide students with a high level of specialized knowledge as the first stage toward the fostering of researchers, and develop in students a flexible way of thinking and excellent skills that enable them to conduct creative research. In the second half of its doctoral program, the Graduate School aims to develop excellent researchers with a doctoral degree who are capable of inheriting previous advanced research, developing it in a creative manner, and returning the fruits of such research to the academic and educational communities and the general public. The abovementioned aims concerning human resource development have been specified in the Admission Policy for both stages of the Graduate School's doctoral program.

♦ Graduate School of Sociology

The Admission Policy of the Graduate School of Sociology is as described below:

"While aiming for creation of 'knowledge conducive to the well-being of society,' the Graduate School of Sociology aims to develop individuals who are capable of exploring the essence of society and solving the problems lying therein, by helping students to develop sociological and socio-psychological ways of thinking, practical techniques for social research and the ability to effectively communicate their views in an international setting, through acquisition of the 'socioliteracy' necessary to observe, describe and analyze contemporary society. To achieve this aim, the Graduate School invites applications from diverse individuals, including working adults and students from overseas, without placing restrictions, for instance, on their field of specialization at the undergraduate level, insofar as they are individuals who are interested in diverse social phenomena and a variety of issues both in Japan and overseas, who have a flexible and balanced way of thinking, self-initiative for taking action, keen observation and sharp analytical ability, and who seek to pursue their career as any of the following:

"• An individual who plays a leading role in supporting society by engaging in a profession in the media, publishing, a think tank, a private business, the civil service, teaching or other field, while using the specialized theories and the techniques of social research that are acquired in the Graduate School
• A researcher or an advanced specialized professional who participates in surveys, research or planning in the private sector or a national or local administrative body while using highly advanced specialized knowledge"

The abovementioned Admission Policy is specified and made public via the Graduate School's section on KG's official website, as well as in the entrance examination guide. [5-35)]

♦ Graduate School of Law and Politics

The Graduate School of Law and Politics has established its Admission Policy as described below:

"Based on its philosophy of 'social approach,' the Graduate School of Law and Politics admits students who aim to acquire advanced specialized abilities, while valuing the liberty, human rights and justice that

underlie law and politics, and maintaining a high motivation to render service to society, by means of conducting thorough research into law and politics that is firmly grounded in a broad, profound social perspective and education.

<The first half of the doctoral program>

The first half of the doctoral program in the Graduate School comprises the Academic Course and the Expert Course. In the Academic Course, the Graduate School admits students who primarily aim to enter a career in research after conducting fundamental research in law and politics for two years in the first half of the doctoral program, and proceeding to the subsequent three-year course in the second half of the doctoral program. In the Expert Course, the Graduate School admits students who aim to work as an advanced specialized professional by undertaking any one of the following five programs:

Programs in the first half of the doctoral program

a) Practical Law Program: for those who aim to become (or are already working as) a specialist, such as a Judicial Scrivener (licensed legal documentation specialist), Certified Public Tax Accountant, Patent Attorney, Certified Public Accountant, or Certified Real Estate Appraiser; or a court administrative official, a family court research law clerk, etc.

b) Business Law Program: for those who aim to work in the business community as an expert of corporate legal affairs, personnel and labor affairs, etc., and who aim to become (or are already working as) a specialist, such as a Judicial Scrivener or Public Consultant on Social and Labor Insurance concerning corporate management

c) Public Policy Program: for those who aim to become (or are already working as) a national or local government employee, a lawmaker, an NPO/NGO staff member or other individual in a public profession

d) International Relations Program: for those who aim to become (or are already working as) an international civil servant, a staff member of an international NPO/NGO, an international journalist, a staff member for international exchange projects at a university or a local public body, etc., or who aim to become a citizen with a global perspective

e) Independent Research Program: for those who aim to conduct basic research to approach the content of the abovementioned four programs from a cross-sectional and comprehensive perspective, or who aim to become (or are already working as) a journalist, a researcher at a think tank, a junior-high-school or high-school teacher with high-level specialized scholarship, etc.

<The second half of the doctoral program>

The second half of the doctoral program in the Graduate School is divided into three graduate departments. Each graduate department admits students as described below:

Programs in the second half of the doctoral program

a) Graduate Department of Political Science: for those who aim to acquire advanced research abilities enabling them to independently pursue research activities in the field of politics and public law, as well as a rich scholarship forming the basis of such research abilities

b) Graduate Department of Basic Studies of Law: for those who aim to acquire advanced research abilities enabling them to independently pursue research activities in the field of basic law, as well as a rich scholarship forming the basis of such research abilities

c) Graduate Department of Civil and Criminal Law: for those who aim to acquire advanced research abilities enabling them to independently pursue research activities in the field of civil and criminal law, as well as a rich scholarship forming the basis of such research abilities"

The abovementioned Admission Policy is specified and made public via the entrance examination guide, KG's official website and other media, and is also explained at entrance examination explanatory meetings, as necessary. [5-36),5-37)]

♦ Graduate School of Economics

The Graduate School of Economics specified its Admission Policy in AY 2010, as described below:

"Traditionally, the role expected of graduate education has been to help students acquire profound scholarship in their field of specialization and develop researchers who pass on the acquired new knowledge and scholarship to future generations. Recently, however, the role of graduate education is becoming more diverse, in accordance with the recent significant changes in the social situation and the times. In view of such changes, the Graduate School of Economics aims to develop diverse individuals who possess the abilities and skills as listed below. The Graduate School provides its students with education and research guidance aimed at equipping them with the following abilities and skills:

(1) The ability to not only gain an intuitive understanding of issues regarding the present-day economy and society, etc., but also examine them logically

(2) The ability to examine contemporary issues from a historical perspective

(3) The skills of objective analysis that employ relevant data and quantitative techniques, such as economic statistics and quantitative analysis

(4) The ability to cooperate with others and tackle and solve problems in a team effort

In consideration of the abovementioned content, the Graduate School expects the following individuals to enter the Graduate School:

(a) Individuals who seek to study economics deeply from a theoretical, empirical or historical perspective, building upon their learning acquired at the undergraduate level

(b) Individuals who seek a career in university teaching or research, by conducting in-depth research in economics, social science and socioeconomics from a historical viewpoint

(c) Individuals who seek employment in the private sector, or at a national or other public body, etc., by acquiring specialized knowledge, various methods of data processing and quantitative techniques at graduate school

(d) Individuals who seek to review case examples and the experiences they have had in the workplace and society in line with economic and social scientific logic, and discover solutions applicable to actual problems (Economist Course)"

The abovementioned content is made public in the Graduate School's section on KG's official website, specified in the Course Guide, and explained at a range of pre- and post- entrance explanatory meetings. [5-38),5-39)p.9]

♦ Graduate School of Business Administration

At a Graduate Faculty Board meeting of the Graduate School of Business Administration in AY 2010, the Graduate School's policy on student admission, which had already been disclosed, was compiled and officially approved as the Admission Policy, which is described as follows:

"As its educational goal, the Graduate School of Business Administration aims to produce 'researchers and specialized professionals with a high level of analytical skill and a deep insight into organizational operation,' with the objective of realizing the School Motto, 'Mastery for Service,' in the six fields of research: management, accounting, marketing, finance, business information, and international business.

To this end, the Graduate School aims to nurture individuals with advanced expertise, rich humanity and a theoretical knowledge base, via its five-year integrated course, Research Course, and two-year Specialized Academic Course. The Graduate School adopts a basic policy of admitting a wide range of diverse students who understand the purport of the abovementioned goal and aim, who aspire to enhance themselves, and who display various aptitudes."

This Admission Policy is specified in the range of entrance examination guides[5-40)p.1] and the Graduate School's section on KG's official website, [5-41)] being disseminated to potential applicants for the entrance examination to the Graduate School, as well as to the general public.

♦ Graduate School of Science and Technology

The Graduate School of Science and Technology has established its Admission Policy under the following philosophy: "The Graduate School aims to conduct advanced research on the basic principles of natural science and their application, and thereby aims to contribute to the advancement of natural science and science and technology, and ultimately to the progress of humanity." The Graduate School's Admission Policy is provided via the entrance examination guide and the Graduate School's section on KG's official website. [5-42),5-43)] Specifically, the Graduate School aims, as its objectives, to (1) constantly incorporate into its education cutting-edge, high level research ranging from basic research through applied research, which is conducted in a wide range of fields of specialization covering mathematics, physics, chemistry, informatics and bioscience, while ensuring organic cooperation between fields; (2) develop advanced specialized professionals and researchers who possess profound knowledge and a high level of research skills in their major field, who also acquire extensive knowledge beyond the scope of their major field, and who can conduct research activities from a broader perspective; and (3) return its research outcomes widely to the public, including academic, educational and industrial circles, while always recognizing that the significance of education and research lies in the linkages with society. To achieve the abovementioned objectives concerning human resource development, the School has adopted a policy of admitting a wide range of students with diverse abilities and aptitudes by employing various forms of student selection, which accommodate diverse individuals including working adults and foreign nationals.

♦ Graduate School of Policy Studies

The Graduate School of Policy Studies adopts a basic policy of admitting a broad range of students who understand the Graduate School's basic philosophy, "Coexistence between people and nature, coexistence among people," and who aim to deepen their interests, knowledge and skills in any of the six fields of specialization provided in the Graduate School, i.e., Public Policy Studies, Environmental Policy Studies, Language and Culture Policy Studies, Urban Studies, International Policy Studies, and Applied Informatics. [5-44),5-45)]

The Graduate School comprises a certain percentage of new entrants who are internal students who have advanced from the School of Policy Studies, who already understand the framework of the "Policy Studies" and who have acquired basic knowledge of the studies through their undergraduate program. At the same time, the Graduate School makes positive efforts to accept external students with diverse backgrounds, such as graduates of other universities, students from overseas and working adults. In particular, the Graduate School actively admits working adults and other students who plan to return to work after acquiring specialized knowledge at the Graduate School, since the involvement of these students provides a positive stimulus to other students.

In the field of International Policy Studies, among the abovementioned six fields, the Graduate School provides an English Course, in which students can complete their graduate program by undertaking coursework containing lectures and theme research that is conducted only in English. The Graduate School is thereby accelerating the admission of individuals who are capable of effectively working in the international arena. The Graduate School has also established a program that provides students with the practical work experience necessary to acquire the first-class registered architect certificate. By providing this program, the Graduate School aims to accept students who are excellent in either urban design or urban management.

♦ Graduate School of Language, Communication, and Culture

The Admission Policy of the Graduate School of Language, Communication, and Culture is as described below:

The Graduate School of Language, Communication, and Culture has defined its philosophy as making a contribution to society by producing individuals with advanced language communication skills who possess rich humanity and a global outlook based on the University's founding spirit, along with a high level of academic expertise. To realize this philosophy, the Graduate School invites applications from individuals as described below, and to screen such applicants, the Graduate School designates the entrance examination subjects, as specified in the entrance examination guide.

- Individuals who seek to acquire advanced communication skills and use them to effectively conduct research and business activities in international settings
- Individuals who seek to develop a global outlook based on cross-cultural understanding
- Individuals who aim to become an English or Japanese teacher capable of working effectively in the international arena
- Individuals who seek a career in research in any of the following fields: Linguistic Science, which investigates real situations regarding language; Cultural Linguistics, which studies the culture forming the background of each language (English, French, German, Chinese, etc.); Linguistic Education, which explores the methodology for practical language education; and Japanese-language Education, which explores education in the Japanese language as a foreign language

The abovementioned Admission Policy is specified in the entrance examination guide issued in each academic year, as well as on KG's official website. [5-46),5-47)]

The Graduate School holds explanation seminars regarding admission to the Graduate School three times a year — in June, October and January — on Osaka Umeda Campus. In these seminars, the Graduate School explains its Admission Policy in detail. The seminar's plenary session is followed by a consultation session, in which staff members answer individual questions and inquiries regarding the Admission Policy separately for each field of specialization. [5-48),5-49)]

Aside from the abovementioned seminar, the Graduate School holds internal explanatory meetings three times a year for prospective students recommended within the University. The Graduate School also explains its Admission Policy at these meetings. Individual questions asked at these meetings are answered by Teaching Assistants and other enrollees in the Graduate School. [5-50)]

♦ Graduate School of Human Welfare Studies

1) Admission Policy

The Graduate School of Human Welfare Studies has specified its Admission Policy as described below, provided via KG's official website and the entrance examination guide.

"To address diverse issues and problems concerning humans and society (environment), the Graduate School of Human Welfare Studies aims to develop practitioners and researchers with high level expertise who are capable of approaching such issues and problems from the aspects of extensive education and research, as well as social contribution. Disciplines dealt with in the Graduate Department of Human Welfare Studies comprise a variety of fields, such as social welfare methodology and the principles of social welfare theories, history, thought, philosophy and value; fields regarding social welfare policy studies, social welfare administrative and financial theory, welfare state theory, and international welfare studies; social organization development and social business studies; and thanatology and health science, which discuss human life and death, as well as the human body. In the first half of the doctoral program, the Graduate School admits individuals who are highly interested in fields regarding human welfare, and who are motivated to contribute to society by employing their specialized abilities for a variety of purposes. To attract human resources from diverse fields in society

and promote international research activities, the Graduate School makes positive efforts to invite applications from working adults and students from overseas. In the second half of the doctoral program, the Graduate School admits individuals who are capable of conducting outstanding research activities by acquiring advanced research abilities in the field of human welfare."

The Graduate School holds explanation seminars for prospective Graduate School students in June and November. In these seminars, information regarding the entrance examination, education and research in the Graduate School is primarily explained by the Associate Dean of Student and Academic Affairs. General information regarding the Graduate School, as well as information on the qualifications for application, the guidelines for the entrance examination and other relevant matters is provided by graduate students. As such, all necessary information is provided to participants in person. [5-51),5-52),5-53),5-54)]

2) Ideal image of students

The Graduate School's human resource development ideal is the fostering of students as described below:

(1) Students who are capable of addressing the increasingly complex social welfare-related issues and problems that arise in "transactions between humans and society (environment)" against the background of the aging of society combined with a declining birthrate, as well as a globalized society, by approaching such issues and problems from various aspects, such as extensive research and education, and social contribution

(2) For the first half of the doctoral program (the emphasis of which is placed on the development of researchers), students with high level specialized knowledge who are capable of playing a leading role in each field of activity, and responding to the specific needs in the present-day economy and society

(3) For the second half of the doctoral program, students who are capable of conducting outstanding research activities by acquiring advanced research abilities in the field of human welfare

3) Learning assistance in class etc. for students with disabilities

Regarding the Admission Policy for students with disabilities, as in the case of other schools and graduate schools, the Graduate School provides students with learning support, including paper-based note-taking and note-taking with PCs in class, as well as transcription into Braille, with a view to helping disabled students study on campus in the same manner as other students.

♦ Graduate School of Education

As with the case of the School of Education, the Graduate School of Education has defined its educational philosophy as "the understanding of children." The Graduate School aims to develop educators and researchers who can provide specific support well-adapted to the realities of education by tackling the complex and challenging educational problems of today, while standing on the basis of this philosophy. [5-55)p.28-29] In line with this objective of human resource development, the Graduate School has expressed its intention to actively admit students who seek to become specialized educators or researchers by inviting applications from a wider range of individuals in educational circles and the general public. Both the Early Childhood Education Course and the Applied Education Course in the Graduate School invites applications from prospective "regular students (general students)" and prospective "special students (working adults / students from overseas)" for the six places in the first half of the doctoral program and the three places in the second half of the doctoral program. The Graduate School has specified, as the "qualifications for application," the content and the level of knowledge etc. that new students in each student category should have acquired prior to admission to the abovementioned courses.

Regarding admission of students with disabilities, the Graduate School requests, in a relevant guide, that applicable students contact the Graduate School's office at least one month before the commencement of

the application period. [5-56)]

♦ Law School

The Admission Policy of the Law School and an outline of the implementation of its entrance examinations are as described below. This Policy and outline are made public on KG's official website, [5-57)] specified in the entrance examination guide distributed in June every year, [5-58)] and explained at explanatory meetings and other occasions. [5-59)]

<Admission Policy>

Kwansei Gakuin University Law School is a professional graduate school (graduate law school) specializing in fostering advanced specialized professionals under the spirit of the School Motto, "Mastery for Service." The Law School aims to develop individuals who are capable of performing "good work" befitting individuals with the title "legal professional," as human rights-sensitive, pro-citizen legal professionals who can respond to diverse legal needs in present-day society. To achieve this aim, the Law School invites applications from individuals as described below, with a view to fostering legal professionals capable of contributing to society, by developing in students extensive expertise, deep insights, rich humanity, a keen sense of responsibility, and a high level of ethics:

(1) Individuals who have the abilities of logical thinking, analysis and expression that are required in the Law School

(2) Individuals who have remarkable experience in diverse fields, or have a specialized ability, qualification, etc., and who are expected to engage in activities conducive to the benefit of society by making full use of the abovementioned advantages when they become a legal professional in the future

(3) Individuals who have the fundamental scholarship in law that is required in the Law School, regardless of their major at the undergraduate level

<Implementation of entrance examinations>

Based on its Admission Policy, the Law School conducts screening of applicants on three schedules: "Schedule A," "Schedule B" and "Schedule C." The School conducts the "general entrance examination (applicants with an educational background in law)" and the "general entrance examination (applicants with no educational background in law)" on all these schedules, along with the "special entrance examination" on Schedule B.

The "general entrance examination (applicants with an educational background in law)" is intended for individuals who have the fundamental scholarship in law that is required in the Law School, and who wish to complete the course in two years. The "general entrance examination (applicants with no educational background in law)" is intended for those who wish to complete the course in three years. The "special entrance examination," an examination system unique to KGU, is intended for screening individuals who have remarkable experience in diverse fields, or have a specialized ability, qualification, etc., and who are expected to engage in socially beneficial activities by making full use of the abovementioned advantages when they become a legal professional in the future.

♦ Institute of Business and Accounting

The Admission Policy of the Institute of Business and Accounting is disseminated via the entrance examination guide[5-60),5-61)] and the Institute's section on KG's official website[5-62)] to the general public, including those considering taking the entrance examination for the Institute.

The Admission Policy is as described below:

Business School

The Business School has defined its objectives as the "development of businesspersons who consider business management scientifically from a global viewpoint," the "development of businesspersons who

are internationally competitive according to global standards" and the "development of businesspersons who embrace a high level of professional ethics based on KG's founding spirit." Under these objectives, the Corporate Strategic Management Course in the Business School provides education especially for working adults etc., aiming at developing professionals in business management who conform with the said objectives. In this context, while attaching importance to working experience in society, the Business School aims to admit to this course working adults who are strongly motivated to theoretically elucidate at the Business School a variety of business issues and problems that they have identified through diverse practical experience in business. In the entrance examination, the Business School examines the applicants' basic academic ability and learning motivation from a comprehensive perspective, with an eye to selecting individuals who agree to, and conform with the said objectives etc.

In the International Management Course, the Business School aims to develop "internationally competitive businesspersons" who conform with the abovementioned objectives. To produce promising individuals capable of effectively working in both Japanese society and the international community after course completion, in the entrance examination the Business School examines the qualities, basic academic ability, learning motivation and other characteristics of the applicants from a comprehensive perspective. All class instruction in the International Management Course is provided in English. Accordingly, special emphasis in the entrance examination is placed on English proficiency. To be successful in this examination, the applicants must have sufficient English proficiency to understand and participate in graduate-level classes provided only in English. The entrance examination for this course tests the applicants' comprehensive English ability. (As an example, the level of English proficiency should desirably be at least 85 points in TOEFL iBT, 570 points in TOEFL PBT, 220 points in TOEFL CBT, and 780 points in TOEIC)

Accounting School

The Accounting School has defined its objectives as the "development of professional accountants who embrace a high level of professional ethics based on KG's founding spirit" and the "development of professional accountants who can make a positive contribution to the world, according to global standards." Under these objectives, the Accounting School aims to foster certified public accountants and other professional accountants who are equipped with a global outlook and are capable of making a positive contribution to the world, while respecting the requirements of the International Education Standards (IES) provided by the International Federation of Accountants (IFAC). To achieve the abovementioned objectives and aim, the Accounting School implements an entrance examination aimed at selecting students with a sufficient level of basic academic ability and motivation to achieve the goal of becoming a professional accountant etc. as described above.

Graduate Department of Advanced Management

The Graduate Department of Advanced Management in the doctoral program of the Institute of Business and Accounting was established to provide education for the second half of the Institute's doctoral program, the primary focus of which is not the development of university faculty members. The Graduate Department channels its efforts into specific research with great application potential, attaching importance to the relationship with society. The primary discipline of the Graduate Department is business administration. In the Graduate Department, students study and research a wide range of issues regarding management of businesses, public bodies and other organizations, while placing emphasis on theoretical elucidation of a variety of knowledge obtained through practical activities, and further possibilities for application of such knowledge. As such, the doctoral program of the Institute of Business and Accounting (Graduate Department of Advanced Management) has defined the principle of its philosophy and goals as the "promotion of both theoretical research and practical, applied research, while placing emphasis on discovering solutions to a range of issues and problems in the advanced field of business." In an effort to fulfill this principle of its philosophy and goals, the Graduate Department attaches importance to

cooperation with businesses and public bodies, and aims to consolidate the foundations that enable the enhancement of its theoretical research standards while promoting research of great demonstrativeness. The Graduate Department is confident that it can achieve great research outcomes as a consequence of the integrated research in practical themes and theoretical themes as mentioned above. In the entrance examination, the Graduate Department examines the applicants' academic ability and motivation for achievement of specific goals from a comprehensive perspective, with an eye to selecting individuals who agree to, and conform with the said principle of the Graduate Department's philosophy and goals.

(2) Does the University implement student admission and selection in a fair and appropriate manner, based on the Admission Policy?

Whole University	5-1-(2)

The University has established "Regulations Regarding Entrance Examinations," with an eye to implementing fair and transparent entrance examinations while giving due consideration to the examinations' relationship with the education provided after admission, and promoting a more diverse examination process and a multidimensional measure of evaluation. Based on these regulations, the University selects applicants in conformity with the provisions of the "guidelines for selecting university entrants" provided by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). [5-63]

The Regulations Regarding Entrance Examinations stipulate the establishment of the Entrance Examination Committee chaired by the President, in order to discuss and formulate the general principles of the entrance examination. Under this committee, the University has also established the following committees for planning and implementation of the range of tasks necessary for the entrance examination: (1) the examination preparation and grading committee, (2) the executive committee for entrance examinations, (3) the executive committee for the entrance examination for selection based on sports achievements, (4) the examination preparation and grading committee for the entrance examination for selection based on sports achievements, (5) the screening committee for the special entrance examination for selection of those with outstanding ability in sports, (6) the executive committee for the Admissions Office entrance examination, and (7) the screening committee for the Admissions Office entrance examination. Successful applicants in the entrance examination are determined at a meeting of the Undergraduate Faculty Board in each school, as stipulated in the Undergraduate Faculty Board Regulations. [5-64] Regarding the "examination preparation and grading committee," among others, with a view to ensuring neutral and fair implementation of the entrance examination, efforts have been made to prevent a situation that may tarnish confidence in the University's selection process for applicants, such as the leakage of examination questions. In this respect, the President takes the initiative in further enhancement of the entrance examination system, by clarifying assignment of responsibility, appointing appropriate faculty/staff members for examination tasks, and providing relevant training programs.

The entrance examinations of KGU are broadly divided into the "general selection entrance examination" and other entrance examinations. Under the category of "general selection entrance examination," the University implements the "general entrance examination" and the "entrance examination using the National Center Test for University Admissions," for the purpose of selecting applicants with a sufficient level of all-round academic excellence to receive the education at each school. Regarding the "individual academic achievement test" conducted as part of the "general entrance examination," questions are prepared by the "examination preparation and grading committee" in conformity with the government's "curriculum guidelines for high schools," while giving due consideration to not hampering appropriate advancement of high school education. Regarding preparation of examination questions, the University constantly reviews the relevant check systems, and makes every

possible effort towards the prevention and early detection of mistakes in questions by double-checking or triple-checking the draft questions, with the involvement of individuals other than the examination preparers. Regarding the "entrance examination using the National Center Test for University Admissions," the pass/fail in the examination is determined on the basis of the Center Test score. This entrance examination is implemented for the purpose of admitting applicants with general excellence in basic academic ability. The University gives consideration to ensuring that examination subjects are set in a manner that enables applicants to choose from as many subject options as possible.

Aside from the "general selection entrance examination," the University has also adopted various other forms of examination including the "recommendation-based entrance examination." The University implements the "recommendation-based entrance examination" as a system based on the recommendation of the principal of the applicants' high school and which exempts them from academic achievement tests, in principle, while employing school reports as the primary material to determine whether to admit them or not. In implementing the "recommendation-based entrance examination," the University specifies, in a range of relevant entrance examination guides, the qualities expected of new students, as well as the ability, aptitude and other factors required of the applicants. In this form of examination, the University conducts screening on the basis of school reports, interviews, and written statements of the reasons for application and other documents submitted by the applicants. The date of examination, application period and other procedures for the examination are fixed in a manner that does not disturb educational activities at high schools. The "Admissions Office entrance examination" (AO examination) is implemented at all schools as a process aimed at examining the applicants' ability, aptitude, learning motivation, sense of purpose and other factors from a comprehensive perspective, by combining close screening of documents, interviews, and other methods of screening. In the AO examination, while emphasizing the abovementioned screening methods, the University also implements written examinations, with the aim of appropriately determining whether the applicant has sufficient ability to study at KGU, thereby maintaining excellence in the overall academic ability of the entrants. The University also makes efforts to further increase diversity in its entrance examination by adopting screening processes incorporating TOEFL, the Test in Practical English Proficiency (EIKEN), and other external qualification examinations. In addition to this, the diverse entrance examinations implemented at the University include the "entrance examination for those with outstanding ability in sports," the "entrance examination for returnee students," the "entrance examination for working adults" and the "entrance examination for students from overseas," for each of which the University has established an Admission Policy. The University also implements the "admission by recommendation based on the UNHCR-KGU Higher Education Program for Refugees in Japan," thereby accepting refugees recommended by the Japan Office of the United Nations High Commissioner for Refugees (UNHCR).

KGU has adopted the entrance examination system as mentioned above, in which the University decides, for each form of examination, the necessary matters for those applying for the University's entrance examination, such as the Admission Policy, admission quota, requirements for application, application procedure, examination date, method of examination, and examination venue, as well as the type, amount, procedure and due date for payment of the examination fee and other related expenses. The University prepares the application guidelines in which the abovementioned matters are specified. [5-14)] In addition to the application guidelines, the University also provides prospective applicants with useful information for them to choose their university and school, via the "Entrance Examination Guide," explanatory meetings on admission to the University, open house events, the official website and other means. Such information includes the Admission Policy, organizational structure of schools etc., the content and features of educational and research activities, general information regarding campus life, necessary expenses, the number of applicants and successful applicants in the preceding academic years, and the status of employment of graduates.

As described above, the University endeavors to implement student admission and selection in a fair and appropriate manner, based on the Admission Policy.

In the entrance examination for the graduate course, each graduate school decides how to accept applications, as well as the screening method, in an appropriate manner. Graduate schools implement various forms of entrance examinations, such as the "general entrance examination," the "entrance examination for working adults," the "entrance examination for special students" and the "recommendation-based entrance examination." The abovementioned information is specified in the entrance examination guide for each graduate school. [5-8] To ensure transparency in the selection process for applicants, graduate schools organize an "executive committee for entrance examination" within the Graduate Faculty Board of each graduate school to examine the appropriateness of examination subjects, the content of questions, and pass/fail standards.

Schools	5-1-(2)

♦ School of Theology

The School of Theology selects applicants in a generally fair and appropriate manner while embodying the elements of the Admission Policy in its entrance examination system. As an example, in the range of entrance examinations implemented by the School, the School has positioned the "Admissions Office entrance examination" (AO examination) as an admission (examination) system to realize the following element of the School's Admission Policy: "(6) Applicants admitted to the Christian Missionary Work Course shall be individuals who intend to become a missionary or a Christian worker in the future." In light of this positioning of the AO examination, the School is currently reviewing when in the academic year the School should conduct this form of examination. While taking into consideration the applicants' church life and other factors, the School is reviewing the "appropriate time" by convening the Entrance Examination Review Committee (School). Documents to be submitted for screening and the method of grading them (point allocation etc.) are also reviewed on a regular basis. The abovementioned review is needed given the current situation, where the number of entrants to the School via the AO examination (including working adults) is below the admissions expected by the School (admission quota: 10 students). [5-65] While maintaining the fundamental admission policy, the School will review the time of implementation and grading method of the AO examination, and also consider enhancing publicity for this examination. The School currently recognizes the need to review the entire system of its entrance examinations other than the "general entrance examination." This review needs to include "admission based on recommendation by designated school" and other forms of entrance examination in which the number of new entrants accepted by the School is generally sufficient to fill the admission quota. Regarding the "general entrance examination," it has already been decided to partially revise it (introduction of the "Center Test with KG English examination combined") for admissions in and after AY 2013 (for which examination is conducted in or after AY 2012). This revision plan has been made public via the School's section on KG's official website and the "guide to entrance examination." Regarding the "examination for transfer students," the School has implemented selection of applicants in an appropriate manner in light of its policy on student admission, as evidenced by the fact that the number of applicants has constantly reached the number expected by the School.

♦ School of Humanities

With a view to achieving the fundamental goal of education in Kwansei Gakuin University in line with the University's founding spirit, i.e., "cultivation of students' total personality on the foundation of an education grounded in the principles of Christianity," the School of Humanities has defined its Admission

Policy, based on the philosophy of the humanities, for each form of entrance examination it implements. In accordance with this Admission Policy, the School endeavors to achieve both a fair and appropriate process for student admission and selection, on one hand, and more diverse examination processes and a multidimensional measure of evaluation, on the other. To achieve these, the School has adopted multiple forms of entrance examinations and admission systems, with an eye to admitting students from a multifaceted perspective by increasing diversity in the process of student selection while maintaining fairness, openness and transparency. Specifically, the School has adopted the following entrance examinations: the "general entrance examination," the "entrance examination using the National Center Test for University Admissions," the "Admissions Office entrance examination," the "entrance examination for returnee students," the "entrance examination for those with outstanding ability in sports," the "examination for transfer students" and the "entrance examination for students from overseas." The "general entrance examination" is conducted on the "University-wide schedule," "individual school schedule" and "KG original system schedule," using several examination types. The School has also adopted admission systems based on recommendation, which do not involve written examinations, such as admission based on recommendation by Kwansei Gakuin Senior High School, affiliated schools, partner schools and contracted schools, as well as admission based on recommendation by "designated schools" comprising specific high schools across Japan. [5-14),5-11)] The School provides necessary information regarding the entrance examination via the official website and the entrance examination guide. Relevant public relations activities are also conducted by taking advantage of open house events, explanatory meetings on admission to the University, visits to high schools, trial lectures and other occasions. All forms of entrance examinations and admission systems are implemented in conformity with the Admission Policy, which is made public via the "Information Disclosure" page and the School's section on KG's official website, as well as in the entrance examination guide. By employing the abovementioned diverse processes for student admission, the School guarantees a wide range of individuals a fair opportunity for admission. Efforts have been made to appropriately determine applicants' ability, aptitude and other qualifications to receive a university education, by ensuring rigorous assessment in selecting successful applicants in each form of entrance examination and admission system, while involving multiple members of relevant committees including the "student retention rate review committee."

♦ School of Sociology

The School of Sociology has proceeded with reform in its student admission and selection process, based on the objective set in AY 2009, "reviewing the admission quota and examination subjects for each form of entrance examination." This objective was shaped to specifically develop the preceding objective, "ensuring admission of diverse students of high quality." The academic year 2009 was a year in which the admission quota of the School's Department of Sociology was increased from 475 students to 650 students. By introducing diverse forms of entrance examinations, the School opened the door of admission to the School to a wider range of individuals who are interested in the extensive field of sociology from various angles. Since then, the School has reviewed the examination subjects and admission quota in a manner that enables it to appropriately invite applications and conduct screening in line with the Admission Policy, while taking into consideration the quality of students who are selected in diverse forms of entrance examinations.

In the entrance examination for admission in AY 2012 (conducted in AY 2011), the School implemented the following examinations: the "general entrance examination" (on "University-wide schedule," "individual school schedule" and "KG original system schedule"), the "entrance examination using the National Center Test for University Admissions," the "Admissions Office entrance examination" (AO examination), the "entrance examination for those with outstanding ability in sports," the

"recommendation-based entrance examination" (Senior High School; affiliated school; Senri International School of Kwansei Gakuin, High School; partner school; contracted school; designated school), the "entrance examination for returnee students," the "entrance examination for students from overseas" and the "examination for transfer students." The School discloses, and disseminates widely, the specific content of the abovementioned examinations and their results, as well as related data, via a range of entrance examination guides, including the "Entrance Examination Guide," as well as in the section regarding admission information on the official website. The School thus endeavors to ensure transparency in the entrance examination process. [5-14),5-15)]

The School invites applications for the entrance examination, while specifying its educational objectives and the qualities expected of new students in the University brochure and the School Book. [5-66),5-67)]

The "general entrance examination" is implemented throughout the University, as a means to select applicants with a sufficient level of basic academic ability to receive the education at each school. This examination constitutes the central pillar of the University's entrance examination system. The largest percentage of new students to be admitted to the University is selected through this examination. The "general entrance examination" is conducted on the "University-wide schedule" and "individual school schedule," under both of which applicants take examinations for three subjects, as well as on the "KG original system schedule," under which test-takers are selected based on two subjects (English and mathematics) or on the overall results of one subject chosen from these two subjects and that of the National Center Test for University Admissions. To encourage applications from individuals with excellent ability in mathematics, which supports the capability to think and evaluate logically and empirically, the University has introduced the "Center Test with KG mathematics examination combined" as one of the examination types conducted on the "KG original system schedule." As such, a University-wide effort has been made to attract diverse students by effectively setting examination subjects.

The "entrance examination using the National Center Test for University Admissions" is implemented as an examination system aimed at attracting applicants with different characteristics from those admitted through the "general entrance examination." In AY 2011, the subject "ethics, politics and economics" was added to the subject options available in this form of examination, as a subject forming the foundation for studying sociology.

The "AO examination" was introduced in AY 2005 as a selection system using interviews to evaluate the characteristics of individual applicants that may not be measurable simply by written examination, with the aim of accepting a wide range of students with unique characteristics. However, while those admitted by this examination include excellent students, it was also pointed out that not all students necessarily have "unique" characteristics. In view of this situation, in order to properly fulfill the initial purpose of this examination aiming at strictly selecting students with unique characteristics, the School reduced the number of places for admission by 10, to 30 students, for admissions for AY 2012 (examination in AY 2011) and thereafter.

Regarding admission of athletes, the School previously admitted those with outstanding ability in sports under the framework of "special entrance examination for selection of those with remarkable achievements in cultural, artistic, sports or volunteer activities." In response to the introduction of the University-wide "AO examination" in AY 2005, the School integrated the previous admission system for athletes into the University-wide system "entrance examination for those with outstanding ability in sports," thereby continuing to admit such students under this more focused system.

The advantage of the "recommendation-based admission" is that the School can attract applicants with a deep understanding of the educational objectives of KG and the School, as well as a strong sense of belonging to the School, since this form of examination is intended for applicants who choose the School of Sociology as their first choice. In consideration of the University-wide policy of promoting admission

of diverse students by using selection processes other than the "general entrance examination," the School introduced the "entrance examination based on recommendation by partner school" in AY 2010, and the "entrance examination based on recommendation by Senri International School of Kwansei Gakuin, High School" in AY 2011. In AY 2012, the School increased the number of places for admission by the "entrance examination based on recommendation by designated school" by 10 students. As such, the School has increased its "recommendation-based admission" quota as a percentage of its total admission quota. [5-15)]

♦ School of Law and Politics

In addition to the "general entrance examination," the School of Law and Politics has adopted various forms of entrance examinations, such as the "entrance examination using the National Center Test for University Admissions," the "Admissions Office entrance examination" (AO examination), the "admission based on recommendation by Senior High School" and the "admission based on recommendation by designated school or contracted school," as well as the "entrance examination for those with outstanding ability in sports" (selection based on sports achievements) introduced in AY 2011 in place of the "admission based on special recommendation."

As of April 2012, the "general entrance examination" was in place as an examination system conducted on three schedules: the "University-wide schedule," "individual school schedule" and "KG original system schedule." Examination subjects on the "University-wide schedule" and the "individual school schedule" comprise three subjects, i.e., "foreign language," as well as two subjects chosen from "Japanese," "geography and history (Japanese history; world history, geography, etc.)" and "mathematics." On the "KG original system schedule," applicants take examinations for two subjects, i.e., a set of "English" and "mathematics" or "English" and a subject in the National Center Test for University Admissions (one subject chosen from Japanese, mathematics, science, geography and history, and civics). The abovementioned competitive entrance examination is conducted in a fair manner, playing an important role in enabling the School to admit students of high academic quality.

The "entrance examination using the National Center Test for University Admissions" is aimed at admitting students with different characteristics from those admitted through the "general entrance examination." Admission of January applicants is determined on the basis of the examination results of five or three specific subjects, and that of March applicants is based on the results of four or three specific subjects. This form of examination is aimed at complementing the "general entrance examination" and allowing applicants who have studied many subjects for national universities to take the examination for the School without any disadvantages.

The "AO examination" is intended for those who have remarkable achievements in artistic, academic or sports activities, or domestic and/or international social contribution activities; who demonstrate leadership in a specific activity either in or outside the high school etc.; and who have outstanding foreign language skills and/or experience of international exchange. The primary examination contains documentary screening, as well as "reading comprehension and essay examination" regarding materials in English and Japanese. The secondary examination is based on interviews.

The "entrance examination based on recommendation by designated school or contracted school" and the "entrance examination based on recommendation by Senior High School" are examination systems whereby the School requests designated schools, contracted schools and Kwansei Gakuin Senior High School to recommend students suited to studies in the School of Law and Politics. In these recommendation-based examinations, unlike the case with "general entrance examination," the School can take the applicants' overall high-school life into consideration for evaluation. The admission based on recommendation by the Senior High School leads to the creation of a learning environment where general entrants and entrants who have received education at KG for a number of years are able to closely interact

with one another. This is expected to produce positive effects for both groups. The screening method for these entrance examinations is interview by several examiners.

In the "selection based on sports achievements," the School requires applicants, for eligibility for application, to have a certain level of achievement in sports activities/competitions, as well as a grade point average of at least 3.0 regarding the applicant's academic achievements at high school. This requirement is intended to admit students with not only remarkable achievements in sports but also a strong determination to pursue both academic and sports activities at the University in a satisfactory manner. Screening is based on documentary screening, essay examination and interview. After successful applicants are decided, the School requires them to receive pre-admission education until their entrance to the School.

Through the "entrance examination for students from overseas" and the "entrance examination for returnee students," the School aims to admit students with overseas experience or an overseas educational background, accommodating the trend of globalization. Screening in the former examination is based on "written examination" and "interview" in Japanese, and screening for the latter examination is based on "foreign language (one language chosen from English, French, German and Chinese)," "essay" and "interview."

The guidelines for the entrance examination as described above are provided on KG's official website. [5-14)]

To ensure a fair screening process in the abovementioned entrance examinations, multiple faculty members of the School undertake a wide range of tasks regarding preparation of examination questions, grading and interviews, in accordance with the Undergraduate Faculty Board's "internal agreements regarding the handling of examinations and the screening criteria for interviews." The School's "executive subcommittee for entrance examination" and "executive subcommittee for Admissions Office entrance examination" undertake evaluation and prepare a draft proposal on the screening results, based on which the School of Law and Politics Undergraduate Faculty Board makes due deliberations and determines the final results for the successful applicants. [5-68),5-69),5-70)]

♦ School of Economics

The School of Economics implements the "general entrance examination" (including the "entrance examination using the National Center Test for University Admissions") the basic type of which is the "three-subject type" comprising "Japanese" and a specific elective subject, in addition to the compulsory "English." Aside from this type of examination, the "general entrance examination" also includes other types of examinations characteristic of KGU, such as a two-subject type consisting of "foreign language (English)" and "mathematics," and a type combining "mathematics," the questions for which are prepared by the University, and a subject from the National Center Test for University Admission. The "general entrance examination" is carried out in a fair manner, based on the University-wide entrance examination system.

Other forms of entrance examination have also been implemented by the School independently, such as the "entrance examination based on recommendation by designated school" and other examinations based on recommendation by the principal of a high school etc., the "Admissions Office entrance examination" (AO examination) in which special skills and qualifications are advantages, the "entrance examination for those with outstanding ability in sports" and the "entrance examination for returnee students." As such, the School has established a system enabling it to admit students with the "ability to think on their own initiative," which is specified in its educational philosophy, and which is indispensable for students to develop their basic academic ability, such as foreign language skills, knowledge regarding society and the world, logical thinking and good judgment. Since the abovementioned educational philosophy can be embodied in students' values and abilities in diverse ways, it is necessary to assess their abilities from

diverse perspectives. This is why the School has adopted various forms of examinations. The School introduced the "Admissions Office entrance examination with English skills emphasis" for the entrance examinations for admission in and after AY 2013. Through this type of examination, the School aims to admit applicants who are motivated to study economics while maintaining "the ability to empathize with people and cultures from various regions of the world," as set forth in the Diploma Policy of the School. [5-71)]

The "other forms of entrance examination" referred to in the previous paragraph are conducted by executive committees comprising a chair and members approved by the Undergraduate Faculty Board. Examination questions are prepared in each academic year by different members, who are approved by the Undergraduate Faculty Board, and whose names are disclosed only within the Board. Executive committee members for each examination carry out screening of applicants in a rigorous manner, in conformity with the guidelines for screening and interviews, which are provided in advance.

Interviews are conducted by two to three examiners in order to ensure a fair and transparent screening. Evaluations are recorded on a numerical scale. With all interviews, the average of the evaluations by all examiners for a specific applicant is used to determine the result of his/her screening. Regarding the "general entrance examination," the School organizes an "entrance examination selection committee" comprising the Dean and six regular members, as well as five members selected by the Undergraduate Faculty Board. The committee prepares a draft proposal for judgment on admission for deliberation at the Undergraduate Faculty Board. [5-72)]

♦ School of Business Administration

The admission quota of the School of Business Administration was specified in the "Entrance Examination Guide 2012," which also provided information regarding the real acceptance rate in past examinations. [5-15)p.5 · 40,5-65)]

The entrance examination guides for all entrance examinations implemented by the School are provided in the "Entrance Examination Guide." Executive subcommittees are organized for each entrance examination in order to ensure a fair screening process. [5-15)] The following paragraphs describe how the School's most recent entrance examination was conducted, as an example to explain the implementation system of the School's entrance examination:

Regarding various forms of entrance examination other than the "general entrance examination," the number of interviewers are decided in accordance with the number of applicants by the executive subcommittee in charge and the interviewers for the "entrance examination for those with outstanding ability in sports"; by the executive subcommittee in charge and the interviewers for the "entrance examination for returnee students"; by the executive subcommittee in charge and the interviewers for the "Admissions Office entrance examination"; by the executive subcommittee in charge and the interviewers for the "entrance examination for students from overseas"; and by the executive subcommittee in charge and the interviewers for the "entrance examination based on recommendation by designated school, contracted school or partner school (special admission quota)"; as well as by the School Administration, acting as the executive subcommittee in charge, and the interviewers for the "entrance examination based on recommendation by Senior High School" and the "entrance examination based on recommendation by affiliated school or partner school." Each executive subcommittee in charge holds an executive subcommittee meeting one week before the examination, confirming the details of the selection procedure. Shortly after the examination, the executive subcommittee in charge determines the successful applicants, and reviews any problems in implementing the examination, discussing possible measures to improve the examination in the subsequent academic year. This implementation system has been maintained for more than a dozen years.

An "executive subcommittee for entrance examination" is organized for the "general selection entrance

examination." This subcommittee comprises the chair and members, who prepare for the "general entrance examination" to be conducted in early February, sort the examination results, and prepare a draft proposal for judgment on admission. In each academic year, the first executive subcommittee meeting is held in early December to confirm how the examination is prepared and conducted. After the preparation process, the second executive subcommittee meeting is held in late January, confirming details of the implementation of the examination, the content of specific tasks and their assignment. After the examination, the subcommittee manages the tasks of carrying the completed examination forms to a designated place, and preparing a draft proposal for judgment on admission. This draft proposal is submitted to the School Administration, where the proposal is reexamined. The reexamined proposal is deliberated by the Undergraduate Faculty Board as a draft proposal by the Administration. At the Undergraduate Faculty Board meeting, board members make their final judgment on admission of individual applicants by vote, by each type of the "general entrance examination," such as the "entrance examination using the National Center Test for University Admissions," the "examination held on University-wide schedule," the "examination held on individual school schedule" and the "examination held on KG original system schedule." [5-73),5-74)]

As described above, the executive subcommittee for the entrance examination, which is organized for each form/type of examination, undertakes all responsibilities for specific matters and details in implementing the examination. The School thus implements student admission and selection in a fair and appropriate manner, based on its Admission Policy.

♦ School of Science and Technology

The School of Science and Technology implements student admission and selection in a fair and appropriate manner. To maintain a fair system of admission and selection, the School has taken measures such as (1) specifying the availability of diverse examination opportunities in the Admission Policy and the list of entrance examinations posted on KG's official website, [5-14)] and providing easy access to this information for those considering taking the entrance examination for the School; and (2) updating the "entrance examination data" provided on KG's official website, [5-75)] and issuing on an annual basis a "collection of entrance examination questions" which specifies the intention of the questions, point allocation, and the percentage of correct answers, [5-76)] thereby ensuring transparency in the selection criteria/standards. In the range of entrance examinations implemented by the School, an objective screening process has also been ensured, for instance by conducting interviews involving several faculty members.

Regarding the appropriateness of its student admission and selection, the School has endeavored to ensure transparency in the selection criteria/standards as described in measure (2) in the previous paragraph. Relevant members of the School participate in meetings with high school teachers to discuss university entrance examinations, aiming to use the results of the discussion for preparation of questions suited to the intended student selection. Members of the "committee for inspection of entrance examination questions" review the prepared questions, in order to prevent any mistakes in the entrance examination. [5-77)]

♦ School of Policy Studies

The School of Policy Studies implements student admission and selection procedures under the University-wide system led by the University's Admissions Department, except for the examinations listed below. The admission and selection work has been carried out in a fair and appropriate manner. Examinations and screening that the School undertakes independently of the abovementioned University-wide system are as follows: [5-15)]

• First-stage screening (English listening type; Japanese essay type) and second-stage screening

(comprehensive evaluation of documentary screening and interview <in Japanese>) in the "Admissions Office entrance examination"

• Second-stage selection (interview) in the "entrance examination for those with outstanding ability in sports"

• Selection in the "entrance examination for returnee students" (comprehensive evaluation of application documents and interview)

• Selection in the "examination for transfer students" (written examinations <English, essay>; an interview is also required if the applicant is from overseas)

• Selection in the "entrance examination for students from overseas" (written examinations <Japanese, Japanese essay>; interview)

• Screening in the "recommendation-based entrance examinations" (Senior High School; Senri International School of Kwansei Gakuin, High School; affiliated school; partner school; contracted school; designated school) (comprehensive evaluation of documentary screening and interview)

In the abovementioned screening and selection procedures conducted under its independent system, the School pays special attention to ensuring appropriateness and transparency, assigning a sufficient number of faculty/staff members. The entrance examination in AY 2011 was implemented in a variety of forms and methods (English listening examination: first-stage selection; Examination for transfer students: written examinations; Entrance examination for students from overseas: written examinations). In implementing this examination, faculty members (including executive committee members) primarily undertook the tasks of the examination headquarters and supervision at the examination sites; and administrative staff members, Administrative Assistants and Teaching Assistants guided applicants to examination venues etc., and supported the tasks undertaken by faculty members. The School selected the applicants in an appropriate manner, paying special attention to ensuring fair screening.

In addition to the abovementioned English listening examination and written examinations, interviews in each process of student selection are also conducted based on the School's independent system. All interviews are conducted by several faculty members in order to ensure fair and transparent screening. While a variety of topics and questions are asked in interviews in accordance with the forms of student admission, the School has ensured that all interviewers in all interviews avoid asking questions regarding the applicants' permanent domicile and nationality; the relationship to their guardian and guarantor, and the academic background, profession, employer, job type, position in workplace of the guardian/guarantor; topics regarding family members; and the applicants' thoughts, philosophy of life, the political party they support, religion, the (ideal image of a) person they respect, etc.

As described above, the School conducts the admission and selection procedures for the range of examinations based on its own system in a fair and appropriate manner, in conformity with its Admission Policy.

♦ School of Human Welfare Studies

For student admission, the School of Human Welfare Studies implements the "general entrance examination," the "entrance examination using the National Center Test for University Admissions," the "Admissions Office entrance examination" (AO examination), the "entrance examination for returnee students," the "entrance examination for those with outstanding ability in sports," the "entrance examination for students from overseas" and a range of "recommendation-based entrance examinations." For each of these entrance examinations, the School has specified the Admission Policy, the qualifications for application, application deadline and other conditions, carrying out admission procedures in a fair and appropriate manner. Other matters regarding student admission are also specified for each form of entrance examination and provided via KG's official website[5-14] and the "Entrance Examination Guide." [5-28)p.30 · 32 · 36 · 38 · 40 · 41 · 43,5-29)]

The School organizes separate student selection subcommittees within the School for the "AO examination," the "entrance examination for returnee students," the "entrance examination for those with outstanding ability in sports," the "examination for transfer students," the "entrance examination for students from overseas" and a range of "recommendation-based entrance examinations" (recommendation by designated school, contracted school and Kwansei Gakuin Senior High School). These subcommittees carry out screening in a strict and fair manner, and prepare draft proposals for judgment on admission of individual applicants. A subcommittee comprises one convener and several members. Executive subcommittee meetings are held prior to each examination date, in order to reconfirm the number of applicants for the entrance examination, the examination schedule and procedures, and other related matters. Efforts are made to ensure fair and appropriate student selection by sharing knowledge of the grading standards for written examinations, combination of interviewers, specific questions, evaluation of interviews, and other related matters. Executive subcommittee meetings are also held immediately after each entrance examination. In these meetings, participants discuss issues regarding standardization of evaluation criteria/standards, any existing problems and possible future directions regarding the entrance examination etc. and related matters, and prepare a draft proposal for judgment on admission, based on strict and fair deliberation. On a subsequent day, at an Undergraduate Faculty Board meeting, conveners explain the process leading to the preparation of the draft proposal, the number of applicants, examination procedures, evaluation criteria/standards, relevant problems and the future direction regarding the entrance examination etc. and related matters. The conveners submit the prepared draft proposal for deliberation at the Undergraduate Faculty Board meeting, where Board members hold a discussion and finally select successful applicants.

Regarding the "general entrance examination" and the "entrance examination using the National Center Test for University Admissions," student selection is conducted based on the University-wide system under the initiative of the Admissions Department of the University. Of the range of selection processes in these examinations, the School takes the leading role in examinations conducted in the School, in particular. Through the abovementioned selection processes, the School has endeavored to admit students with diverse abilities. As a consequence, in AY 2012, the School accepted the following percentage of new students for each form of entrance examination: 37.7% by the "general entrance examination," 2.4% by the "entrance examination using the National Center Test for University Admissions," 11.4% by the "AO examination," 0.3% by the "entrance examination for returnee students," 12.7% by the "entrance examination for those with outstanding ability in sports," 4.8% by the "entrance examination for students from overseas" and 30.7% by the range of "recommendation-based entrance examinations." As described above, the School has achieved the admission of students with diverse abilities in conformity with the Admission Policy defined by the School.

♦ School of Education

The School of Education implements student admission and selection in line with its Admission Policy.

The School has established committees regarding the entrance examination, appointing the Assistant Dean of Student Affairs as convener. Issues regarding student admission and selection in examination processes other than the "general selection entrance examination" are discussed at the "entrance examination system planning committee" and then deliberated by the Undergraduate Faculty Board. An "executive (sub)committees for entrance examination" is organized for the "general selection entrance examination" and for each of the other forms of entrance examination, as well as the "entrance examination 'A'" and the "examination for transfer students." The said (sub)committees are responsible for the executive work in implementing each entrance examination procedure.

As part of the procedure to invite applications, the School disseminates the application guidelines via KG's official website, the "Admissions Office entrance examination information/guide" and the "Entrance

Examination Guide." [5-20)p.18-21,5-28)p.33·34] In an effort to encourage applications, faculty members share the task of visiting high schools — partner schools, contracted schools and designated schools, where they introduce the School to each high school using a presentation file prepared by the School. At the open house event held this academic year, the School not only introduced itself to visitors and held a trial class, but also established consultation counters, where explanations were provided primarily regarding the entrance examination, the certificates and licenses obtainable at the School, and issues concerning job hunting. Since a significantly large number of visitors sought consultation on an individual basis, it is necessary to increase the number of consultation counters at the open house event to be held in the next academic year. Considering that the School usually receives a large number of questions regarding the "Admissions Office entrance examination" at such events, the School held plenary sessions for explaining the AO examination twice at the event this year.

Regarding selection of applicants, the School gives special attention to ensuring fair and appropriate judgment in screening, by assigning multiple interviewers to interviews conducted for a range of entrance examinations other than the "general selection entrance examination."

To prepare a draft proposal for judgment on admission in the "general selection entrance examination," the School convenes the "review committee regarding judgment on admission" (the "student yield rate review committee") to discuss the said draft proposal, based on related results in past examinations, information regarding students taking entrance examinations for other schools, and information available from preparatory schools. In the "review committee regarding judgment on admission," whether to admit individual applicants is determined in a fair and appropriate manner by the members, comprising School Administration members, as well as representatives of the Department of Early Childhood and Elementary Education and the Department of Applied Education. The draft proposal for judgment on admission prepared by the "review committee regarding judgment on admission" is subsequently deliberated by the Undergraduate Faculty Board to make a final decision on the successful applicants.

♦ School of International Studies

To fulfill its educational and research philosophy, i.e., "development of a global mindset," the School of International Studies has adopted various forms of entrance examinations. Regarding the "general entrance examination," the School implements not only the conventional "three-subject type" but also other types of examination that specialize in, or place emphasis on English. In the "entrance examination using the National Center Test for University Admissions," a large percentage of points are allocated to the subject "English," which well reflects the characteristics of the School of International Studies. [5-15)p.14 · 23 · 25 · 29]

Among other forms of entrance examination, in the "Admissions Office entrance examination" (AO examination), the School conducts documentary screening while focusing on such factors as the results of certificate examinations of foreign language proficiency and the experience of living outside Japan. As such, the School implements student admission and selection in conformity with its Admission Policy.

The School organizes "executive subcommittees" for each form of entrance examination to determine the screening results of individual applicants. Such screening results are referred to the Dean's Office Meeting (the Administration Meeting), and are finally deliberated by the Undergraduate Faculty Board. As such, the School makes judgment on admission at three stages, achieving a fair and appropriate screening process.

The School has adopted the following forms of entrance examinations: (1) the general entrance examination, and the entrance examination using the National Center Test for University Admissions, (2) the AO examination, (3) the entrance examination for returnee students, (4) the entrance examination for those with outstanding ability in sports, (5) the entrance examination for students from overseas, (6) other entrance examinations (based on recommendation by Senior High School, designated school, contracted

school, partner school, affiliated school, and overseas contracted school) and (7) the examination for transfer students. Among these seven forms of examinations, the admission quotas for five entrance examinations — (2) (3) (4) (5) and (6) — have been fulfilled.

Graduate Schools	5-1-(2)

♦ Graduate School of Theology

For admission to the first half of its doctoral program, the Graduate School of Theology implements the "general entrance examination," the "entrance examination for working adults" and the "entrance examination for students from overseas." Regarding admission to the Christian Theology and Missionary Work Course, in particular, the Graduate School requires the applicants to meet the "baptism requirement" with a view to achieving the "development of missionaries" as specified in the Admission Policy, as well as to submit a letter of recommendation prepared by their church, in order to have the results of their church life taken into consideration in the screening. For the Christian Thought and Culture Course, the Graduate School also selects applicants in a fair and appropriate manner by determining, on the basis of the submitted "research plan" etc., whether the applicant is interested in, and intends to research the interdisciplinary fields associated with the range of thoughts and cultural assets associated with Christianity. For admission to the second half of the doctoral program, the Graduate School implements the "general entrance examination" and the "entrance examination for students from overseas." It is necessary for the Graduate School to specify how the elements of the Admission Policy are realized in each form of entrance examination. In each academic year since the introduction of the course system in AY 2008, the Graduate School has admitted students to the first half of the doctoral program in the Christian Thought and Culture Course (AY 2008: one student; AY 2009: three students; AY 2010: three students; AY 2011: one student. Three students of those admitted during the period from AY 2008 to AY 2010 proceeded to the second half of the doctoral program between AY 2010 and AY 2012.) For the second half of the doctoral program, one of the major qualities expected of new students by the Graduate School is "an individual who has the ability to obtain a 'doctorate by coursework.'" The Graduate School has admitted students in conformity with this policy, consistently producing students with "doctorates by coursework" in recent years. (The number of holders of "doctorate by coursework": AY 2007 through AY 2010: one student each year; AY 2011: four students. The student admitted in AY 2010 obtained a "doctorate by coursework" in three years after entrance to the second half of the doctoral program.) [5-78]

♦ Graduate School of Humanities

The Graduate School of Humanities conducts the entrance examination in September (first round admission) and February (second round admission) in the first half of the doctoral program, as well as in February in the second half of the doctoral program, for admission of "regular students (general students)," "regular students (recommendation)," "special students (working adults)" and "special students (students from overseas)." To invite applications for the examination, the Graduate School provides relevant information via the Graduate School Guide, the Graduate School's section on KG's official website and the entrance examination guide issued in June, as well as explanatory meetings on the entrance examination for the Graduate School, which are held in June and November. In the recommendation-based entrance examination intended for prospective graduates of KGU School of Humanities who wish to enter the first half of the doctoral program, the Graduate School differentiates the requirements for recommendation between the first and second intakes, in consideration of when the student resolves to enter the Graduate School. The screening structure of the recommendation-based entrance examination for the first half of the doctoral program is different to that for the second half of the

doctoral program: An examination in the subject "specialized foreign language" and an interview are required in the screening for the first half of the doctoral program, while only an interview is required in the screening for the second half of the doctoral program, which is conducted for students who are expected to complete the first half the same program of the Graduate School and who have been recommended by their academic advisor. Subjects required in the "general entrance examination" are as follows: In both the first and second admissions for the first half of the doctoral program, the Graduate School requires prospective "regular students" to take examinations in three subjects ("specialized foreign language," "specialized basic subject" and "specialized subject"), and prospective "special students" to take two subjects ("specialized foreign language" and "specialized basic subject"); In the examination for the second half of the doctoral program, the Graduate School requires prospective "regular students" to take examinations in two subjects ("specialized foreign language" and "specialized subject"), and prospective "special students" to take two subjects ("specialized foreign language" and "specialized basic subject"). Great rigor and transparency have been achieved throughout the process from preparation of the examination questions to implementation of written examinations, interviews, grading and final selection, by ensuring that members of the "examination preparation committee" and the "executive committee regarding examination questions" in each field of specialization fulfill their respective tasks in a proper and responsible manner. Questions used in the entrance examinations in previous years are disclosed by making them available for those needing them, free of charge, at the administrative office of the Graduate School (School). [5-79]

♦ Graduate School of Sociology

The Graduate School of Sociology selects applicants for the entrance examination pursuant to the "Graduate School of Sociology Bylaws Regarding General Entrance Examination" (Graduate School of Sociology internal agreements). The Graduate School makes available an application form and the entrance examination guide (PDF file) online around July every year. The Graduate School conducts the entrance examination under the categories itemized below, in addition to which the Graduate School also implements the "entrance examination for students from overseas" (special students).

<The first half of the doctoral program>
- ○ Regular students (general students): first admission <September>; second admission <February>
- ○ Special students (working adults): first admission <September>

<The second half of the doctoral program>
- ○ Regular students (general students): second admission <February 2013>
- ○ Special students (working adults): first admission <September>
- ○ Regular students (general students) transfer admission: first admission <September>; second admission <February 2013>

Regarding preparation of examination questions and grading, as well as oral examination, committees in charge of these tasks are organized within the Graduate Faculty Board for each round of entrance examination. The several faculty members who constitute each committee rigorously perform their respective tasks. This system prevents a situation where the content of examination questions are concentrated on specific fields of specialization researched by specific faculty members. Judgment on admission is made at the Graduate Faculty Board meeting held after each entrance examination process. Comments on the results of written examinations and oral examinations are also reported at this meeting by faculty members in charge of each examination.

In student admission, the Graduate School does not place restrictions on the applicants' field of specialization in the undergraduate education, as stipulated in the Admission Policy. The Graduate School also accepts applications from working adults and students from overseas. [5-35]

♦ Graduate School of Law and Politics

The Graduate School of Law and Politics conducts the entrance examination for the first half of the doctoral program twice a year, in September and February.

The entrance examination for this stage of the doctoral program is implemented under the categories of "regular students (general students)" and "regular students (special admission system)." The examination for the latter category is further divided into two types: the special admission intended for students in the University's School of Law and Politics who wish to enter either the Academic Course or the Expert Course; and the special admission for students in other schools / graduate schools in KGU, as well as those in other universities, who wish to enter the Expert Course.

The Graduate School also implements the entrance examination for prospective "regular students (working adults)," which is available only for applicants to the Expert Course. Offerings in this course provided in evening classes and Saturday classes are subjects established for the Public Policy Program only.

For the second half of the doctoral program, the Graduate School implements the entrance examination only in the period of the second admission procedure (February), under the categories of "regular students (general students)," "regular students (JD)" and "regular students (working adults)." The examination for "regular students (JD)" is intended for (prospective) holders of the degree "Juris Doctor."

The entrance examination for prospective "special students (students from overseas)" is implemented in February for both the first and second half of the doctoral program. All information and guidelines for the abovementioned entrance examinations for the Graduate School are provided in the Graduate School's section on KG's official website. [5-80]

Regarding the abovementioned entrance examinations, the "Associate Dean of Student and Academic Affairs" and the "Assistant Dean of Student and Academic Affairs" of the Graduate School make a request for preparation of examination questions, and organize the results of the grading into a draft proposal on the screening results, based on which the Graduate School of Law and Politics Graduate Faculty Board makes due deliberations, determining the final results of the successful applicants. The tasks regarding preparation of examination questions, grading and interviews are broadly undertaken by Graduate Faculty Board members, thereby ensuring a fair screening process in the entrance examination. [5-81]

♦ Graduate School of Economics

The Graduate School of Economics implements the entrance examination for the first half of the doctoral program in a characteristic way, under three categories of "general students," "students from overseas" and "working adults" (Economist Course). The entrance examination guide is made public on KG's official website. Relevant guidelines (the scope of examination, reference books, etc.) are also provided to help applicants prepare for the examination. The examination questions for the category "general students" are designed for applicants to choose questions in a specific field of specialization, allowing them to take the examination while also considering a specific field for their studies after admission, as well as their area of strength. [5-82]

The Graduate School aims to admit excellent students from the School of Economics, such as students who have graduated from the School in three years under the early graduation system, and students with outstanding academic results who are eligible to be exempted from the written examinations for entrance to the Graduate School. The Graduate School holds explanatory meetings on its entrance examination twice a year (in June and December) primarily for students in the School of Economics, providing explanations regarding the entrance examination, the process of study and research after admission, learning support, and other relevant matters. The Graduate School also holds explanatory meetings for working adults (Economist Course).

The procedure of implementation of the entrance examination is stipulated in the internal regulations of

the Graduate School of Economics. For the examination for the first half of the doctoral program, the regulations stipulate the formation of the "executive subcommittee for Graduate School entrance examination," as well as the number of examination preparers and graders, and how to prepare questions. The internal regulations also stipulate similar content regarding the entrance examination for the second half of the doctoral program. Evaluation of Master's theses is included in the judgment on admission to this stage of the doctoral program, and in this respect, the regulations stipulate the relevant evaluation procedure in detail. [5-83)]

♦ Graduate School of Business Administration

Upon student admissions, the Graduate School of Business Administration specifies its Admission Policy in a range of entrance examination guides, publicly communicating the policy to those preparing for the entrance examination for the Graduate School. The entrance examination for the first half of the doctoral program is implemented in the forms of (1) general entrance examination, (2) entrance examination for students from overseas and (3) interview (oral examination) only. Specific procedures of these examinations for the first half of the doctoral program are as follows:

(1) In the general entrance examination, applicants are selected on the basis of written examinations and an oral examination. Written examinations include an essay examination regarding general and specified fields of commercial science, as well as a foreign language examination (one subject chosen from English, French and German). Examination subjects required for applicants for the Research Course and those for the Specialized Academic Course are the same, while the test time for the Research Course examination is longer than that for the other course, and the specific questions contained in these examinations are different. An applicant for the Specialized Academic Course is exempted from the foreign language examination if he/she has obtained the credits of the subject "foreign book reading (English) A~F" or "English economic book reading A~F," which are provided in the School of Business Administration in the University; or has acquired a TOEFL score of no less than 173 (or paper-based test score of no less than 500), a TOEIC score of no less than 600, or the "Pre-1" or higher grade in the Test in Practical English Proficiency (EIKEN). [5-40)p.1]

(2) In the entrance examination for students from overseas, applicants are selected on the basis of a written examination and an oral examination. The written examination is based on an essay regarding general and specified fields of commercial science. In addition to this, applicants are required to have a score of no less than 240 in the Examination for Japanese University Admission for International Students (subject "Japanese as a Foreign Language") or level "N1" (equivalent to "Level 1" in the test implemented until FY 2009) in the Japanese-Language Proficiency Test. The examination for the Research Course requires applicants from overseas to take a written foreign language examination, as required of Japanese students. [5-84)]

The Graduate School Administration checks for any significant variance, between examinations for each academic year, in the difficulty of written examinations for entrance examinations (1) and (2), as well as in the volume of articles to be read, or writing required, in foreign language examinations.

(3) Regarding the entrance examination "interview (oral examination) only," if applicants take the "entrance examination only on the basis of interview (third-year students)," which is intended for students who seek to proceed to the Graduate School after completing the three years of study in the undergraduate course, the applicants must satisfy the requirements that they complete all credits required for graduation by the end of their third year in the undergraduate course, and that the scores of all subjects they have studied in the undergraduate program average at least 86 points (if applicants for the Research Course) or 82 points (if applicants for the Specialized Academic Course). In the case of the "entrance examination only on the basis of interview (fourth-year students)," the scores of all subjects the applicants have studied by the end of the spring semester in the fourth-year program must average at least 86 points (if applicants

for the Research Course) or 80 points (if applicants for the Specialized Academic Course). [5-85),5-86)

For the oral examination (interview) for entrance examinations (1) (2) and (3), the Graduate School reconfirms the Admission Policy with the interviewers shortly before the examination. Based on this Policy, three interviewers assess the aptitude of an applicant from a comprehensive perspective.

As the entrance examination for the second half of the doctoral program, the Graduate School implements (1) general entrance examination and (2) entrance examination for students from overseas. The screening method consists of written examinations and an oral examination. In both examinations (1) and (2), subjects for the written examinations are "foreign language" and "specialized paper." Regarding "specialized paper," applicants must take examinations in two fields of specialization: "specialized paper 1" (their major field: or the field of their academic advisor) and "specialized paper 2" (a field other than their major field). [5-40),5-84)

The results of the written examinations and oral examinations are reported to the Graduate Faculty Board, where due deliberations are made for student selection in conformity with the Admission Policy.

♦ Graduate School of Science and Technology

Regarding the procedures of student admission and selection, the Graduate School of Science and Technology specifies the availability of diverse examination opportunities in the Graduate School entrance examination guide posted on KG's official website, and thus provides a fair opportunity for applicants with diverse abilities. The Graduate School also discloses detailed data on the entrance examination, thereby ensuring transparency in the admission and selection process. [5-87) As a consequence, students with diverse backgrounds have entered the Graduate School, such as students from other universities, working adults, and students from overseas countries and regions. Seven students from overseas were admitted via the entrance examination for admission in AY 2012. As such, the Graduate School has achieved student admission open to a wide range of students, beyond national borders. Currently, 19 foreign nationals and one working adult study in the Graduate School. [5-165)

♦ Graduate School of Policy Studies

The Graduate School of Policy Studies carries out procedures for student admission for the first half of the doctoral program twice a year (in August and February) in each category of "general students and working adults" and "students from overseas." The Graduate School issues the entrance examination guides for both categories at the beginning of each academic year, aiming at fair implementation of the entrance examination.

In the category "general students and working adults," the entrance examination for prospective "general students (regular students)" consists of a written English examination and an oral examination, examining the applicants' English skills and their knowledge in basic and specialized fields. The written English examination is exempted if the applicant is expected to graduate from KGU or has graduated from KGU within the past one year (irrespective of his/her school/department), and who ranked within the top 25 percent in academic performance results in his/her school (for a prospective graduate, the results as of the end of the fall semester of AY 2011 if applying for the first admission procedure implemented in AY 2012, or the results as of the end of the spring semester of AY 2012 if applying for the second admission procedure implemented in AY 2012; or the results as of his/her graduation if a graduate); or who is applying for the English Course ("the Course of International Studies and Development"). Oral examinations are conducted in Japanese based on the application documents. For applicants for the English Course, oral examinations are carried out in English. To help the Graduate School attract excellent students, the undergraduate School of Policy Studies allows students to skip a grade for early graduation to enter the graduate course if their academic performance results after entrance to the School average no less than 85 points, and if they wish to enter the Graduate School of Policy Studies. Under this system of

grade-skipping, one student each in AY 2005 and AY 2011 was admitted to the Graduate School.

In the category "general students and working adults," the entrance examination for prospective "working adults (regular students)" is intended for individuals with work experience (including housework and family business) of more than three years, in principle. Regarding admission of working adults, the Graduate School attaches importance to the applicants' diverse backgrounds and work experience. Therefore, the Graduate School permits applicants, whose highest educational attainment is junior college or high school graduation, to take the entrance examination if they have rich work experience, and if they are recognized to have sufficient academic ability on the basis of the documentary screening as well as the results of a qualification examination for admission to the entrance examination for the graduate course, which the Graduate School requires such applicants to take as necessary. The entrance examination set for the said graduates of junior college / high school is an oral examination only. Consequently, three graduates of junior college or high school entered the first half of the doctoral program of the Graduate School during the five academic years from AY 2008 through AY 2012. Whichever process the working adult applicants use for admission, to complete the graduate course, they are required to pass a specific examination for certification of English skills (or obtain credits in English subjects equivalent to the certification examination) by the end of the first half of their doctoral program.

Selection of "students from overseas" is also conducted in August and February. Applicants are selected by oral examination. In the selection conducted in AY 2012, eligible applicants are, or were, those falling under any of the following items:

(1) Non-Japanese nationals who completed, or are/were expected to complete by March 2013, 16 years of school education outside Japan

(2) Those who graduated, or are/were expected to graduate by March 2013, from a Japanese university as a student from overseas

(3) Non-Japanese nationals whom the Graduate School recognizes, or recognized, as having an academic ability equivalent to, or higher than, that attained through Items (1) or (2), on the basis of an individual qualification examination for admission to the entrance examination for the graduate course; and who will/would have reached 22 years of age by the time of entrance to the Graduate School

Recently, most students whom the Graduate School has accepted from outside Japan are from China. The Graduate School has admitted Chinese students with diverse cultural backgrounds, not only from metropolitan areas but also from Northeast China and the Inner Mongolia Autonomous Region.

For the second half of the doctoral program, as in the case of the first half of the doctoral program, the Graduate School conducts examinations for entrant selection twice a year (in August and February). Eligible applicants are those who have obtained, or are expected to obtain, a Master's or professional degree in or outside Japan, in principle; provided, however, that the Graduate School may give permission to take the entrance examination to persons who do not meet the abovementioned requirement, on the basis of the results of an individual qualification examination for admission to the entrance examination for the graduate course. Applicants for the second half of the doctoral program are selected on the basis of written English examinations, oral examinations and documentary screening.

Questions for the entrance examination for the Graduate School are inspected and managed in a rigorous manner, including checking the sources for their preparation, primarily by the Assistant Dean of Student and Academic Affairs. Examination questions are disclosed to the public in the academic year subsequent to that of the examination, enabling external evaluation. An adequate amount of time is allocated for examining the applicants' knowledge in their field of specialization etc., in an oral examination involving several faculty members. The results of the oral examinations are determined after due discussion by these members.

The Graduate School holds explanatory seminars regarding admission to the Graduate School on an annual basis, not only on Kobe-Sanda Campus but also on other campuses, such as Nishinomiya Uegahara

Campus and Osaka Umeda Campus, aiming at attracting a large number of applications from prospective students. [5-97),5-98)]

♦ Graduate School of Language, Communication, and Culture

The Graduate School of Language, Communication, and Culture implements student admission under the separate categories of "general students" and "working adults." Explanatory seminars regarding admission to the Graduate School are held three times a year, both on and off campus, in which explanations regarding the Admission Policy are provided. Each seminar contains a session for admission consultation with faulty members and students of the Graduate School, in order to respond to individual questions from prospective applicants. The Graduate School provides its Admission Policy via the entrance examination guide and KG's official website, endeavoring to ensure a fair and appropriate admission process.

To ensure fair and appropriate screening for admission, the Graduate School convenes the "enlarged executive subcommittee for entrance examination" for the selection examination, which is held four times a year. In this subcommittee, the Graduate School re-familiarizes all faculty members involved in the selection process with the screening policy, and explains the selection procedures to them. Theme papers submitted as one of the application documents are examined by several faculty members, so as to ensure a fair and appropriate evaluation of individual papers.

♦ Graduate School of Human Welfare Studies

Regarding student admission, the Graduate School of Human Welfare Studies publicly announces relevant information via KG's official website and related brochures, in conformity with its Admission Policy. [5-52),5-54)] Information regarding student admission is made public by broadly dividing it into "guidelines for the entrance examination," "application for admission" and "other application documents," for each of the following intake of students: [The first half of the doctoral program] the first admission (examination conducted in September) and the second admission (February) of "regular students"; and the first admission (September) of "special students (working adults) "; [the second half of the doctoral program] the second admission (February) of "regular students (general students)"; the first admission (September) of "special students (working adults)"; and the first admission (September) and the second admission (February) in transfer admission of "regular students (general students)."

Regarding entrant selection, the Graduate Faculty Board, the Graduate School Committee for Deliberation of Issues, and other related bodies discuss preparation of examination questions, content, grading method, grading criteria/standards and other related issues, in order to ensure fair and appropriate selection for admission. The Graduate School organizes the results of these discussions into "agreements regarding the entrance examination." [5-89)] The content of this agreement is broadly divided into the following themes: examination subjects, preparation of questions, grading criteria/standards, draft proposal on screening results, determination of the screening results, and information disclosure regarding the screening results. Examination subjects comprise "specialized subject," "specialized English reading comprehension examination" and "oral examination." For oral examinations, matters/questions to be examined or asked are prepared in advance, and screening is conducted by at least three examiners. Regarding preparation of questions, prepared questions and grading, all possible measures are taken to observe confidentiality until the screening results are finalized. Regarding information disclosure of selection results, the Graduate School properly handles any requests from applicants who wish to know the content of their screening results.

Since its establishment, the Graduate School has implemented a system to admit a certain number of "special students," such as students from overseas and working adults. In the entrance examination for prospective "special students," the Graduate School has set different examination subjects and questions

from those for general students.

In the Graduate School, issues regarding fair implementation and results of the entrance examination are discussed at the Graduate School Committee for Deliberation of Issues and the Graduate Faculty Board, thereby achieving fair and appropriate student admission and selection.

♦ Graduate School of Education

The Graduate School of Education implements student admission and selection in line with its Admission Policy. Details regarding student admission and selection procedures are provided in the entrance examination guide.

The entrance examination in the Graduate School is implemented to admit "regular students," "special students (students from overseas)" and "special students (working adults)," for both the first and second half of the doctoral program. The Graduate School provides information regarding the application period, examination date, announcement of successful applicants, examination content, examination venues, qualifications for application and application procedure, for each category of admission, i.e., "regular students" in the first half of the doctoral program, "special students (working adults)" in the first half of the doctoral program, "regular students" in the second half of the doctoral program, and "special students (working adults)" in the second half of the doctoral program. Information regarding the admission procedure, tuition fee and scholarship is commonly provided for both applicants for the first and second half of the doctoral program.

For prospective "special students (working adults)," the Graduate School clearly communicates that after admission, individuals admitted as a "special student" are not eligible to apply for a doctorate [A] insofar as they remain as a "special student," and that "special students" can change their status to "regular student" after a lapse of one year or more from entrance to the course, subject to the approval of the Graduate Faculty Board.

In AY 2012, as in the previous academic year, the Graduate School set a special admission quota for applicants based on recommendation in order to invite applications from Hiroshima Jogakuin University, Kwansei Gakuin University School of Humanities, and Seiwa College School of Education.

The Graduate School has established the "executive committee for entrance examination," with the convener being the Associate Dean of Student and Academic Affairs. Issues regarding student admission and selection are discussed at the "executive committee for entrance examination" and the Graduate School Committee for Deliberation of Issues, and then further deliberated by the Graduate Faculty Board. [5-56)]

♦ Law School

For student admission, the Law School prepares the entrance examination guide, and distributes it in advance, in accordance with the Admission Policy. The Law School has also made public general information regarding the entrance examination on KG's official website. [5-57),5-58)] Explanatory meetings are held to provide an overview of the entrance examination. [5-59)] The Law School thus invites applications for its entrance examination in a fair and open manner.

Ensuring a fair and open examination process is one of the top priorities in implementing the entrance examination. The entrance examination for the Law School is conducted under the same conditions for all applicants, without giving preference to KGU students, including those in the University's School of Law and Politics. Applicants are not required to submit a written statement of reasons for application or a resume, except for the case of "special entrance examination." The Law School conducts screening solely on the basis of the results of written examinations and an aptitude test, the results of academic performance in the undergraduate program, and interviews (Schedule A/C).

For all types of entrance examination, the Law School invites applications from a wide range of

individuals, regardless of the field of specialization during their undergraduate program. While the examination on Schedule A is particularly intended for prospective graduates of an undergraduate course, the examinations on Schedule B and Schedule C are arranged so that applicants can apply for all types of Law School examinations, allowing them to have increased examination opportunities.

As part of the effort to ensure a fair and open examination process, the Law School discloses information regarding the results of the entrance examination on a later day, such as the number of both applicants and successful applicants, as well as the examination questions, via the official website. [5-90),5-91)] The Law School also responds to the applicants' requests for information regarding their screening results, after successful applicants on each examination schedule are announced. [5-92)]

Judgment on admission of individual applicants is finalized after discussions at the Law School's "executive subcommittees for entrance examination," the Law School Administration, and the Professional Graduate School Graduate Faculty Board.

♦ Institute of Business and Accounting

The Institute of Business and Accounting distributes, and makes downloadable via KG's official website, the entrance examination guide, an application, and other forms of application documents. [5-93),5-94)] Regarding selection of applicants, the Institute specifies the guidelines for the entrance examination and the screening criteria/standard, in the "Institute of Business and Accounting guidelines for entrance examination and selection ('documentary screening,' 'interviews' and 'written examinations')" for the examination for the Business School and the Accounting School[5-95]; and in the "arrangements for implementation of entrance examination" for the examination for the Graduate Department of Advanced Management. [5-96)] Documentary screening, grading of written examinations and screening in interviews are undertaken by several faculty members. The screening results are indicated by points, based on which it is determined whether to admit the applicant. As such, the Institute appropriately determines whether the applicants have the sufficient ability, aptitude, etc. to receive education in their intended program, i.e., the professional degree program or the second half of the doctoral program provided by the Institute. Regarding the entrance examination, the Institute admits students twice a year, for the spring and fall semesters, with a view to guaranteeing a wide range of individuals the opportunity to take the entrance examination, and enabling the Institute to secure applications from individuals with excellent ability. The entrance examination is implemented for each admission for the spring/fall semester. The results of past entrance examinations have been disclosed in the Institute's brochure [5-99)] and the Institute's section on KG's official website. [5-100)]

(3) Does the University admit students in accordance with an appropriately set admission quota, and properly manage the enrollment based on the admission capacity?

Whole University	5-1-(3)

At KGU, each school has set an appropriate admission quota while taking into account the social situation, the characteristics of the disciplines studied in the school, and other factors. After the entrance examination, the "executive committees for entrance examination" and other bodies organized within each school's Undergraduate Faculty Board prepare a draft proposal for judgment on admission, on the basis of a proper understanding of recent trends in applications to KGU and other universities. Based on this proposal, admission of individual applicants is carefully deliberated and finalized at the Undergraduate Faculty Board. [5-64)Article 4-(5)] At a Committee of Deans meeting held in April in each year, participants

review the status of fulfillment of the "admission quota" (for the year's intake) and that of the "admission capacity" (for accommodating students in all years of study in each school etc.). Aside from this review, the status of management of admission quota/capacity at each school is also reviewed, by taking every possible opportunity, by the Council on Management and Academic Affairs, a body to discuss issues concerning the whole foundation of KG. In the undergraduate course, the admission quota and the admission capacity are generally filled, with the number of students being approximately equivalent to the quota/capacity. [5-65)]

In the graduate course, the admission quota/capacity has not been satisfied in some graduate schools due to recent trends in application for graduate school. [5-65)] As in the case of the undergraduate course, graduate schools have set an appropriate admission quota. In addition to written examinations, graduate schools conduct oral examinations, and determine the admission of individual applicants at a meeting of the Graduate Faculty Board. [5-101)Article 4-(5)] The fulfillment rate of the admission quota and that of the admission capacity are reviewed at a Committee of Deans meeting held in April.

Schools	5-1-(3)

♦ School of Theology

The ratio of student enrollment to admission capacity in each year from AY 2008 through AY 2012 in the School of Theology is as shown below. [5-102),5-88)] As indicated by the overall values, the School manages its student enrollment in an appropriate manner based on its admission capacity (average of past years: 1.12). The admission capacity of the School is smaller than that of other schools (i.e., each student accounts for a larger percentage of the entire capacity than in other schools). This situation requires the School to pay close attention to maintaining the ratio of student enrollment at an appropriate level. In due consideration of this specific situation, the School will continue its efforts to appropriately manage its student enrollment. The ratio of new admissions to admission quota for the years mentioned above averages 1.02. [5-65)]

	Admission capacity (persons)	Student enrollment (persons)	Ratio of student enrollment	New admissions / admission quota
AY 2008	120	131	1.09	1.00
AY 2009	120	140	1.17	1.20
AY 2010	120	136	1.13	0.83
AY 2011	120	132	1.10	0.90
AY 2012	120	133	1.11	1.17

♦ School of Humanities

The School of Humanities has set an appropriate admission capacity (3,080 students) in consideration of the features and diversity of the humanities, the discipline researched and studied at the School. The ratio of new admissions to admission quota for the past five years averages 1.04, and the ratio of student enrollment to admission capacity stands at 1.09. Both values slightly exceed the respective limits. Regarding the student intake in April 2012, the number of new entrants stood at 772 students, compared to the admission quota of 770 students. As of May 2012, enrollment in the School was 3,300 students, a value approximate to the admission capacity. As for AY 2012, the School has achieved proper management in both new student admissions and current enrollment. [5-103),5-104),5-1)Article 3,5-88),5-65)]

♦ School of Sociology

In the AY 2012 entrance examination (implemented in AY 2011), the School of Sociology fixed the point allocation, examination subjects, and admission quota of each form of examination in line with its Admission Policy, which sets forth that the School admits highly motivated students with diverse aptitudes.

In AY 2009, the School saw its ratio of student enrollment to admission capacity reach 1.16. In response to this situation, the School set the objective of "in-depth management of student enrollment," and since then, the School has been making efforts to optimize the number of enrolled students in the School. Admissions to the School in AY 2012 totaled 664 students, compared to the admission quota of 650 students. The ratio of new admissions to admission quota for this single academic year stood at 1.02, and the average of the past five years was 1.07. The ratio of student enrollment to admission capacity stands at 1.09 (2,831 students are enrolled, compared to the admission capacity of 2,600 students), which is the lowest for the past five years. [5-88)]

♦ School of Law and Politics

Regarding the School of Law and Politics's entrance examinations implemented for admission in the five years from AY 2008 through AY 2012, the ratio of new admissions to admission quota (680 students, comprising 520 students for the Department of Law and 160 students for the Department of Political Science) for these five years averaged 1.00 (0.97 for the Department of Law; 1.07 for the Department of Political Science). The ratio of student enrollment to admission capacity (total 2,630~2,720 students, comprising 2,050~2,080 students in the Department of Law and 580~640 students in the Department of Political Science) averaged 1.07 (1.05 for the Department of Law; 1.16 for the Department of Political Science). As such, both ratios have generally been maintained at an appropriate level in the School as a whole.

The School implemented the AY 2012 entrance examination based on the admission quota allocated for each examination as follows: 415 students for the "general entrance examination" (comprising 145 students for the examination on the "University-wide schedule," 145 students for the examination on the "individual school schedule," 50 students for the examination on the "KG original system schedule," and 75 students for the "entrance examination using the National Center Test for University Admissions"); 20 students for the "Admissions Office entrance examination"; 210 students for the "entrance examinations based on recommendation by designated school, contracted school, and Senior High School"; 30 students for the "entrance examination for those with outstanding ability in sports"; three students for the "entrance examination for students from overseas"; and two (or a few) students for the "entrance examination for returnee students." The School admitted students within the specified admission quota in 39.0 percent of the said forms of entrance examinations. A system to admit diverse students has thus steadily been established. [5-105),5-88),5-106),5-107),5-108),5-109)]

♦ School of Economics

In AY 2012, the School of Economics admitted 741 first-year students and six transfer students. The School decided to admit this number of new entrants on the basis of the annual plan, while this figure significantly exceeded the admission quota (680 students), in consideration that the intake in AY 2010 and AY 2011 did not meet the respective admission quotas (ratio of new admissions to admission quota: 0.90 for AY 2010; 0.97 for AY 2011). Consequently, the average in the past five years of the ratio of new admissions to admission quota is 1.00, [5-88)] and accordingly, the ratio of student enrollment to admission capacity stands at 1.07, as of AY 2012. This is within an appropriate range, which has been achieved through proper management based on the admission capacity.

♦ School of Business Administration

The School of Business Administration has set an appropriate admission quota and admission capacity while taking into account the social situation, and the characteristics of the disciplines studied in the School. The admission quota of the School has been set at 650 students, compared to which the School admitted 669 students in 2008, 637 students in 2009, 654 students in 2010, 681 students in 2011, and 655 students in 2012. Accordingly, the ratio of new admissions to admission quota stood at 1.03 in 2008, 0.98 in 2009, 1.01 in 2010, 1.05 in 2011, and 1.01 in 2012. The School has thus maintained its admissions approximate to the admission quota. [5-65]

This has been achieved since it has been ensured that the admission quota for each form of entrance examination is properly filled based on careful consideration by the executive subcommittees organized for each form of examination.

In fact, it is evident that the number of entrants via each form of examination is almost the same as the respective admission quota. [5-110] As a consequence, the ratio of student enrollment to admission capacity in each academic year has been maintained at a level between 1.063 and 1.113. As such, the School has provided a sound learning environment for the enrolled students. [5-88]

♦ School of Science and Technology

The average ratio of new admissions to admission quota of the School of Science and Technology for the past five years is 1.09, the same value as for the previous academic year. The ratio of student enrollment to admission capacity stands at 1.09, a value almost the same as for the previous academic year. Both ratios have been maintained at a level approximate to the target value of 1.00. [5-88] As such, the School has properly managed its student enrollment based on appropriate admission quota/capacity setting and student admissions.

♦ School of Policy Studies

The School of Policy Studies provides education combining arts and sciences in an integrated manner. Therefore, in addition to entrance examinations with a humanities-subject emphasis, the School also implements entrance examinations with a science/mathematics emphasis, such as the "general entrance examination: three-subject type with science/mathematics emphasis" conducted on the "University-wide schedule" and "individual school schedule"; and the "general entrance examination: English-mathematics type" and the "Center Test with KG mathematics examination combined" conducted on the "KG original system schedule" under the category of "general entrance examination." As such, the School allocates its admission quota in a manner that helps the School attract students with diverse abilities that are essential to achieving its philosophy and objective. [5-15] In consideration of the characteristics of its education, the School has designed its program so that after admission, students can choose their department based on thorough consideration after one year of extensive studies, rather than belonging to a specific department upon entrance to the School.

As of AY 2012, student enrollment in the School is 2,511 students, and the ratio of student enrollment to admission capacity (2,420 students) stands at 1.04. The ratio of new admissions to admission quota (an average of five years) is 1.03. As such, the School has managed its admissions and student enrollment in an appropriate manner. AY 2012 marks the fourth year since the School was reorganized into a school of four departments. Since the reorganization, its admission capacity has increased by 100 students per year. In each academic year during this period, the student enrollment has never fallen below the admission capacity. The excess rate has also been reduced. The student enrollment has thus been maintained and managed properly.

The number of transfer students in the School stands at 77, and the ratio of transfer students to quota for transfer admission (100 students) is 0.77. The School has allocated a substantial quota to transfer admission, amid a social situation that is not necessarily favorable to student admission, such as Japan's declining birthrate, meaning that universities have more places for admission than applicants, and reorganization of some junior colleges into four-year colleges/universities. Despite these circumstances, the School has achieved a ratio of transfer students to quota for transfer admission exceeding 0.70. This can be regarded as a result of proper maintenance and management efforts in transfer admission. [5-111]

As described above, the School has admitted students in accordance with an appropriately set admission quota, and has achieved proper enrollment management based on its admission capacity.

♦ School of Human Welfare Studies

The admission quota of the School of Human Welfare Studies has been set at 300 students, which is broken down into 130 students for the Department of Social Work, 70 students for the Department of Social Organization Development, and 100 students for the Department of Holistic Human Sciences. The School organizes executive committees for each form of entrance examination. While judgment on admission is duly considered by each executive committee, the final decision is subject to the approval of the Undergraduate Faculty Board. The School thereby aims to ensure fair and appropriate student selection. As a consequence, (1) the ratio of new admissions to admission quota for the past five years averages 1.09, and (2) the ratio of student enrollment to admission capacity stands at 1.09. [5-88]

♦ School of Education

The admission quota for each form of entrance examination of the School of Education is allocated by the "entrance examination system planning committee," and then deliberated by the Undergraduate Faculty Board. The number of successful applicants in each examination's selection process is fixed on the basis of the abovementioned quota. In the most recent "general entrance examination" of the School, the number of successful applicants was determined based on the data on the entrance examination for the three years after its establishment in 2009, as well as on its admission capacity.

The ratio of new admissions to admission quota for the four years from AY 2009 through AY 2012 averages 1.00 for the Department of Early Childhood and Elementary Education, and 1.13 times for the Department of Applied Education. The admission capacity stands at 1,130 students in the Department of Early Childhood and Elementary Education, and 280 students in the Department of Applied Education. The ratio of student enrollment to admission capacity was, or is, as follows: [Department of Early Childhood and Elementary Education] 0.22 in 2009, 0.47 in 2010, 0.73 in 2011, and 1.00 in 2012; [Department of Applied Education] 0.22 in 2009, 0.56 in 2010, 0.81 in 2011, and 1.11 in 2012. These changes in the ratio indicate that the School's admission capacity has been filled after four years from its establishment.

Transfer admission is implemented only in the Elementary Education Course of the Department of Early Childhood and Elementary Education. The quota for transfer admission has been set at five students, who are to be admitted to the third year of the undergraduate program, in conformity with the University Regulations.

The "review committee regarding judgment on admission," which is in charge of preparing a draft proposal for judgment on admission, comprises the School Administration members, as well as representatives of the Department of Early Childhood and Elementary Education and the Department of Applied Education. Through this composition, the committee aims to fulfill the School's admission capacity while taking into consideration the educational policy of, and the current situation in both departments.

As described above, the School has endeavored to properly manage its student enrollment based on the

admission capacity. As of AY 2011, the number of enrollees was achieved at an approximate level to the admission capacity in the Early Childhood Education Course of the Department of Early Childhood and Elementary Education, while the enrollment slightly exceeded capacity in the Elementary Education Course of the same department, as well as in the Department of Applied Education. [5-1)Article 3,5-112)]

♦ School of International Studies

The School of International Studies has adopted the following forms of entrance examinations: (1) the general entrance examination, and the entrance examination using the National Center Test for University Admissions, (2) the Admissions Office entrance examination, (3) the entrance examination for returnee students, (4) the entrance examination for those with outstanding ability in sports, (5) the entrance examination for students from overseas, (6) other entrance examinations (based on recommendation by Senior High School, designated school, contracted school, partner school, affiliated school, and overseas contracted school) and (7) the examination for transfer students. Among these examinations, the admission quotas for five entrance examinations — (2) (3) (4) (5) and (6) — have been fulfilled.

The School has entered the third year after its establishment, and accordingly, does not have data for five years. According to the most recent available data, the School's enrollment totals 952 students, comprising 348 first-year students, 323 second-year students, and 281 third-year students. The ratio of student enrollment to admission capacity stands at 1.06. [5-88)]

As described above, the School has admitted students in accordance with an appropriately set admission quota, and has achieved proper enrollment management based on its admission capacity.

Graduate Schools   5-1-(3)

♦ Graduate School of Theology

The ratio of student enrollment to admission capacity in each year from AY 2009 through AY 2012 in the Graduate School of Theology is as shown below (average of past years: the first half of the doctoral program 1.10; the second half of the doctoral program (average) 1.03). [5-88),5-113)] As such, the ratio is maintained at an appropriate level. The ratio of new admissions to admission quota for these years averages 0.94 in the first half of the doctoral program, and 0.90 in the second half of the doctoral program. [5-65)]

<The first half of the doctoral program>

	Admission capacity (persons)	Student enrollment (persons)	Ratio of student enrollment	New admissions / admission quota
AY 2008:	20	22	1.10	0.90
AY 2009:	20	21	1.05	0.90
AY 2010:	20	21	1.05	1.10
AY 2011:	20	26	1.30	1.10
AY 2012:	20	20	1.00	0.70

\<The second half of the doctoral program\>

	Admission capacity (persons)	Student enrollment (persons)	Ratio of student enrollment	New admissions / admission quota
AY 2008:	6	7	1.17	1.00
AY 2009:	6	7	1.17	1.00
AY 2010:	6	7	1.17	1.00
AY 2011:	6	5	0.83	0.50
AY 2012:	6	5	0.83	1.00

♦ Graduate School of Humanities

The Graduate School of Humanities has set the admission quota for each graduate department. In the first half of the doctoral program, the ratio of new admissions to admission quota for each graduate department for five years from AY 2008 through AY 2012 averages 1.01 for the Graduate Department of Culture and History, 0.89 for the Graduate Department of Integrated Psychological Sciences, and 0.67 for the Graduate Department of Literature and Linguistics. Likewise, the abovementioned ratio in the second half of the doctoral program averages 0.83 for the Graduate Department of Culture and History, 0.73 for the Graduate Department of Integrated Psychological Sciences, and 0.77 for the Graduate Department of Literature and Linguistics. The overall average of the said ratio in the Graduate School for the same five-year period stands at 0.84. Meanwhile, the ratio of student enrollment to admission capacity in the first half of the doctoral program for each graduate department in the past five years, from AY 2008 through AY 2012, averages 1.09 for the Graduate Department of Culture and History, 0.90 for the Graduate Department of Integrated Psychological Sciences, and 0.82 for the Graduate Department of Literature and Linguistics. These figures bring the average of the three graduate departments in the first half of the doctoral program to 0.94. Likewise, the abovementioned ratio in the second half of the doctoral program averages 0.76 for the Graduate Department of Culture and History, 0.72 for the Graduate Department of Integrated Psychological Sciences, and 0.67 for the Graduate Department of Literature and Linguistics. The overall average of the three graduate departments in this stage of the doctoral program stands at 0.72. [5-114),5-65),5-115)Article 6,5-88)]

♦ Graduate School of Sociology

In the first half of the doctoral program in the Graduate School of Sociology, the ratio of student enrollment to admission capacity stood at 0.96 in AY 2008, 0.83 in AY 2009, 0.71 in AY 2010, 0.58 in AY 2011, and 0.83 in AY 2012. In the second half of the doctoral program, the ratio was 0.67 in AY 2008, 0.75 in AY 2009, 1.00 in AY 2010, 1.08 in AY 2011, and 1.08 in AY 2012. As indicated above, the first half of the doctoral program remains under-enrolled. The Graduate School is currently discussing how this under-enrollment should be corrected, including the desirable future direction of the course. [5-88)]

As part of its public relations efforts for meeting the admission capacity, the Graduate School holds explanatory meetings on the entrance examination for the Graduate School twice a year, in which explanations are provided regarding the entrance examination system and educational content, as well as the range of support for educational and research activities available in the Graduate School. The Graduate School sends leaflets for public relations purposes to universities and research institutes operating in Kansai and other regions. [5-116)] Efforts are also made to provide relevant information for students in the University's School of Sociology via instructors of seminar classes, for the purpose of interesting the undergraduate students in advancing to the Graduate School. [5-117)]

♦ Graduate School of Law and Politics

In the first half of the doctoral program in the Graduate School of Law and Politics, the ratio of new admissions to admission quota (45 students) for the past five years averages 0.41, and the ratio of student enrollment to admission capacity (90 students) stands at 0.54. For the second half of the doctoral program, the ratio of new admissions to admission quota (six students) for the past five years averages 0.33, and the ratio of student enrollment to admission capacity (18 students) stands at 0.33. [5-88)] The Graduate School endeavors to fulfill the admission quota/capacity by holding explanatory meetings on the entrance examination for the Graduate School. A system has also been introduced whereby the Graduate School exempts, from written examinations in the entrance examination, working adults, undergraduate students in schools other than the School of Law and Politics, undergraduate students at other universities, and students in other graduate schools, insofar as such applicants meet certain prescribed standards. [5-36)]

♦ Graduate School of Economics

For the first half of its doctoral program, the Graduate School of Economics implements the entrance examination in a characteristic manner, under the three categories of "general students," "students from overseas" and "working adults" (Economist Course). Regarding the category of "general students," the Graduate School makes efforts to attract excellent students from the School of Economics, such as students who have graduated from the School in three years under the early graduation system, and students with outstanding academic results who are eligible to be exempted from the written examinations for entrance to the Graduate School. However, the admission capacity of the Graduate School has never been filled. The Graduate School has invited applications while allocating 15 places out of the 30 places of admission quota to the Economist Course. The number of applicants has declined considerably, however.

In the first half of its doctoral program, the ratio of new admissions to admission quota (30 students) for the past five years up to AY 2012 averages 0.44, and the ratio of student enrollment to admission capacity (60 students) stands at 0.40. For the second half of the doctoral program, the ratio of new admissions to admission quota (three students) for the past five years averages 0.60, and the ratio of student enrollment to admission capacity stands at 0.22. [5-88)]

♦ Graduate School of Business Administration

According to the most recent available data (as of May 1, 2012), (1) the ratio of new admissions to admission quota in the Graduate School of Business Administration for the past five years averaged 0.68 in the first half of the doctoral program, and 0.58 in the second half of the doctoral program. (2) The ratio of student enrollment to admission capacity stood at 0.68 in the first half of the doctoral program, and 0.73 in the second half of the doctoral program. [5-88)]

New admissions in AY 2012 filled 50 percent of the admission quota (15/30) for the first half of the doctoral program, and 80 percent of the admission quota (4/5) for the second half of the doctoral program; The number of new entrants decreased in the first half of the doctoral program, while it increased in the second half of the doctoral program. The ratio of new admissions to admission quota by each course in the first half of the doctoral program stood at 0.85 (15/20) in the Specialized Academic Course, and 0.00 (0/10) in the Research Course. As of May 2011, the ratio of student enrollment to admission capacity stood at 0.73 (44/60) in the first half of the doctoral program, and 0.53 (8/15) in the second half of the doctoral program. While aiming at fulfilling the admission capacity, the Graduate School places higher priority on admitting students who possess aptitudes in line with its Admission Policy. The admission quota for the second half of the doctoral program was reduced from 10 students to five students in AY 2009. While this quota has still not been met, the Graduate School properly manages student admissions

in conformity with its Admission Policy. [5-65)]

♦ Graduate School of Science and Technology

The ratio of new admissions to admission quota (an average of five years) stands at 1.00 in the whole of the first half of the doctoral program in the Graduate School of Science and Technology. The ratio of student enrollment to admission capacity in the same stage of the Graduate School's doctoral program, as a whole, is 1.13 as of AY 2012, showing that enrollment is almost the same as the admission capacity. Both ratios have been maintained at an appropriate level.

Regarding the second half of the doctoral program, the ratio of new admissions to admission quota (an average of five years) in this stage of the Graduate School's doctoral program, as a whole, stands at 0.48, being below the quota. Efforts are needed to attract students for the second half of the doctoral program. [5-88)]

♦ Graduate School of Policy Studies

The Graduate School of Policy Studies has set its admission capacity at 100 students for the first half of the doctoral program, and 15 students for the second half of the doctoral program. While the admission capacity had generally been satisfied up to around AY 2005, it has recently been under-enrolled considerably, especially in the first half of the doctoral program. Table (1) indicates recent year-on-year changes in the number of students and the rate of capacity fulfillment.

While there are a certain number of undergraduate students who plan to advance to a graduate course after graduation, most of them seek to enter a graduate school of a national university. The curriculum revision in AY 2010 by the Graduate School was implemented in view of this situation. However, the tendency for undergraduate students to prefer a national university when choosing a graduate school has still persisted. This trend is not necessarily attributable to financial reasons. Meanwhile, it is too early to be able to review the outcomes of the curriculum revision in AY 2011. The Graduate School will further increase its efforts to attract working adults and students from overseas. In parallel, the Graduate School recognizes that to secure a certain level of academic quality among entrants, it may be necessary for the Graduate School to seek to optimize its admission capacity. [5-117)]

Table (1)

	AY	2008	2009	2010	2011	2012
Student enrollment (persons)	1st half of doctoral program	37	33	40	37	32
	2nd half of doctoral program	4	4	2	8	6
Ratio of student enrollment to admission capacity	1st half of doctoral program	37%	33%	40%	37%	32%
	2nd half of doctoral program	26.7%	26.7%	13.3%	53.3%	40.0%

♦ Graduate School of Language, Communication, and Culture

Since the establishment of the Graduate School of Language, Communication, and Culture in AY 2001, its admission quota has remained unchanged at 30 students for the first half of the doctoral program and three students for the second half of the doctoral program. This admission quota is appropriate, given the

number of faculty members of the Graduate School and the size of its research and educational facilities etc. The student enrollment is also managed appropriately. Information regarding the status of enrollees is reported by the Associate Dean of Student and Academic Affairs at monthly meetings of the Graduate Faculty Board, including information on their absence from or return to the Graduate School. Such information is shared by all faculty members.

According to the data regarding the entrance examination conducted in the past five years, the number of applicants ranged from 45 to 69, successful applicants from 29 to 45, and entrants from 27 to 41. The ratio of fulfillment of the admission quota (33 students) stood at between 0.82 and 1.24.

The student enrollment in the past five years totals 159, compared to the admission capacity of 165. The fulfillment ratio is 0.96. [5-65),5-88)]

♦ Graduate School of Human Welfare Studies

The Graduate School of Human Welfare Studies publicly explains via KG's official website that the Graduate School contains the Graduate Department of Human Welfare Studies, which consists of the first half of the doctoral program (standard timeframe for completion: two years) and the second half of the doctoral program (standard timeframe for completion: three years). The admission quota/capacity has also been disclosed on the official website. The first half of the doctoral program is assigned more than 20 faculty members. The standard timeframe for completion is two years, and the admission quota has been set at eight students; accordingly, the admission capacity amounts to 16 students. Regarding the second half of the doctoral program, the standard timeframe for completion is three years, and the admission quota has been set at five students; accordingly, the admission capacity amounts to 15 students. The Graduate School has set an appropriate admission quota/capacity for each stage of the doctoral program. Regarding the number of students, enrollment in the first half of the doctoral program compared to the admission capacity of 16 students, stood/stands at 17 students in AY 2008 (106.3%), 17 students in AY 2009 (106.3%), 19 students in AY 2010 (118.8%), 17 students in AY 2011 (106.3%), and 18 students in AY 2012 (122.5%). As such, an appropriate number of enrollees have generally been maintained, and the student enrollment has been properly managed. However, for the second half of the doctoral program, student enrollment compared to the admission capacity of 15 students, stood/stands at 10 students in AY 2008 (66.7%), 10 students in AY 2009 (66.7%), eight students in AY 2010 (53.3%), eight students in AY 2011 (53.3%), and eight students in AY 2012 (53.3%). The second half of the doctoral program has therefore been under-enrolled. [5-65),5-88)]

♦ Graduate School of Education

The Graduate School of Education selects applicants for the entrance examination by written and oral examinations, in accordance with an appropriately set admission quota. In the most recent entrance examination, the number of successful applicants was determined based on the data on the entrance examination for the three years after the Graduate School's establishment in 2009, as well as on its admission capacity.

The ratio of new admissions to admission quota from AY 2009 through AY 2012 averages 0.5 in the first half of the doctoral program, and 0.41 in the second half of the doctoral program. The ratio of student enrollment to admission capacity was, or is, as follows: [The first half of the doctoral program] 0.33 in 2009, 0.5 in 2010, 0.66 in 2011, and 0.66 in 2012; [The second half of the doctoral program] 0.22 in 2009, 0.33 in 2010, 0.44 in 2011, and 0.44 in 2012. As indicated in the abovementioned ratio of student enrollment to admission capacity, the Graduate School remains under-enrolled. Partly due to the short-time (four-year) lapse after its establishment, the Graduate School is not widely known. While recognizing this fact, the Graduate School must make efforts to increase applicants for its entrance examination, and thereby achieve appropriate student admission. [5-112)]

♦ Law School

Since its establishment, the Law School had set the admission quota for the intake in a single year at 125 students. This was reduced to 100 students in AY 2011, in response to the revision of the admission capacity.

The ratio of new admissions to admission quota for the past five years averages 0.75. The ratio of student enrollment to admission capacity stands at 0.70. [5-88)]

♦ Institute of Business and Accounting

Regarding the Business School and the Accounting School of the Institute of Business and Accounting, the average of the ratio of new admissions to admission quota for the past five years, and the ratio of student enrollment to admission capacity (hereinafter "capacity fulfillment rate") are as follows:

Business School

As indicated in the Basic Institutional Data, [5-88)] the ratio of new admissions to admission quota for the past five years averages 0.87. As of May 1, 2012, the student enrollment is 150 students, compared to the admission capacity of 200 students. The capacity fulfillment rate is 75 percent.

Accounting School

As indicated in the Basic Institutional Data, [5-88)] the ratio of new admissions to admission quota for the past five years averages 0.76. As of May 1, 2012, the student enrollment is 146 students, compared to the admission capacity of 200 students. The capacity fulfillment rate is 73 percent.

Graduate Department of Advanced Management (The second half of the doctoral program)

As indicated in the Basic Institutional Data, [5-88)] the ratio of new admissions to admission quota for the past five years averages 1.25. As of May 1, 2012, the student enrollment is 13 students, compared to the admission capacity of 12 students. The capacity fulfillment rate is 108 percent.

(4) Does the University regularly examine whether student admission and selection are implemented in a fair and appropriate manner based on the Admission Policy?

Whole University	5-1-(4)

To examine whether student selection is implemented in a fair and appropriate manner, the University has established a "working group for follow-up assessment of entrants and evaluation of entrance examination system" within the Entrance Examination Committee, which conducts follow-up assessment and analysis of all students admitted to the University. In this assessment, the University conducts multifaceted analysis, and evaluates whether the University has secured individuals conforming with the purpose of each entrance examination system, by collecting a variety of data regarding the students admitted via each entrance examination, including not only their academic performance but also the status of their employment after graduation and information on their extracurricular activities.

In addition to the follow-up assessment of the entrants and evaluation of the entrance examination system, data on the range of entrance examinations is also analyzed, based on which the Entrance Examination Committee reviews the content of examinations, as necessary. [5-118)]

Regarding the entrance examination for the graduate course, the Graduate Faculty Board of each graduate school examines whether student selection is implemented in a fair and appropriate manner in light of the Admission Policy that has been established by each graduate school.

Schools	5-1-(4)

♦ School of Theology

Regarding establishment of a framework for periodic examination of whether fair and appropriate student admission and selection are implemented in the School of Theology, related issues are continually discussed by the Entrance Examination Review Committee (School), to which such issues have been referred by the School's Undergraduate Faculty Board, and which is chaired by the Dean. In parallel, the issue of how student admission and selection should be implemented is examined and reviewed on every possible occasion. The School has established an Admission Policy applicable to the whole School, and as a consequence, the qualities expected of new students have been defined more clearly. This has enabled the School to admit and select students with increased fairness and appropriateness. Regarding the range of entrance examinations ("general entrance examination," "AO examination," "recommendation-based admission," etc.), the purpose and policy of each examination are specified in the application guidelines. Based on this purpose and policy, the School must define the qualities expected of new students within the context of each of these examinations. The School is currently examining the consistency in the qualities expected of new entrants in terms of the qualities defined under the Admission Policy compared to those defined for each examination.

♦ School of Humanities

To examine whether student admission and selection are implemented in a fair and appropriate manner, the School of Humanities has established the School Committee, the "student retention rate review committee" and the "entrance examination system planning subcommittee" within the School. Members of these committees undertake periodic examination of the said fairness and appropriateness. The School also makes efforts to obtain the specialized information necessary for such examination, by providing regular opportunities for information exchange with other organizational units within the University, such as the Admissions Department and the Center for Career Planning and Placement.

♦ School of Sociology

The School of Sociology conducts the "general entrance examination" by organizing an "executive subcommittee" within the School under the "headquarters for the entrance examination." For implementation of other forms of examinations, the School organizes committees for each examination within the Undergraduate Faculty Board. [5-119)]

Regarding screening results of examinations other than the "general entrance examination," the executive subcommittees for each examination prepare a draft proposal for judgment on student selection. In the "general entrance examination," such a draft proposal is prepared by the "entrance examination measurement committee," based on analysis of the status of application for, and admission to the School in the past several years. Both draft preparation processes are reported to the Undergraduate Faculty Board, where due deliberation is made to determine successful applicants. Efforts have thus been made to ensure fairness in the examination by sharing information among the entire faculty regarding the process from implementation of examinations through selection of students.

The "entrance examination measurement committee" summarizes the results of the entrance examination in each academic year, after new enrollees for the year are actually fixed. The committee sorts the issues to be addressed for the examination in the subsequent academic year, reporting them at the Undergraduate Faculty Board in order to pass them on to the staff in charge of the next examination.

The School has also established the "entrance examination system planning committee" to conduct follow-up assessment of students' academic performance after enrollment. The assessment results are analyzed and examined on a regular basis, and are accumulated as useful information for review of the

School's entire entrance examination system.

♦ School of Law and Politics

Regarding student admission and selection in the School of Law and Politics, after implementation of each entrance examination, the Undergraduate Faculty Board examines the screening results, based on the reports submitted by the "executive subcommittee for entrance examination" and the "executive subcommittee for Admissions Office entrance examination." The final decision of determining successful applicants is made by the Undergraduate Faculty Board at all times.

To explore an appropriate admission quota/capacity and desirable implementation of the entrance examination, the Entrance Examination Review Committee and the Undergraduate Faculty Board discuss relevant issues based on the analyzed results of follow-up assessment of the students. In AY 2011, the Entrance Examination Review Committee decided to review the list of "designated schools" by considering whether to continue appointing given schools as "designated schools," on the basis of the analyzed results of the follow-up assessment of the academic performance of students who had been admitted in the preceding three years via the "admission based on recommendation by designated school." At a meeting held in June 2012, the Entrance Examination Review Committee and the Undergraduate Faculty Board decided specific measures regarding this issue. [5-120),5-121)]

To facilitate planning and review of the various matters as described in the previous paragraph, the School implemented an attitude survey for new entrants in April 2012. [5-122)]

♦ School of Economics

Regarding whether student admission and selection are implemented in a fair and appropriate manner, in accordance with the Admission Policy, the School of Economics conducts regular examination through its School Administration (Dean's Office Meeting) based on the number of new entrants and other data. Methods of student selection are discussed by the Entrance Examination Review Committee and proposed to the Undergraduate Faculty Board, especially regarding the selection of "designated schools" for recommendation-based admission, as well as the improvement of specific screening methods employed in a range of entrance examinations.

♦ School of Business Administration

Student admission in the School of Business Administration is implemented in a fair and appropriate manner, under "executive subcommittees for entrance examination" organized for each form of entrance examination. Each executive subcommittee always holds meetings after a relevant examination process, sharing information regarding matters to be improved in implementation of subsequent examinations. As an example, after the process of "Admissions Office entrance examination" in a past academic year, the "executive subcommittee for Admissions Office entrance examination" reviewed the relevant admission quota several times. [5-123)]

The abovementioned efforts by executive subcommittees exemplify how the School has achieved proper examination regarding its admission of intended students, i.e., students in line with the principle of its educational philosophy and goals: "The development of businesspersons equipped with genuine creativity."

Every academic year, the School's Entrance Examination Review Committee reviews the list of "designated schools" for "admission based on recommendation by designated school" in accordance with the relevant standards established by the School, considering possible listing/delisting of some schools for appropriate admission. [5-124)]

♦ School of Science and Technology

In the School of Science and Technology, periodic examination of student admission and selection is undertaken by the "entrance examination system planning committee" and the Undergraduate Faculty Board. In AY 2011, the said planning committee met five times, reviewing the admission quota and the system of entrance examination on the basis of the Admission Policy, the results of follow-up assessment of students' academic performance after admission, and other related information. [5-125]

♦ School of Policy Studies

The School of Policy Studies constantly examines issues regarding overall student admission and selection through the "entrance examination system planning committee" established within the School, as well as in the eight committees formed under this planning committee. Issues examined in these committees cover various matters, ranging from student selection methods and admission quota, to new appointment/review of "designated schools"; achievement of fair, transparent and efficient methods of conducting interviews and implementing examinations; and relevant public relations activities.

"Designated schools" for "admission based on recommendation by designated school" are constantly reviewed by conducting follow-up assessment of academic performance (GPA, average percentile ranking, etc.) of the students admitted via this system. To select new "designated schools," the School takes measures to narrow down high schools that are likely to be able to recommend excellent and appropriate students to the School, by referring to the results of their graduates' university admissions, as well as the average percentile ranking of their graduates after being admitted to other schools at KGU. [5-126]

The School also examines and reviews other student selection systems, as necessary. In the entrance examination for admission in AY 2011, the School reviewed the admission quota for the examination conducted on the "KG original system schedule." Regarding the entrance examination for admission in AY 2012, the School newly introduced an examination with a science/mathematics emphasis on the "individual school schedule," as well as the "Center Test with KG mathematics examination combined" on the "KG original system schedule"; abolished the "English-essay type" examination on the "KG original system schedule"; reviewed the "Admissions Office entrance examination (special selection by English proficiency)"; and newly introduced the "Admissions Office entrance examination (Japanese essay type)." [5-15]

As described above, the School has achieved fair and appropriate student admission and selection through its regular examination efforts.

♦ School of Human Welfare Studies

The School of Human Welfare Studies examines whether student admission and selection are implemented in line with its Admission Policy, through the "entrance examination system planning committee" comprising six members. Specifically, the committee examines the fairness and appropriateness of student admission and selection, based on the results of follow-up assessment of students' GPA and other academic performance after being admitted to the School. Information regarding the results of discussions by the "entrance examination system planning committee" is disclosed at the Undergraduate Faculty Board meetings, based on which Board members discuss the admission quota for subsequent examinations. The results of the said committee's discussions also form the foundation for another discussion by members of the Dean's Office Committee regarding the maximum number of applicants recommended by high schools under the recommendation-based admission system (except "designated schools"). The School has thereby endeavored to ensure fair and appropriate student selection. [5-127] At present, there is no identified need for major changes regarding the School's student admission and selection.

♦ School of Education

The School of Education convenes the "entrance examination system planning committee" before and after the entrance examination, reviewing the methods and criteria/standards for judgment on admission etc. in each academic year. The results of the discussions by this committee are further deliberated by the Undergraduate Faculty Board.

♦ School of International Studies

Regarding implementation of student admission and selection, the School of International Studies has thus far held three meetings to review its entrance examinations.[5-128] The Entrance Examination Review Committee discusses problems in the entrance examinations conducted in the academic year, as well as matters to be improved for examinations to be held the subsequent year, regarding the "entrance examination for returnee students," the "Admissions Office entrance examination," the "entrance examination for students from overseas," the "examination for transfer students," and other forms of examination.

The abovementioned meetings are held shortly after the entrance examination in each academic year. As such, the School has regularly examined whether student admission and selection are implemented in a fair and appropriate manner based on the Admission Policy.

Graduate Schools   5-1-(4)

♦ Graduate School of Theology

As a framework for periodic examination of whether fair and appropriate student admission and selection is implemented, the Graduate School of Theology is considering establishing a system whereby relevant reports are prepared by the Entrance Examination Review Committee (Graduate School), which is chaired by the Dean. Specific plans for this system have yet to take shape. The "Graduate School executive committee for entrance examination" is responsible for implementation of the entrance examination. The committee reviews the content of questions and arrangements for implementation of examinations in each academic year. While taking the Diploma Policy of the School of Theology into consideration, the Graduate School will consider issues regarding consistency between the qualities expected of new entrants as defined under the Admission Policy, and as defined under each category of entrance examination ([the first half of the doctoral program] "general students," "working adults" and "students from overseas"; [the second half of the doctoral program] "general students" and "students from overseas").

♦ Graduate School of Humanities

The Graduate School of Humanities examines the appropriateness of its student admission and selection systems by regularly convening the Graduate School Committee for Deliberation of Issues, the "Field Representatives Meeting" and the Administration Meeting. In AY 2011, the Graduate School examined the appropriateness of the style of participation in KGU graduate schools' joint explanatory meeting regarding the entrance examination, which was organized by the Graduate School Administrative Section, in parallel with the implementation of the entrance examination explanatory meeting independently held by the Graduate School. The Graduate School also reviewed the appropriateness of the descriptions regarding the subject "specialized foreign language" in the entrance examination guide.[5-129] Regarding the range of policies on student admission and selection, the Graduate School has ensured that matters regarding these policies are informed at the Graduate Faculty Board meetings as necessary, even if such policies have

been established for years, so as to re-familiarize Board members with the policies.

♦ Graduate School of Sociology

Concerning the implementation and results of explanation seminars / counseling meetings regarding admission to its graduate course, the Graduate School of Sociology reports to and shares information with the Graduate Faculty Board, checking for any problems in such seminars/meetings. Details regarding student selection are also reported to the Graduate Faculty Board, such as the status of application, the content of examination questions, grading, and other related matters, thereby examining whether student selection is implemented in a fair and appropriate manner. [5-130]

♦ Graduate School of Law and Politics

In the Graduate School of Law and Politics, matters regarding student admission and selection are decided in conformity with the Admission Policy by the Graduate School's Graduate Faculty Board. Upon grading of the entrance examination, it is ensured that the names and numbers of individual examinees are invisible to graders.

Issues regarding the entrance examination have been planned and reviewed, as necessary, by the Graduate School Committee for Deliberation of Issues and its successor body, the "Graduate School Operation Committee." [5-131],[5-132]

♦ Graduate School of Economics

Regarding whether student admission and selection are implemented in a fair and appropriate manner, the Graduate School of Economics ensures that regular examination is conducted by the Graduate School's Administration in accordance with the Admission Policy, based on the number of new entrants. The Graduate School also determines the appropriateness of its entrance examination at Graduate Faculty Board meetings by reviewing the status of both the applicants as a whole and successful applicants, while referring to the comments (remarks by examination question preparers and oral examination examiners) provided upon judgment on admission. Matters involving reform of the entrance examination system are discussed while consulting the "Graduate School education subcommittee." Specifically, with a view to correcting its under-enrollment, the Graduate School developed, through the "Graduate School education subcommittee," a joint curriculum system with the School of Economics (slated to commence in AY 2013). By reinforcing the linkages with the School, the Graduate School devised a measure to facilitate undergraduate students' smooth transition to the graduate curriculum. Discussions are underway regarding possible drastic revision of the Economist Course.

♦ Graduate School of Business Administration

The Graduate School of Business Administration examines and checks for any problems to be improved regarding the entrance examination, based on the reports by examiners of oral examinations in a range of entrance examinations, after judgment on admission is made at the Graduate Faculty Board. The Graduate School has established the "Graduate School of Business Administration Self-assessment Committee," which undertakes regular examination of student admission and selection under the responsibility of the Dean, as part of the annual self-assessment effort promoted throughout the University.

♦ Graduate School of Science and Technology

In the Graduate School of Science and Technology, periodic examination of student admission and selection is undertaken by the Graduate School Committee and the Graduate Faculty Board. In AY 2011, eight meetings were held for such examination.

♦ Graduate School of Policy Studies

The Graduate School of Policy Studies implements periodic examination of student admission and selection through the Dean's Office Committee. The Graduate School discusses a more appropriate system of entrance examination while taking into consideration students' academic performance after admission, Master's theses, and other factors. Analysis and examination were carried out from a diverse perspective, especially in the curriculum revision in AY 2011. Information forming the basis of the abovementioned examination etc. is from materials related to the entrance examination, which are kept confidential within the University.

♦ Graduate School of Language, Communication, and Culture

In the Graduate School of Language, Communication, and Culture, reports are made to the Graduate Faculty Board, as necessary, regarding how its student admission process is carried out, such as the number of participants in the entrance examination explanatory meetings held in and outside the University, questions asked by the participants, and other relevant information. The sharing of such information among all faculty members has enabled regular examination of possible problems in the student admission system etc.

To review whether student selection has been implemented in a fair and appropriate manner, the "executive subcommittee for entrance examination" reports details regarding how the entrance examination has been conducted at a Graduate Faculty Board meeting held after each examination. If any problem is identified regarding the student selection process, countermeasures / measures for improvement are discussed at the same Board meeting, so as to incorporate the results of the discussion into implementation of subsequent examinations. [5-133)]

Examination of fair and appropriate student admission and selection is also implemented in the framework of annual self-assessment.

♦ Graduate School of Human Welfare Studies

Regarding student admission and selection, the Graduate School of Human Welfare Studies has prepared "agreements regarding the entrance examination" [5-89)] through the Graduate Faculty Board, in line with the Admission Policy. Based on these agreements, the Graduate School conducts preparation of entrance examination questions, judgment on admission, and other related tasks in a fair and appropriate manner, and also reviews whether such tasks are conducted with fairness and appropriateness.

♦ Graduate School of Education

The Graduate School of Education convened the "Graduate School executive committee for entrance examination" and the Graduate School Committee for Deliberation of Issues to review the measures to fulfill the admission quota and the whole process of student admission and selection. As a result, the Graduate School decided to introduce a recommendation-based entrance examination system in AY 2013. [5-134)]

♦ Law School

For periodic examination of student admission and selection in the Law School, an "executive subcommittee for entrance examination" is organized every academic year within the Law School, reviewing problems and points to be improved in implementation of the entrance examination. It has been arranged so that any problem identified regarding the design of the entrance examination system etc. is discussed by the Entrance Examination Review Committee. [5-135),5-136)] Obviously, the said periodic

examination is carried out by the Professional Graduate School Graduate Faculty Board only upon receipt of applications, judgment on successful applicants and decisions on entrants.

Periodic examination regarding fair and appropriate student admission and selection is also checked and evaluated in the annual self-assessment process implemented throughout the University.

♦ Institute of Business and Accounting

Regarding the admission selection criteria stipulated in the "Institute of Business and Accounting guidelines for entrance examination and selection" [5-95] applicable to the Business School and the Accounting School in the Institute, the "executive committee for entrance examination" examines whether these criteria have been appropriately defined in light of the admission of intended students. [5-137]

The Graduate Department of Advanced Management implements the entrance examination in accordance with the "arrangements for implementation of entrance examination" [5-96] established for each form of examination. Based on the screening results, entrance examination committee members prepare a draft proposal for judgment on admission, based on which the Graduate Faculty Board discusses whether to admit individual applicants.

2. Check and Evaluation

(1) Matters showing improvement

Whole University	5-2-(1)

In accordance with the decision made in 2004 by the University Senate, the University took measures for revision of the proportion between the various entrance examinations, as well as diversification of the entrance examination system, with a view to addressing the reduction in the number of applicants, which is attributable to the declining birthrate in Japan. The University has completed implementation of the said measures. As a result, the University has been able to address the reduction in the number of applicants amid the declining birthrate, as well as to attract students with diverse backgrounds and characteristics whom the University could not accept in the past, via the diversified entrance examination system. The results of the implemented measures have been evaluated and analyzed through the follow-up assessment of entrants and evaluation of the entrance examination system. The data from the said assessment and evaluation indicate that student selection has been appropriately implemented in the "general selection entrance examination," and that students conforming with the Admission Policy have also been admitted through the range of entrance examinations other than the "general selection entrance examination." [5-118]

Schools	5-2-(1)

♦ School of Theology

The School of Theology has established its Admission Policy, clearly defining the general qualities the School expects of its new students, which are made public via the official website and the "guide to entrance examination."

The School has set an appropriate admission quota, based on which the School carefully selects applicants. This has enabled the School to properly manage its student enrollment based on the admission capacity.

Regarding transfer admission, the School has attracted the intended number of applicants (for filling

vacancies in the third-year program). The School implements fair and appropriate student selection in accordance with the admission policy for transfer students.

With an eye to admitting diverse students, the School decided to commence accepting fourth-year transfer students in AY 2014 by using the Joint Degree System within the University.

The School provides a pre-admission education program to help in preparation for academic activities at the University for prospective students admitted via the "Admissions Office entrance examination," the "entrance examination for those with outstanding ability in sports" and the "recommendation-based admission." Aside from this program, in AY 2011, the School commenced the Pre-student Program, in which prospective students attend classes and work on specific prior assignments provided as teaching materials. Via this program, the School aims at helping prospective students' smooth transition to the first-year university education, by raising their awareness of learning at the School and the University prior to their entrance to the University.

♦ School of Humanities

The School of Humanities properly accepts students with disabilities.

♦ School of Law and Politics

The School of Law and Politics has completed the aimed-for establishment of an Admission Policy to be applied to the whole School. The School also conducted an attitude survey for new students.

As in the case of other schools, the School adopted a system of "entrance examination for those with outstanding ability in sports" in AY 2011. Concurrently, the pre-existing "special entrance examination system for designated school" was abolished, since it had been implemented for a similar purpose to that of the new system for athletes. [5-14]

The School has enhanced diversity in the students it accepts by increasing the number of entrants admitted via various forms of entrance examination. The School has reviewed the list of "designated schools" for the "entrance examination based on recommendation by designated school," based on analysis of the relevant follow-up assessment. [5-120),5-121]

♦ School of Business Administration

The School of Business Administration has thus far implemented student selection satisfactorily in that the number of newly enrolled students in the whole of the School has generally been close to the admission quota. This is attributed to the fact that executive subcommittees for each entrance examination have achieved appropriate selection resulting in the number of new enrollees approximate to the target admission quota. The operational system of the "executive subcommittees for entrance examination" is disclosed at Undergraduate Faculty Board meetings, ensuring a high level of transparency. The system for implementation of the entrance examination carried out by the executive subcommittees is thus reliable. The School will maintain this system.

♦ School of Policy Studies

The School of Policy Studies has implemented student admission and selection in a fair and appropriate manner based on its Admission Policy, while regularly examining and reviewing relevant procedures. Especially after its reorganization into a school of four departments, the School considered appropriate forms of entrance examinations from a comprehensive perspective, including the admission capacity of each department and the appropriateness of each examination for the curriculum. [5-15] The School also strategically expanded the range of "designated schools" for recommendation-based admission to cover additional high schools located across Japan that are oriented toward preparation for university entrance

examinations. The School expected that such expansion would also give wider publicity to the School. Consequently, the School has achieved positive effects; for instance, an increased number of students have entered the School from such high schools located distant from the Kansai region. [5-126)]

♦ School of Education

Since its establishment, the School of Education has independently organized open house events on Nishinomiya Seiwa Campus for those considering taking the entrance examination for the School, separately from the University-wide open house events. Based on a full understanding of the type of information sought by prospective test-takers and the preferred style of explanation, the School effectively designs relevant programs and appropriately assigns faculty and staff members to such programs etc. The School receives especially favorable responses from participants regarding programs focused on "entrance examination 'A.'" The School has continued its efforts to enhance "entrance examination 'A.'" In AY 2011, the positive outcomes of such efforts were reflected in the admission for the Department of Applied Education. [5-138)]

Graduate Schools   5-2-(1)

♦ Graduate School of Humanities

In the Graduate School of Humanities, the ratio of student enrollment to admission capacity for the past five years averages 0.94 in the first half of the doctoral program, demonstrating proper enrollment management by the Graduate School. Explanatory meetings are held in both the spring and fall semesters regarding the entrance examination for the Graduate School. These meetings normally attract approximately 30 to 40 participants each, including those from other universities and KGU schools other than the School of Humanities. The explanatory meetings provide useful opportunities for the Graduate School to directly communicate its educational content to prospective test-takers. [5-88)]

♦ Graduate School of Law and Politics

Since the introduction of various forms of entrance examination, the Graduate School of Law and Politics has attracted a wider range of entrants including those from other universities and graduate schools. In AY 2012, the Graduate School accepted its first student who entered the course after completing a program in the Law School. This has led to the possibility of a student who has completed a program at the Law School becoming a faculty member of the School of Law and Politics or the Graduate School of Law and Politics. [5-139)]

♦ Graduate School of Policy Studies

The Graduate School of Policy Studies has long implemented student admission in an objective and fair manner. The content of examination questions and interviews has been reviewed by the "entrance examination committee" and other bodies, correcting differences in the level of difficulty between examinations for each academic year. A system has finally become widely known that has enabled excellent undergraduate students to skip a grade to enter the Graduate School. Regarding students from overseas, the Graduate School regularly accepts students from China, in particular. Some of them have advanced to the second half of the doctoral program.

♦ Graduate School of Language, Communication, and Culture

Regarding student admission, the Graduate School of Language, Communication, and Culture has been steadily producing positive results.

As an example, in AY 2009, the Graduate School set a target of increasing the percentage of students from overseas to 20 percent of total enrollment, in an effort to promote internationalization of the Graduate School. As of AY 2011, the percentage of students from overseas had reached approximately 30 percent. The Graduate School also decided to increase the number of "contracted universities for overseas exchange programs" from two universities to three universities, to which the Double Degree Program applies (a decision made in AY 2012). This increase is expected to enable the Graduate School to maintain a stable intake of students from overseas in the future. [5-140),5-141)]

Regarding students who are working adults, in AY 2009, the Graduate School also set a target of increasing the percentage of such students to 30 percent of total enrollment. This target had been achieved, as of AY 2011, in the first half of the doctoral program. [5-140)]

While the number of admissions to the Graduate School as a whole fell below the admission quota at one time, the admission quota was filled in AY 2011, partly due to the increase in the number of new enrollees in the Japanese-language Education Program, which was established in AY 2007, and which underwent two curriculum revisions, in 2010 and 2011. The Graduate School has successfully realized its philosophy and educational objectives.

♦ Graduate School of Human Welfare Studies

In the first half of its doctoral program, the Graduate School of Human Welfare Studies has generally maintained the ratio of student enrollment to admission capacity at an appropriate level. The degree "Master of Arts in Human Welfare Studies" has regularly been awarded to students, exemplifying the sound educational environment of the Graduate School. The Graduate School also conferred the degree "Doctor of Philosophy in Human Welfare Studies [A]" upon two students in AY 2009, one student in AY 2010, and five students in AY 2011. A "Doctor of Philosophy in Human Welfare Studies [B]" was also awarded to one student. [5-166)]

(2) Matters that need to be improved

Whole University	5-2-(2)

While the University has introduced, implemented and analyzed the follow-up assessment of entrants and evaluation of the entrance examination system, the University must integrate the relevant databases currently scattered across the University. For the time being, the University will continue the said assessment and evaluation while collecting as much data as possible, within the framework of the current budget system. The University will need to establish an organizational unit responsible for the collection and analysis of various data obtained within the University. Planning is currently underway for reorganization of the University and the foundation of KG, effective April 1, 2013. As part of this reorganization, the University and the foundation aim to reinforce their planning functions.

Regarding student admission to the graduate course, some graduate schools have not filled their admission quota, due to recent trends in application for graduate school.

Schools	5-2-(2)

♦ School of Theology

In the School of Theology, the number of entrants admitted via the "Admissions Office entrance examination" (AO examination) is below the admissions expected by the School. This is closely related to one of the School-specific requirements for application — applicants must be baptized (Christians), which

is necessary to satisfy one of the items of the Admission Policy for the AO examination, "individuals who intend to become a missionary or a Christian worker in the future, based on faith in Christianity." The School must devise measures to correct the situation regarding the admission quota.

The School has established its Admission Policy, clearly defining the general qualities the School expects of its new students. However, the School has not undertaken in-depth discussions regarding consistency between the abovementioned qualities and the purpose and policy defined for a range of entrance examinations ("general entrance examination," "AO examination," and "recommendation-based admission").

♦ School of Humanities

In the School of Humanities, both the ratio of new admissions to admission quota and the ratio of student enrollment to admission capacity are slightly in excess of the appropriate level. The School must take measures to reduce them. Compared to the public relations activities regarding the Admission Policy for the "general entrance examination," such activities for other forms of entrance examination are not sufficient. [5-142)]

♦ School of Sociology

As described in Section 1-(1), the School of Sociology recently stipulated and revised its Admission Policy, and accordingly, public relations activities regarding this revised Policy have yet to be implemented sufficiently. The School will have to provide wider publicity for the said Admission Policy. As explained in Section 1-(4), the School has accumulated data resulting from the follow-up assessment regarding students' academic performance. The School must analyze such data in detail, separately by each form of entrance examination via which individual students have entered the School. The School must also review the system of student admission based on such analysis.

♦ School of Law and Politics

The School of Law and Politics needs to increase the percentage of students admitted via entrance examinations other than the "general entrance examination," while maintaining the academic quality of students to be admitted. [5-88)]

♦ School of Economics

In AY 2011, the School of Economics began planning the implementation of a mathematics test for first- and second-year students as a placement test, as well as introduction of IR data analysis (Universities IR Network). This planning was aimed at exploring diverse and more effective forms of entrance examination in conformity with the Admission Policy. In parallel, the School must also plan for proper accumulation of data resulting from the abovementioned test and IR data analysis, and use of the accumulated data for consideration of appropriate forms of entrance examination based on objective analysis.

♦ School of Policy Studies

Understanding and recognition of the School of Policy Studies by those outside the University still have not necessarily reached a satisfactory level. This is one of the challenges the School must address for improvement. Regarding transfer admission, both the number of applicants and their academic level are gradually declining amid changes in the social situation that are unfavorable to student admission. Another problem is that the ratio of transfer students to quota for transfer admission remains under 1.0.

♦ School of Education

Regarding the system of "entrance examination for those with outstanding ability in sports," the School of Education attracts applications based on a specific admission quota, as in the case of other schools. The problem is that the School has thus far failed to provide an environment where students admitted via the said examination system can fully use the opportunities available in the University's sports clubs to which they belong after admission. The curriculum of the School of Education contains many subjects aimed at acquiring specific licenses and qualifications. Satisfactory class attendance, including for practicum subjects, is one of the major criteria for credit recognition. Therefore, if a student, being a member of a University sports club, misses a class to participate in a sports event etc., this adversely affects the final grade for the subject. It is also possible that he/she may not be able to participate in a sports event due to a requirement to attend a specific class or off-campus practicum. The abovementioned situation means that the School provides an educational environment where the said students are hampered from displaying their sporting ability, even though they have been admitted on the basis of their outstanding ability in sports.

Graduate Schools 5-2-(2)

♦ Graduate School of Humanities

In the second half of the doctoral program of the Graduate School of Humanities, the student enrollment to admission capacity rate stood in the upper 80-percent range or the 90-percent range up to AY 2010. However, the ratio has declined to the 70-percent range since AY 2011. [5-144)]

♦ Graduate School of Sociology

In the Graduate School of Sociology, the number of admissions to the Social Research Specialist Course (admission quota: six students) has remained low (AY 2003: four students; AY 2004: six students; AY 2005: one student; AY 2006: two students; AY 2007: three students; AY 2008: one student; AY 2009: one student; AY 2010: zero students; AY 2011: one student; and AY 2012: one student). Efforts to fulfill the admission quota have been insufficient.

♦ Graduate School of Science and Technology

In the Graduate School of Science and Technology, the second half of the doctoral program is under-enrolled. Since AY 2009, capacity fulfillment has been leveling off in general. However, there are potential applicants for this stage of the doctoral program. Additional efforts are needed to attract new enrollees. [5-88)]

♦ Graduate School of Policy Studies

In recent years, the admission capacity of the Graduate School of Policy Studies has remained unfulfilled. The Graduate School must continue its efforts to enhance the educational content and guidance system. In parallel with this, to fulfill the admission quota/capacity while maintaining academic excellence among admitted students, the Graduate School will accelerate information exchange with students and graduate schools in and outside Japan, and introduce measures to attract an increased number of applications from working adults.

♦ Graduate School of Language, Communication, and Culture

One of the problems the Graduate School of Language, Communication, and Culture must address for improvement is the decline in the number of enrollees in the Theme Research Course. Its admissions in

recent years have declined significantly from the initial level. Providing recurrent education for working adults is one of the major objectives of the Graduate School. The Graduate School will increase its efforts to correct the decline in admissions to the course.

Another problem is the imbalance in the number of admitted students between the seven fields covered by the Graduate School. In the field of Japanese-language Education, a stable number of admissions have been maintained since it was established in AY 2007 in response to the needs of society. In contrast, admissions have been on the decline in the field of Cultural Linguistics. Additional efforts and measures are needed to restore the number of enrollees. [5-145)]

♦ Graduate School of Human Welfare Studies

In the Graduate School of Human Welfare Studies, student enrollment in the second half of the doctoral program is especially low compared to its admission capacity. Discussions for improvement will be made by the Graduate School Committee for Deliberation of Issues and the Graduate Faculty Board, especially regarding the following measures: an increase in the number of faculty members to teach in the second half of the doctoral program; curriculum revision; and various measures to constantly attract students, such as implementation of measures to invite more applications from foreign students, introduction of a system to increase the admissions of working adults and other "special students," and revision of descriptions provided on the website to communicate faculty members' fields of specialization and research achievements.

♦ Law School

Despite the reform of its entrance examination system, such as the introduction of new forms of examinations and a change in the admission quota, the number of applicants for the Law School's entrance examination for admission in AY 2012 decreased by 25.8 percent from that of the previous year. The number of admissions stood at 46 students, far below the admission quota of 100 students. [5-65)]

♦ Institute of Business and Accounting

In the Institute of Business and Accounting, fulfillment of the admission quota/capacity in the Business School and the Accounting School is an urgent issue. [5-99)p.29,5-65)]

3. Development Measures for the Future

(1) Matters showing improvement

Whole University	5-3-(1)

The follow-up assessment of entrants and evaluation of the entrance examination system are useful for examining whether the range of entrance examinations employed in the University are appropriate, as well as whether students conforming to the Admission Policy have been admitted. The University will continue budget allocation for the said assessment and evaluation, in order to continue the necessary examination of appropriate student admission. [5-146)]

Schools	5-3-(1)

♦ School of Theology

Regarding transfer admission, the School of Theology will take measures to define the relevant admission policy more clearly, thereby increasing fairness and appropriateness in the selection of transfer students.

The School is scheduled to commence accepting fourth-year transfer students based on the Joint Degree System within the University in AY 2014. The School will take measures to ensure smooth and effective functioning of this system from the first year of its implementation, while giving careful consideration to supporting transfer students.

Since AY 2012, the School has provided pre-admission education under the University-wide system by using a distance learning program consisting of two subjects, "English" and "Japanese," particularly for prospective students admitted via the "entrance examination for those with outstanding ability in sports." For prospective students admitted via other examinations ("Admissions Office entrance examination," "recommendation-based admission," etc.), the School provides a pre-admission education program based on assignments in the subjects "English" and "reading," as well as the Pre-student Program, which has been implemented since AY 2011 for such students to work on these assignments in class. As such, the School provides rich educational programs for prospective students. The School will develop a system for regular examination of the content of such programs.

♦ School of Humanities

The School of Humanities will further enhance support for students with disabilities by increasing cooperation with the Support Office for Independent Campus Life in the Student Support Center.

♦ School of Law and Politics

In accordance with the Admission Policy, the School of Law and Politics reviewed the number of places for "admission based on recommendation by designated school or contracted school," by examining the results of the follow-up assessment and other information. For entrance examinations for admission in and after AY 2014, the School plans to newly introduce the "entrance examination using the National Center Test for University Admissions (with KG mathematics examination combined)," which will be conducted on the "KG original system schedule."

♦ School of Business Administration

The current entrance examination implementation system in the School of Business Administration is reliable. The School will maintain this system for the time being. As development measures for the future, the School needs to review the ratio between students admitted via the "general selection entrance examination" and those admitted via other forms of entrance examination, as well as the size of admission quotas.

The Entrance Examination Review Committee has already undertaken discussions regarding maintaining the quality and academic ability of newly admitted students. As specific measures, the committee explored the possibility of setting a separate "grade point average" requirement for recommendation of high school students from "designated schools," as a measure to attract students from specific high schools capable of developing excellent prospective university students (i.e., use of multiple standards for grade point average in "admission based on recommendation by designated school"); revision of the "guide to the Admissions Office entrance examination"; and restore the admission quota for the "general entrance examination" to 50 percent of the total admission quota. [5-147)]

♦ School of Policy Studies

Currently in the School of Policy Studies, the "entrance examination system planning committee" takes the initiative in constantly reviewing the School's Admission Policy. In reviewing the Policy, the committee aims to maintain and further enhance the quality of new entrants to the School, while continuing to monitor the ever-changing social situation and circumstances surrounding the entrance examination, so as to quickly respond to any changes in such situation and circumstances.

♦ School of Education

Regarding open house events independently held on Nishinomiya Seiwa Campus for potential applicants for the entrance examination, the School of Education will further enhance these events, in consideration of participants' views obtained through questionnaires, as well as comments from faculty and staff members involved in the events.

Graduate Schools   5-3-(1)

♦ Graduate School of Humanities

Regarding explanatory meetings on the entrance examination for the Graduate School of Humanities, some participants point out the short duration of the meeting, and wish to obtain explanations and information in even more detail. To address this need, the Graduate School will explore the possibility of holding the explanatory meeting on a weekend or holiday, as a trial.

♦ Graduate School of Law and Politics

The Graduate School of Law and Politics will continue to hold the explanation seminar regarding admission to the Graduate School twice a year, in order to promote understanding of its educational policy and related information, and inform a wider range of potential applicants of the diverse options in the entrance examination for the Graduate School.

♦ Graduate School of Policy Studies

A system has finally become widely known that has enabled excellent undergraduate students to skip a grade to enter the Graduate School of Policy Studies. The Graduate School will ensure wider recognition of this system. An enhanced graduate program for architecture education, in particular, has begun contributing to an increase in the number of students in the Graduate School. The Graduate School will continue its efforts to give wider publicity to, and disseminate information on programs in this field.

♦ Graduate School of Language, Communication, and Culture

The Graduate School of Language, Communication, and Culture will maintain and further promote the upward trend in the enrollment of students from overseas by increasing the number of "contracted universities for overseas exchange programs" from two universities to three universities, to which the Double Degree Program applies.

♦ Graduate School of Human Welfare Studies

In the first half of its doctoral program, the Graduate School of Human Welfare Studies has satisfactorily maintained an appropriate ratio of student enrollment to admission capacity, as well as the number of students awarded academic degrees in "Human Welfare Studies." The Graduate School will make efforts to maintain this achievement.

(2) Matters that need to be improved

Whole University	5-3-(2)

In recent years, graduate schools have had serious difficulties fulfilling their admission capacity. It is necessary for the University to concentrate its efforts, from a long-term perspective, on promoting public relations measures, improvements in facilities and equipment, and financial support for graduate students, with the aim of attracting a wider range of students with excellent ability. Relevant issues will be first deliberated by the Committee of Deans and the Graduate School Student and Academic Affairs Committee. Many universities have recently recognized the importance of careers support for graduate students. KGU will expand the scope of its careers support to cover graduate students, while efforts for such support have previously been directed primarily at undergraduate students. If the under-enrollment at graduate schools persists after taking a range of measures, the University will consider reorganizing the graduate schools and reviewing the admission capacity, through the Committee of Deans and the Graduate School Student and Academic Affairs Committee, in consideration of the results of discussions at each graduate school.

The University will convene the Committee of Deans and the Graduate School Student and Academic Affairs Committee to explore additional improvement measures for graduate schools regarding public relations activities, diversification of the entrance examination system, improvement in facilities and equipment, and financial support for students after admission. The University will also establish an organizational unit to supervise functions for institutional research (IR), which is expected to receive increasingly greater emphasis in the future.

Schools	5-3-(2)

♦ School of Theology

To fill the admission quota for the "Admissions Office entrance examination" (AO examination), the School of Theology must not only review the relevant Admission Policy but also enhance related public relations activities. In this respect, in AY 2011, the School initiated public lecture sessions, which are provided twice a year at churches located nationwide. The School will also design public relations strategies from a comprehensive perspective, while taking into consideration possible visits to "contracted schools" and enhancement in programs in open house events for potential applicants.

The School will promote in-depth discussions at the Entrance Examination Review Committee (School) regarding consistency between the general qualities the School expects of its new students as defined under the Admission Policy, and defined on the basis of the purpose and policy of a range of entrance examinations.

♦ School of Humanities

To optimize the ratio of new admissions to admission quota and the ratio of student enrollment to admission capacity, the School of Humanities will review the system of "admission based on recommendation by designated school." The School will also increase support for current students, especially those enrolled in the School beyond the standard number of years, by providing individual counseling etc. The School will increase its efforts to make widely known the Admission Policy for a range of entrance examinations other than the "general entrance examination," by means of public relations activities at open house events for potential applicants, and other occasions.

♦ School of Sociology

The School of Sociology will promote public relations activities to provide wider publicity for its new Admission Policy at open house events, under the initiative of the School of Sociology Public Relations Committee. The School will analyze the results of the follow-up assessment regarding students' academic performance, through the "entrance examination system planning committee," in order to examine whether the academic and other post-admission activities of individual students appropriately reflect the aim of each entrance examination through which they have been admitted to the School.

♦ School of Law and Politics

Regarding the "entrance examination for those with outstanding ability in sports" and other examinations except the "general entrance examination," the School of Law and Politics will convene the Entrance Examination Review Committee to regularly review the abovementioned forms of examination, based on the results of the University-wide follow-up assessment regarding students' academic performance, as well as attitude surveys for new students. The School will consider introducing another form of entrance examination that places emphasis on English proficiency, in line with the University-wide policy of promoting internationalization.

♦ School of Economics

Regarding the placement test for new entrants and remedial education after admission, the School of Economics must establish a planning group to consider the position of the said placement test and remedial education in each of the educational processes for students admitted via various forms of entrance examination. After data is accumulated regarding implementation of a diverse entrance examination system and the results of the effects of such implementation are reviewed, the School will consider scrapping and building various forms of entrance examination.

The School has seen a slight decline in the percentage of students admitted via the "general entrance examination." The School will convene the School's Entrance Examination Review Committee to discuss the possibility of drastic revision of the entrance examination system, by means of identifying factors conducive to raising the level of overall academic excellence in the School, while analyzing the results of the placement test and follow-up assessment, as well as the situations at "rival" universities.

♦ School of Policy Studies

Understanding and recognition of the School of Policy Studies by those outside the University still have not necessarily reached a satisfactory level. To address this problem, the School of Policy Studies will take measures to promote understanding of, and interest in the School, under the initiative of the "entrance examination system planning committee" and the "public relations strategy committee for entrance examination," by using the School's own website; books, booklets and other publications issued by the School; open house events for potential applicants; visits to high schools; trial classes and other means. The School will further expand the range of "designated schools" for recommendation-based admission to cover additional high schools located across Japan. In parallel with this, to improve the fulfillment rate of the admission quota for transfer students, the School will make efforts to identify new student strata likely to contain potential applicants to the School, as well as to review and optimize the admission quota.

♦ School of Education

Regarding the contradictory situation confronting students admitted to the School of Education via the "entrance examination for those with outstanding ability in sports," the School will give greater consideration to providing due explanations regarding the situation for prospective applicants, or at a stage

before admission. After admission of the said students, the School will enhance the follow-up assessment regarding the status of the admitted students' acquisition of specific licenses/qualifications, as well as the career paths they choose. The School will explore a desirable entrance examination system suited to the School, including appropriate forms of, or ways of implementing, examinations, including those intended for athletes.

Graduate Schools 5-3-(2)

♦ Graduate School of Humanities

In the Graduate School of Humanities, while the capacity fulfillment in the second half of the doctoral program is currently lower than before, the situation is hopeful in that the number of entrants increased to 15 students in AY 2012 from nine in AY 2011. With a view to maintaining or increasing the number of students in the first half of the doctoral program who seek to receive recommendation for the second half of the doctoral program, the Graduate School will consider devising a structure that encourages students to increase their awareness of, and commitment to their research theme and plan, prior to application for the second half of the doctoral program (by requiring them, upon application, to submit a research plan similar to that prepared by regular students).

♦ Graduate School of Sociology

In the Graduate School of Sociology, the number of admissions to the Social Research Specialist Course has remained low. Regarding this problem, the Graduate School took a temporary measure to change the course's admission quota to "a few students" for the entrance examination conducted in and after AY 2012. The Graduate School will continue its efforts to review how its courses should be designed and provided, including the abovementioned problem regarding the Social Research Specialist Course, with an eye to correcting the under-enrollment in the first half of the doctoral program.

♦ Graduate School of Science and Technology

The Graduate School of Science and Technology will take measures to expand its size and enrich the content of its research, for the purpose of promoting comprehensive efforts to attract applicants, such as improvement in support for students engaging in study and research at the Graduate School, provision of scholarships, and enhancement of the careers support system for students seeking to enter the research profession. The Graduate School will thereby establish a learning environment in the second half of the doctoral program that is accessible to working adults. The Graduate School will provide greater publicity for the advanced research activities conducted in the Graduate School, disseminating, within the University and to the general public, information regarding the advantages of the Graduate School, which is a "research graduate school" pursuing advanced scientific research.

♦ Graduate School of Policy Studies

One of the major challenges for the Graduate School of Policy Studies to address for the time being is the fulfillment of its admission quota/capacity while maintaining academic excellence among admitted students. The Graduate School is convinced that the basic strategy to achieve this goal is to make improvements in the research and educational environment, as well as to continue producing remarkable research achievements unique to the Graduate School of Policy Studies. The Graduate School will enhance, and make more widely known, the grade-skipping system to advance to the Graduate School, and will also promote exchange activities with overseas universities to accept a larger number of students from various countries and regions. To increase admissions of working adults, the Graduate School will

increase its course offerings available on Nishinomiya Uegahara Campus, Osaka Umeda Campus, etc. in order to circumvent the disadvantage of the location of Kobe-Sanda Campus, where the Graduate School is based.

♦ Graduate School of Language, Communication, and Culture

In the Graduate School of Language, Communication, and Culture, the issue of first priority toward improvement in the number of student admissions is the revitalization of the Theme Research Course. As explained repeatedly in this report, one of the major objectives of the Graduate School is to provide an educational curriculum for working adults. Specifically, the Graduate School aims to support working adults who seek to study, and provide the opportunity for recurrent education for language instructors currently teaching in the classroom, by providing evening classes on campuses located downtown for working adults who cannot attend daytime classes on weekdays. The Theme Research Course was established to achieve this objective. However, the recent decline in the number of entrants to this course is serious. The Graduate School will analyze the cause of the decline in detail, and will increase its efforts and take measures to increase the number of entrants, while promoting drastic reform of the course, including revision of its guidance system.

To address the reduction in the number of enrollees in the field of Cultural Linguistics, the Graduate School has established the "Curriculum Planning Committee for the Field of Cultural Linguistics" to devise specific solutions to this problem. [5-148]

♦ Graduate School of Human Welfare Studies

The Graduate School of Human Welfare Studies has not achieved a satisfactory ratio of student enrollment to admission capacity in the second half of the doctoral program, nor has it achieved a satisfactory number of degree holders ("Doctor of Philosophy in Human Welfare Studies"). The Graduate School will take improvement measures to improve these figures.

♦ Law School

To increase the number of applicants, the Law School will accelerate public relations measures regarding the entrance examination, such as the holding of explanatory meetings for undergraduate students, participation in relevant events held outside the University, enhancement of the content of the website, and cooperation with the School of Law and Politics in KGU. [5-149]

♦ Institute of Business and Accounting

To fulfill the admission quota/capacity in the Business School and the Accounting School, the Institute of Business and Accounting will undertake reform of the organizational structure and curriculum of both schools.

Chapter 6
Student Support

1. Current Status

(1) Have policies on student support been clearly defined to help students concentrate on studying and lead stable campus lives?

Kwansei Gakuin (KG) established the New Strategic Plan in AY 2008, based on which it formed five-year specific measures in March 2009 as the "New Medium-term Plan 2009-2013."

The New Strategic Plan sets forth six Visions to be realized in the ten-year period following AY 2009, including the Vision "Guaranteeing 'KG Graduates' of the highest quality." As one of the key strategies to realize this Vision, the Plan specifies the strategy "Strengthening support for student activities, to nurture students' unique individual abilities," which has been summarized as follows:

"Kwansei Gakuin University (KGU) innovates on its student support for the purpose of realizing "education to nurture students' unique individual abilities," via which individual students can acquire something they can be proud of, based on diverse gauges. To bring out the motivation of 'motivated students,' and to develop the ability of students with great potential, the University reinforces support for students' extracurricular activities (sports and cultural activities), in addition to the regular curriculum, and improves facilities for such activities. The University promotes measures to help students achieve successful results in both studies and sports/cultural activities.

"KGU will link and synthesize a range of student support services, respecting the students' viewpoint, while such services are currently provided by each department and section separately. The University will collect, and statistically analyze students' basic data covering from their pre-admission to post-graduation period, as well as information obtained via a range of surveys, thereby aiming at understanding the needs and anxieties of the students, and identifying issues to be addressed for them. Based on such understanding, the University will establish an organizational structure and systems for developing more effective and comprehensive measures for student support."

Based on this idea, the University provides student support under the initiative of the Office of the President, the Academic Affairs Department, the Student Affairs Department, the Student Support Center, the Center for Career Planning and Placement, and other related organizations, while dividing relevant support measures into the following seven categories:

(1) Design and establishment of the organizational structure and systems to develop comprehensive student support measures

(2) Support for extracurricular activities, and promotion of pursuit of both extracurricular activities and studies

(3) Planning for improvement/construction of facilities related to dormitories

(4) Increase in provision of scholarships (non-repayable), and specialization of the purpose of providing scholarship loans

(5) Enhancement of career education

(6) Planning for establishment of a better environment for extracurricular activities

(7) Establishment of a structure for comprehensive student support by amalgamating the Section for Supporting Independent Campus Life in the Academic Affairs Department and the former Student Support Center in the Student Affairs Department

Among these seven categories, to promote comprehensive student support as stipulated in Category (1), the University appointed a Vice-President and an "Assistant to the President" to the position in charge of the said support promotion, and assigned one full-time staff member for the relevant tasks. [6-1)] In AY 2010, the University established the "subcommittee for comprehensive student support" to obtain information regarding relevant data that had previously been stored in a scattered manner at individual departments and sections within the University, in an effort to realize the basic concept of comprehensive student

support.

In parallel with the abovementioned efforts, four schools in KGU (two schools since AY 2010, and another two schools since AY 2011) have participated, as a trial, in the program "Creation of quality assurance system for education in Bachelor's programs based on mutual assessment: IR network of four national/prefectural/private universities" (Hokkaido University, Osaka Prefecture University, Doshisha University and Konan University), a program adopted as a "FY 2009 Program for a Strategic University Alliance Targeted at Improvements in Higher Education" by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). [6-2] As part of the effort via this IR network, participating schools collect data through student surveys, and some schools have begun analysis. [6-3]

(2) Is appropriate learning support provided to students?

<Proper understanding of the status of students who repeat the same year of study or are absent or withdraw from the University; appropriate handling of the cases of such students>

Applications for absence or withdrawal from the University are received by the administrative office of each school. An application is approved after a meeting is held between the student and the Associate Dean of Student Affairs of his/her school or the Associate Dean of Student and Academic Affairs of his/her graduate school, in principle. In the meeting, the Associate Dean confirms the reason of his/her absence or withdrawal, and provides him/her with consultation regarding his/her future career etc. The percentage of students who withdrew from the University, as a whole, was 1.29 percent in AY 2011, which was under two percent, the value below which the University aims to keep the percentage of students who withdraw from it. The percentage of withdrawers in AY 2010 was also lower than the rate 1.38 percent recorded in AY 2009. [6-4]

To prevent students from losing motivation to study due to poor academic performance, and to take appropriate measures for long-term absentees at the earliest possible time, each school ensures that instructors of the "basic seminar" and "seminar" classes, as well as the Associate Dean of Student Affairs, understand the relevant situation, and have a meeting with, and provide guidance for the students.

<Support system for, and implementation of supplementary and preliminary education>

In the framework of its learning support for students, the University provides supplementary education and preliminary education under the support systems as described below:

The University makes a unified effort in the following four initiatives:

(1) Learning support for undergraduate students based on the systems of Teaching Assistants (TAs), Student Assistants (SAs) and Learning Assistants (LAs)

(2) Learning support with the Learning Management System (LMS)

(3) University-wide provision of e-learning contents aimed at development of English proficiency

(4) Pre-admission preparatory education for prospective students admitted via the "entrance examination for those with outstanding ability in sports"

The following is the details of these initiatives:

(1) Learning support for undergraduate students based on the systems of Teaching Assistants (TAs), Student Assistants (SAs) and Learning Assistants (LAs)

The University assigns graduate students and undergraduate students to undertake tasks of educational support under the abovementioned three Assistant systems. These systems are not simply aimed at providing assistance for faculty members in their class operations. The primary purpose of the systems is helping the study and learning of attendees at the class, while providing support for smooth operation of the class activities. KGU has long implemented the Teaching Assistant System, since as early as 1971, providing learning support for undergraduate students. (TAs assigned during

AY 2011 totaled 306 persons.) [6-5),6-6)]

The Student Assistant System was introduced in April 2001, in response to the need for enhancement of educational support system for an enriched basic education in information processing studies. Under this system, in AY 2011, a total of 264 SAs were assigned to the classes of subjects regarding information processing studies, providing support for class operation and students' learning. [6-7),6-8)]

In the fall semester of AY 2012, the University introduced the Learning Assistant System as another University-wide system. This system is aimed at providing learning support primarily regarding introductory subjects etc. offered by each school or by the University ("University-wide subjects"), supporting students in their learning by providing guidance and consultation both in and outside the class hours. The system is also aimed at contributing to revitalization and advancement of education in undergraduate schools etc. through appointing upper-year undergraduate students as LAs for assistance in operation of lower-year classes. Partly due to the short lapse of time since the introduction of the system, for AY 2012, LAs have not thus far been assigned to all schools. However, use of the system is expected to be accelerated as understanding of the purpose of the system is deepened across the University. [6-9),6-10)]

(2) Learning support with the Learning Management System (LMS)

In the fall semester of AY 2010, the University introduced the LMS as a tool to assist faculty members in their class operation, and support students in their self-directed studies including preparation for and review of the classes. When students log in, a list of subjects for which they have registered is automatically displayed on the top page. Students click the title of a chosen subject to display its top page, via which they can choose and browse the section providing materials, information, etc. for a specific session of the class. Faculty members log in, and the system displays a list of subjects they teach during the academic year on the top page. They choose a subject title and use specific tools for providing their students with teaching materials, quizzes, assignments, questionnaires, information, etc. As of the spring semester of AY 2011, 30 to 40 percent of full-time faculty members used the LMS for the "subjects provided by each school" they taught, and an approximately 80 percent of all students used it in some forms. [6-11)]

The primary purpose of the LMS is to encourage students' self-directed studies out of the class hours. The community function of the system facilitates online faculty-student and student-student communications, as well as group study. Effective use of this interactive function is expected to activate and advance students' learning.

(3) University-wide provision of e-learning contents aimed at development of English proficiency

The above-mentioned e-learning contents have been provided since 2010 as a measure to realize the objective of "Promoting quantum improvement in students' English skills" as set forth in the University's New Medium-term Plan. Prior to the provision of the e-learning contents, since AY 2009, KGU had implemented the TOEIC IP test, in May or June each year, for first-year students in almost all schools (except some schools that independently conducted a placement test for new entrants and provided English education in proficiency-based classes). (The TOEIC IP test was also compulsory for third-year students). However, the average score of the test was not necessarily satisfactory, and there was a growing need for greater English proficiency in business and other activities in society. In view of this situation, the University decided to introduce a self-learning system for English study in September 2010. This system, which has been provided for all undergraduate students currently attending the University, uses the contents of the "new ECC online TOEIC test preparation course." The system is used as an e-learning tool for students' independent study in English outside the class hours, and also as a tool for providing complementary teaching materials for English classes, by linking the contents provided by the self-learning system and that of the class, and monitoring the status of students' work on specific assignments. [6-12)]

As another online self-learning opportunity outside the class hours, the University provides materials regarding "information ethics" for a total of 1,750 students in 14 classes of the University-wide information science subject "basic computer science" (held in the spring and fall semester), even though the scale of this educational arrangement is smaller than that of the abovementioned e-learning system for English study. While the materials on "information ethics" are intended for use outside the class hours, students' work on these materials is incorporated into the performance evaluation of the said subject. As such, the University provides ethical education adapted to the information age, achieving successful outcomes.

(4) Pre-admission preparatory education for prospective students admitted via the "entrance examination for those with outstanding ability in sports"

The University provides pre-admission preliminary education in the form of distance learning for successful applicants for the "entrance examination for those with outstanding ability in sports." [6-13] The University requires these applicants, whose admission is decided in the early fall (prior to their admission in the following spring), to take correspondence courses in English and Japanese (Mathematics for prospective students in the School of Science and Technology) at the expense of the University. KGU thereby aims to help them develop a self-directed learning attitude, which is indispensable in receiving university education. The primary focus of this preliminary education is to encourage these prospective students to fully condition themselves to fundamental and constantly-required learning activities, such as reading, writing and investigating. This educational program is designed for students to submit assignments by a designated deadline, receive corrections and comments on the assignments, and review the corrections etc. to deepen their understanding of the content.

In parallel with the aforementioned University-wide learning support, each school also provides learning support programs as described below, in accordance with the specific needs of the school.

○ Pre-student Program (School of Theology)

To help prospective students develop the abilities that will be necessary to study in the School of Theology, such as the capability to learn foreign languages and the ability of reading comprehension, the School provides a preparatory learning opportunity by inviting the prospective students to gather in one place prior to admission. As pre-admission assignments, the School also requires such students to choose two books from a range of designated books, and prepare and submit book reports written in approximately 800 Japanese characters for each chosen book. [6-14]

○ Learning counseling (School of Law and Politics)

The School of Law and Politics appoints graduate students in the second half of the doctoral program of the Graduate School of Law and Politics as tutors to support the learning of undergraduate students who are faced with problems and anxieties in their study. Tutors provide guidance regarding study skills, such as effective note-taking in class, how to prepare and review classes, logical writing techniques for essay assignments, etc. [6-15]

○ Supplementary class to "specialized basic subjects" (School of Economics)

The School of Economics provides the subject "Fundamentals of Economy and Economics" with the aim of grounding the students in the basic knowledge necessary for studies in specialized subjects regarding economy and economics. Graduate students and upper-year undergraduate students are appointed as tutors to provide lower-year students with learning support in the form of a supplementary class, which is held outside the regular class hours. [6-16]

○ Basic math ability test (School of Science and Technology)

The School of Science and Technology requires new students other than those in the Department of Mathematical Sciences to take a "basic math ability test." Students who fail to achieve a passing score

must take a makeup until they pass it (up to four times). Through this test, the School aims to consolidate the students' fundamental ability in mathematics which is essential to study as science and technology majors.

〇 Assignment of learning supporters for guidance in basic seminar, English writing, etc. (School of Policy Studies)

The School of Policy Studies has long promoted globalization in its education, as is evident in the ratio of foreign faculty members accounting for approximately one third of its entire faculty, and a large number of classes for specialized subjects provided in English. The School appoints undergraduate students with excellent English proficiency Learning Assistants to provide guidance in the skills of English writing outside class hours. The School also makes arrangements for a student volunteer group authorized by the School (SCS: Student Campus Support) to provide support for new students in "basic seminar" classes. This group cooperates with the administrative office of the School in planning and operation of study abroad explanation sessions, seminar classes' symposiums, etc., thereby providing a wide range of support for undergraduate students in their studies in the regular curriculum, as well as in their extracurricular activities. [6-17),6-18)]

\<Appropriate learning support measures for students with disabilities\>

The basic idea of KGU's learning support for students with disabilities is in conformity with the principles grounded in the Convention on the Rights of Persons with Disabilities resolved in the United Nations (Japan became a signatory to the convention in 2006) and the Basic Act for Persons with Disabilities, a Japanese law amended in 2011. KG has defined its "Ideals for the University" to create a "community 'without fences' for learning and research." Espousing the abovementioned principles and the ideals, the University has long established the philosophy and goals concerning learning support for students with disabilities, promoting a range of specific support measures.

Based on a report submitted in 1975 by the "committee for issues regarding the physically handicapped," the University established the basic philosophy regarding support for the disabled, which sets forth the following provisions:

(1) All persons have the right to education, and must be afforded equal opportunities to receive education suited to their academic ability.

(2) Kwansei Gakuin University espouses the principles of Christianity as its founding spirit. The University must re-interpret and realize this spirit in the context of the tangible reality involving issues of the physically handicapped.

(3) Students have the rights to receive due services for education, along with the rights to study independently. The enjoyment of these students' rights must not be diminished on the basis of their physical disabilities. [6-19)]

As one of the measures specified in the New Medium-term Plan, in April 2011, the Section for Supporting Independent Campus Life of the Academic Affairs Department and the former Student Support Center of the Student Affairs Department were amalgamated into, and re-launched as the Kwansei Gakuin University Student Support Center. The new Student Support Center was established with the aim of providing disabled students with support in their learning activities and independent campus life, as well as with student counseling (regarding mental, learning and daily life issues), while ensuring close coordination between these services. The center is also aimed at providing relevant consultation services for each educational institution within Kwansei Gakuin. Based on the "code of ethics" and the "memorandum regarding confidentiality," the center provides University-wide learning support, as well as support for independent campus life, for students with visual, auditory, orthopedic, developmental and/or other disabilities.

The Student Support Center has planned and implemented the necessary consultation services for

faculty members of educational institutions within Kwansei Gakuin, based on close liaison and coordination between these institutions, under commission from the Kwansei Gakuin Educational Support Liaison Council.

Support provided at KGU is characteristic in that assistance work is carried out by student staff members (including graduate students), or "support students." (Wheelchair assistance and sign-language interpreting are outsourced.) This assistance system by students is aimed at helping both disabled and non-disabled students develop themselves side by side, by promoting interaction and shared experience through assistance activities. The Student Support Center cooperates with the Center for Career Planning and Placement in supporting disabled students in their job hunting, for instance, by holding "career support seminars for students with disabilities."

For applicants for the University's entrance examination and prospective students who have passed the examination, the University takes measures to help them fully understand, before admission, the University's efforts in support for students with disabilities. For those considering taking the entrance examination, the University distributes leaflets at open house events, introducing how the University provides support for disabled students. For successful applicants for the "general entrance examination," the University sends the document "Learning support, special consideration, etc. for students with disabilities" to provide information regarding support and assistance available for such students at the University.

<Appropriate measures for scholarships and other financial support>

(1) Scholarships [6-20]

To financially support students, the University provides two types of scholarships: scholarship loans and scholarships (non-repayable).

Scholarship loans are primarily available via the scholarship loan programs provided by the Japan Student Services Organization (JASSO). The number of eligible recipients has recently been increasing. In AY 2011, approximately 8,000 KGU undergraduate and graduate students received the loans. Meanwhile, the use of KGU's scholarship loans has been on the decline. As from AY 2013, the University will limit the acceptance of loan applications to the time of students' entrance to the University and emergencies.

The University provides non-repayable scholarships for undergraduate students under the "Kwansei Gakuin University scholarship program." This program is categorized into two types: Type A is intended for students with excellent academic ability and personality, and who need support with their educational expenses; and Type B is intended for students who seek to continue attending the University and enhance their academic ability, whose household finances are in extreme difficulty and who need support with their educational expenses. The number of recipients of both types of the scholarships totals approximately 800 students. For graduate students, the University has in place the "Kwansei Gakuin University Graduate School Bates Type 1 scholarship program" and the "Kwansei Gakuin University graduate law school Type 2 scholarship program." Both programs are intended for students whose academic performance is outstanding, who are dedicated to academic research, and who need support with their educational expenses. These programs are currently used by a total of approximately 200 graduate students.

For undergraduate students whose household finances situation has suddenly changed, the University provides the "Kwansei Gakuin University special scholarship program" and the "Kwansei Gakuin University Supporters' Association scholarship program." Scholarships under these programs are provided for students who have difficulty in paying their tuition fees due to a sudden change in the situation of their family finances as a result of the death, illness, accident, bankruptcy, impact of natural disaster, etc. of the financial supporter of their household within the preceding one year, in principle. For graduate students, the "Kwansei Gakuin University Graduate School special scholarship program" is applied based on the same conditions as in the above-mentioned programs for undergraduate students. Approximately 60

undergraduate and graduate students currently receive these scholarships.

In addition, the "Kwansei Gakuin University / Graduate School scholarship program for interest compensation" is available for students who use certain specified education loans provided by financial institutions in tie-up with the University, and who have paid interest on the loan. Approximately 10 students currently use this program.

As from AY 2013, the University will abolish the existing "scholarship program for new entrants," which has been applied to applicants who have achieved excellent results in the University's "general entrance examination"; and instead, the University will introduce a "pre-admission scholarship reservation system (Lambuth scholarship)" by diverting part of the funds for the "Kwansei Gakuin University scholarship program," and thus using the resources of both existing programs. Under this new system, the University decides prospective recipients of the four-year scholarships prior to their application for the "general entrance examination," with the aim of helping individuals who strongly wish to enter KGU to choose the University without feeling financial anxiety. This system will be useful as an inducement for such individuals to take the entrance examination.

(2) Introduction to part-time jobs [6-21)]

As part of its effort to financially support students, the University provides information regarding secure part-time jobs befitting students via the website "Arbeit Information Network for Students (AINES)"

(3) Introduction to accommodation [6-21)]

As part of its effort to financially support students, the University provides information regarding good-quality and reasonable accommodation for students.

(4) Student dormitories [6-21)]

The University possesses student dormitories, with the objectives of financially supporting students and providing them with self-governing experience from an educational point of view. The University supports the operating expenses of the dormitories, and rents are set at a considerably lower level than those for rooming houses and studio apartments in the vicinity. There are three dormitories for male students and two for female students.

(3) Is appropriate support provided for students' campus life?

<Maintenance and promotion of mental and physical health; Considerations for health and safety >

The University established the Counseling Room in AY 1959, which was reorganized into the former Student Support Center in the Student Affairs Department in AY 2004, playing an important role in the department. In AY 2011, the center was merged with the Section for Supporting Independent Campus Life of the Academic Affairs Department, into the University's new organizational unit, "Student Support Center" to provide support and counseling for students.

The Student Support Center provides a wide range of student support, including student counseling regarding mental, daily-life and learning issues; consultation services regarding all kinds of campus-life matters provided by staff members familiar with the University and campus information; and consultation service regarding all kinds of legal matters by lawyers who graduated from KGU. The center has been successfully operated while promoting and reinforcing cooperation and tie-ups with many organizations in and outside the University. [6-22)]

In orientation events for new students, each school provides information regarding the Office for Student Support and Counseling, explaining the content of its services provided by full-time staff members and counselors. A support system has also been established whereby students who seek counseling and consultation in English at the Student Support Center can be introduced to an interpreter.

<Anti-harassment measures> [6-23)]

With a view to providing even more fulfilling educational experience, in 1999, the University formulated the "guidelines for prevention of sexual harassment," endeavoring to ensure that all individuals at KGU enjoy a comfortable campus life. While reviewing the efforts made since the introduction of the guidelines, in AY 2006, the University launched a new initiative to prevent, and take countermeasures against "campus harassment" including "academic harassment." The University aims to maintain comfortable campus life by encouraging all members of the University to deepen their understanding of the problem of campus harassment.

Specifically, the University has established an "anti-campus harassment committee" and installed counselors in it. If a given problem cannot be solved by the committee or counselors, then a "campus harassment investigation committee" is organized to solve the problem.

Since AY 2009, four "anti-campus harassment workshops" have been held independently by each school, graduate school or other organizational unit. At the beginning of AY 2011, the University re-informed each school and graduate school of the system that supports lecture fees for such workshops etc., and provided materials for workshops, helping each school and graduate school conduct relevant workshops and other training.

(4) Is appropriate support provided for students' future careers?

<Instruction and guidance regarding students' career choice>

The Center for Career Planning and Placement supports students in their career planning and job search by providing career guidance events for third-year undergraduate students and first-year graduate students in the first half of the doctoral program, as well as individual counseling services for students in search of employment, primarily comprising fourth-year undergraduate students and second-year graduate students in the first half of the doctoral program.

In recent years, the center has placed emphasis on the careers support in tandem with each school, with an eye to encouraging students to deepen their view of life and occupation by beginning efforts to raise their awareness of future careers at an early stage in their undergraduate program. The details are as follows:

(1) The Center for Career Planning and Placement implements career guidance for lower-year undergraduate students, such as career guidance for new entrants, and careers education provided within the regular curriculum primarily for first- and second-year students.

[Number of participants in career guidance for new students in AY 2011]

School	Theology	Sociology	Law and Politics	Economics	Business Administration	Science and Technology	Policy Studies	Human Welfare Studies	International Studies	Education
Number of participants (persons)	27	640	625	660	680	440	560	320	320	365

(2) The center provides career guidance for students in preparation for job-hunting (third-year undergraduate students and first-year graduate students in the first half of the doctoral program).

[Number of participants]

Session	1st	2nd	3rd	4th	5th
Theme	Considering your own career path	Self-analysis	Preparation of resume and job application	Preparation for interview	Statement of reasons for application
Number of participants (persons)	2,450	2,226	2,890	1,700	2,120

(3) The center provides relevant advice, on an individual basis, primarily in individual counseling for students in their year of graduation/course completion (fourth-year undergraduate students and second-year graduate students in the first half of the doctoral program). (Counselees totaled 9,212 students in AY 2011.) [6-24)29-p13-14] The center also holds "follow-up seminars" [6-24)29-p6-7] as necessary to support students who have difficulties in their job search process.

(4) In October and November in 2011, the center implemented new programs (The titles translate as "understanding the realities of industry" and "understanding the realities of working people") [6-24)29-p6-7] in which alumni talked about their view of their occupation in their individual capacity. Through these programs, the center aimed to help lower-year students increase their awareness of their future careers, and provide all participating students, irrespective of their year of study, an opportunity to consider their career choice. The programs were held in the forms of panel discussion and individual question and answer session by each business. (Participants: 453 students)

(5) As seminars dealing with themes especially requiring intensive guidance for students, the center held a "practical seminar on self-analysis" [6-24)29-p6-7] and a "mock interview experience seminar." [6-24)29-p6-7] From mid-November through early December in 2011, the center held a "mock interview experience seminar: group interview" [6-24)29-p6-7] to complement the content "mock interview" contained in the fourth session of the career guidance. (Participants: 927 students)

(6) To accommodate the increase in the number of students from overseas, as well as the needs of businesses for employment of such students, the center held "career guidance for international students" in mid-May in 2011. [6-24)29-p6-7]

(7) The center conducts "on-campus business research seminars" [6-25)] with a view to encouraging students to research a wide range of businesses and industries so as to maximize the breadth of potential fields in which they would discover their future career path.

(8) Recently, there is an increasing importance for universities to encourage not only students but also their guarantors (parents) to renew their understanding of students' career planning, as individuals who most closely understand respective students. In this respect, the center implements a "seminar to consider the campus life of your son or daughter" for guarantors of new students (May), [6-26)] as well as a "seminar to consider job search of your son or daughter" for guarantors of third-year students (June). [6-27)]

Program title	Number of participants (persons)
Seminar to consider campus life of your son or daughter	600
Seminar to consider job search of your son or daughter	900

<Organizational structure established for careers support>

Decision-making at the Center for Career Planning and Placement is made by the "Committee for the Center for Career Planning and Placement" [6-28)] and the "Steering Committee for the Career Design Program Office." [6-29)] These committees primarily comprise the Assistant Deans of Academic Affairs of each school. The former committee discusses issues regarding support for job search and career planning, and the latter committee discusses career education. Issues regarding employment rate reports etc., as well

as personnel affairs, such as employment of full-time faculty members for career education etc., are referred to an upper-level body, i.e., the Committee of Deans or the University Senate, where relevant report and deliberation are made. Issues regarding implementation of career education-related subjects provided within the regular curriculum, as well as enrollees in such subjects, are reported to an upper-level body, i.e., the Academic Affairs Committee or the Graduate School Student and Academic Affairs Committee. The abovementioned organizational structure has enabled the range of career support systems to be promoted as a University-wide effort.

<Appropriate careers education>[6-30)]

Careers support programs at the University are designed to enable students, while they are in the University, to be aware of their own strong points (and weak points) and make the most of such strengths, while deepening their own view of life and occupation, and clearly defining the significance of work in their life. Through such programs, the University encourages students to develop an attitude of considering their own lifestyle and occupation from a long-term perspective, while helping them become aware of their own strengths.

Job-hunting is positioned as a part the abovementioned long-term, self-analytic process, providing students with an opportunity to choose the industry, type of job, and business and other organization in which they use their own strength. To firmly instill the idea of the abovementioned process in students, the University provides the "life design program" based on close coordination between the regular curriculum-based program, internships, the career design support program, and the extension program.

These programs place emphasis on the following three points:
Students:
• consider their own lifestyle and work, while learning from experience of graduates
• consider the significance of working, in the context of interaction with real-world society
• broaden their personality by interacting with various individuals

The "life design program," as a whole, is aimed at helping students develop their personality, by effectively combining the regular curriculum and extracurricular programs; the "life design subject group" in the regular curriculum is intended to provide students with opportunities to consider their own future through participating in the class; extracurricular activities, volunteering and other social activities are useful to develop a comprehensive strength as an independent human being. Internships provide students with working experience and thereby provide a valuable opportunity to consider the significance of working. The "career design support program" contains a variety of career support programs aimed at equipping students with higher-level skills conducive to career development, as well as supporting their job search. An "extension program" is also provided for students who seek to develop their careers through obtaining specific qualifications and certificates.

In the abovementioned programs, the University provides diverse contents enabling all students, including lower-year students, to acquire the abilities and skills that are required in various fields in society. Among these contents, for "career seminar," the University invites diverse lecturers, such as renowned figures and KGU alumni who are working at the forefront of their respective fields in society, as well as presidents of major businesses that lead the Japanese economy. The "career seminar" also features group work, in order to help students acquire the basic abilities and skills necessary to work in society. The University implements the growth-business internship program in cooperation with approximately 10 businesses every year. This program is open to all students, including first-year students.

2. Check and Evaluation

(1) Matters showing improvement

<Instruction and guidance regarding students' career choice>

Since the collapse of Lehman Brothers in 2008, the situation surrounding the Japanese economy remains harsh. Despite these severe circumstances, the University has maintained a high level of students' employment rate. This is because the range of programs provided by the Center for Career Planning and Placement have achieved positive effects individually and in coordination with one another. The following is a report on the three major programs:

(1) Career guidance for new entrants

The center implements career guidance for new students at an early stage, shortly after their entrance to the University. Originally initiated as a guidance event held in a couple of schools, career guidance was finally conducted in all schools in AY 2011. The center holds this guidance not as an event merely focused on equipping students with know-how in job-hunting but as an occasion to communicate to them the message that they should not waste their university days, which constitute the best period in their lifetime to enhance their sensitivity and develop and display their unique characteristics.

In AY 2012, in three schools, career guidance for new students was implemented not on the day of the entrance ceremony or the following day but approximately one month after the students' entrance to each school. Implementation of such timing is anticipated to result in even greater outcomes. The center expects that this way of providing guidance will spread to other schools.

(2) Career guidance for third-year students

This guidance has been proved to be effective in that the employment rate of students who participated in one or more sessions of the guidance was 15 points higher than that of those who did not participate in it. [6-31)]

(3) Individual counseling

Individual counseling is an indispensable aspect of support in the job search process, since different students have different values, views of life and views of occupations, and also differ in the progress of their job search. The center recognizes an increased necessity for individual counseling especially for recent students. The center has therefore assigned a larger number of counselors and has streamlined the formalities of arranging appointments with counselors, resulting in a sharp increase in the number of students receiving counseling. [6-24)29-p6-7]

<Organizational structure established for careers support>

(1) Reorganization into the Center for Career Planning and Placement

On April 1, 2006, the former Student Placement Section of the Student Placement Department was reorganized into the Career Planning and Placement Section of the Center for Career Planning and Placement. The Career Design Program Office was also established within the new center. The center has since operating as an organization permitted to provide subjects within the regular curriculum.

The former Student Placement Committee was renamed the "Committee for the Center for Career Planning and Placement," and it was decided that each school would appoint, as its representative to the new committee, the Assistant Dean of Academic Affairs, who is a member of the Administration of each school, in principle. As a consequence, the content of discussions at the new committee is communicated to the Undergraduate Faculty Board of each school in a more proper and influential manner. Around June in each year, the "Committee for the Center for Career Planning and Placement" organizes a meeting to exchange views with the Dean, the committee members and the School Administration members of each school, regarding the cross-tabulation data indicating the results of the students employment in the previous academic year, in relation to the form of entrance examination via which the students were admitted to the school, their ranking in academic performance, and participation in extracurricular

activities and other programs while in the school. This meeting has encouraged understanding at each school of students' job-hunting activities, and has also provided a useful, factual ground in designing of a new curriculum by each school, as well as in review of the list of high schools for "admission based on recommendation by 'designated school.'"

(2) Osaka Umeda Branch Office

In AY 2007, on Osaka Umeda Campus, the Center for Career Planning and Placement set up and initiated a trial operation of its Osaka Umeda Branch Office, to which the center's staff members were assigned in rotation. In AY 2008, the branch office was officially launched. Since then, it has been staffed with regular members both in managerial and staff positions. By taking the locational advantage of central Osaka, the branch office has steadily increased its value, especially as an office to provide support for students on the way to/back from a visit to a company etc., as well as an office to accommodate visits by personnel members of businesses responsible for recruitment.

In the height of job-hunting season, from February through May, the branch office is visited by a larger number of students than the center's main office on Nishinomiya Uegahara Campus. Staff members who usually work at the office on Nishinomiya Uegahara Campus are assigned to the branch office in Umeda during this peak season so as to accommodate the active demand of students. The number of users of the branch office on Osaka Umeda Campus, including students and visitors from businesses, has been increasing year by year.

(3) Employment of fixed-term faculty members

The Career Design Program Office in the Center for Career Planning and Placement has provided an increasing number of programs within the regular curriculum. However, faculty members assigned to the office are primarily based in other schools or graduate schools within the University, and therefore, their teaching burdens are reaching the limits. In view of this situation, after completing related formalities involving other organizations in the University, it was approved for the office to employ fixed-term faculty members in and after AY 2013. This new employment is expected to result in enhancement in both the variety of subjects and the quality of the content.

<Appropriate careers education>

The Center for Career Planning and Placement (the Career Design Program Office) and the Academic Affairs Department provide multiple subjects regarding careers education in the regular curriculum. It has been proved that students who register for, and obtain credits of at least one such subject tend to achieve a better result in their job search, as compared to those who do not enroll in any subject. (In AY 2011, the employment rate of the former group was approximately seven points higher than that of the latter group.) The following is a report on major two programs (seven subjects) for careers education.

(1) Internship lecture and seminar

Since AY 2005, the subjects "the self in society" ("internship lecture") and "social skills and teamwork" ("internship seminar") had been provided under the management of the Academic Affairs Department. Since AY 2006, in which the Center for Career Planning and Placement was established, the said subjects have been provided as part of the program managed by the center. "Internship practicums" have also been provided since AY 2006.

The number of classes and enrollees in each program in AY 2006 were as follows: two lecture classes recorded enrolled by 415 students; five seminar classes by 146 students; and practicum by 44 students. To accommodate the increase in the number of students seeking to register for these classes, the center took measures to expand each program. As a result, in AY 2011, the lecture program was provided in four classes for 1,003 students, the seminar program was provided in 15 classes for 616 students, and the practicum program was provided for 100 students.

Regarding the practicum, since AY 2009, the center has limited the number of places for enrollment to

100 students, due to difficulty in securing companies that accept internship students, the gap between students' intended workplace and actually available workplace, the increase in the number of other internship programs, and other reasons.

The center distributes follow-up questionnaires to students in all programs. The results indicate that students who enrolled in lecture and seminar classes are extremely satisfied with their respective programs. These programs greatly attract their interest. This is also evident in the fact that the number of attendees in the relevant classes does not decline throughout the semester.

(2) Career seminar

Career seminars have been provided since AY 2007, consisting of the subjects "career seminar A," "career seminar B" and "career seminar C." All three subjects commonly place emphasis on group work, and are provided in instruction style where students are required to solve a given problem in a team. In AY 2010, the center introduced a new subject "career seminar: advanced." Regarding the pre-existing subjects, it was changed so that each subject was provided one semester earlier than the semester for each subject implemented in and before the previous academic year. In AY 2012, the form of implementation of the subject "career seminar A" was changed from an intensive lecture to a program provided throughout a semester. As such, the career seminar program has steadily been enhanced and advanced year by year.

(2) Matters that need to be improved

<Instruction and guidance regarding students' career choice>

(1) Job search handbook

The "job search handbook" constitutes a textbook on how to proceed with job-hunting, which is prepared independently by the Center for Career Planning and Placement. The handbook provides a wide range of information, such as the overall process of job search, preparation of job applications, preparation for and attitude at interviews, and tips useful to break a possible impasse during job search. The content is well adapted to the level of job-hunting activities by KGU students, receiving high evaluation from graduates and students who have completed their job searches.

Meanwhile, there are a considerable number of students who do not fully use this handbook for their job search, primarily referring to related books available at bookstores. KGU's job search handbook covers the content most relevant to KGU students, and the center is confident in the quality of this handbook. At the same time, however, the center also recognizes that the handbook will have no practical value unless it is read by students. In recent years, the center has made improvements in how to edit the content. It is necessary to concede the tendency to "aliteracy" among recent students, review the layout and the structure of pages, and thereby design the handbook in a way that will induce students to read it.

(2) Career guidance for new entrants

By AY 2011, implementation of career guidance has been expanded to all schools. However, some schools have allocated only a small portion of time, for instance 15 minutes, for the guidance, as part of the orientation event held immediately after the entrance ceremony. In a sense, career guidance for new entrants is more significant than that for third-year students. The center must explore more effective ways to implement the guidance for new students, such as allocating a larger amount of time to the guidance program, and implementing the guidance at a later date some time after the entrance ceremony.

<Appropriate careers education>

(1) Internship lecture and seminar

Currently, the capacity of these programs is not sufficient to accommodate all students who seek to enroll in them. It is necessary to further expand and enhance these programs, against the background of the recent growing need for enriched career education, and in consideration of the Standards for

Establishment of Universities. In reality, however, there are some problems to overcome at a practical level, such as employment of competent instructors and securing of classrooms. Regarding the issue of instructors, final arrangements are currently underway primarily for the employment of fixed-term faculty members in and after AY 2013, as described in the previous section.

(2) Recognition-based internship practicum

As described in the previous section, since AY 2009, the number of enrollees in the "internship practicum" program has been limited to 100 students. In parallel with this restriction, the center has introduced the subject "recognition-based internship practicum" as a relief measure for students who have already obtained credits of the subject "internship seminar" and cannot participate in the practicum. Through this subject ("recognition-based internship practicum"), students who participate in an internship program can obtain a specified number of credits regardless of whether the program is introduced via the University or not, insofar as the program satisfies specific prescribed standards.

However, the number of applications for this subject remains extremely low, standing at one or two students per year. The center must identify the reason for this low enrollment number (e.g., whether this is attributable to the fact that the credits obtained from this subject are not counted into the credits required for graduation, or to some other reasons), and must encourage students to apply for the subject. The center must also make efforts to obtain more information regarding the status of students' participation in internship programs.

3. Development Measures for the Future

(1) Matters showing improvement

In the abovementioned career seminar, a system has been established whereby students can receive advice from alumni who have already been working in society, before the student groups make presentations on the conclusion they reach regarding an assignment worked on during the seminar. This system has led to a virtuous cycle in which alumni, who were enrolled in the seminar in an early stage after its establishment, return to the class to provide advice to the current students. At KGU, the career seminar and other educational programs are provided to cultivate students' total personality in line with the basic concept imparted to its school symbol, the crescent moon. While actively working for the benefit of society, KGU graduates return to the University from time to time to provide advice to the current students, who later go out into the world in turn and return to the University to support the development of students in the next generation. The purpose of the introduction of the career seminar is to develop individuals capable of working tenaciously on a challenging task and achieving remarkable outcomes. While achieving this purpose, the career seminar has also facilitated creation and strengthening of the abovementioned virtuous cycle, which has helped alumni maintain a sense of solidarity even after graduation, interact with other graduates working in different industries, and expand the possibility of their new business opportunities. The career seminar has thus achieved more valuable outcomes than initially expected. As a private university, KGU values, and will value, this virtuous cycle as an important advantage, and as one of its assets.

(2) Matters that need to be improved

Regarding the organizational structure established for careers support, the Center for Career Planning and Placement aims to provide an equal level of service throughout our four campuses. The center is the sole organization in the University to conduct the same operations on four campuses as a single

organizational unit, and frequently faces challenges in equalizing the level of services it provides. On Kobe-Sanda Campus, where new departments have been established, the number of students has been steadily increasing. However, the center's office on this campus is smaller in area than that on Nishinomiya Uegahara Campus, and is also understaffed in relation to the number of students it accommodates. Dissatisfaction has been gradually growing among the students. Construction of a new building has began on Kobe-Sanda Campus, and upon completion, the office is slated for relocation from the current building to the new one. Therefore, the problem of inadequate office space on this campus is expected to be solved. Next, the center needs to address the issue of staffing. Apart from individual opinions of students, as an organizational policy, the center will achieve better staffing to provide services on the same level throughout all four campuses.

Chapter 7
Educational and
Research Environment

1. Current Status

(1) Have policies been clearly established regarding development and improvement of the environment for education, research, etc.?

Regarding basic policies for improvement in the educational and research environment, in 2004, the educational foundation of Kwansei Gakuin (KG) and Kwansei Gakuin University (KGU) jointly established the "committee for comprehensive campus development planning," discussing basic policies regarding plans primarily for the development and improvement of Nishinomiya Uegahara Campus and Kobe-Sanda Campus. In parallel with the discussion by the abovementioned committee, the "third Mid- to Long-term Management Plan (AY 2005―AY 2012)" was formulated, which contained a range of issues concerning planning for the establishment of new schools, construction works of athletic grounds, construction works for improvement on Kobe-Sanda Campus, and improvement in the information environment.

To implement the abovementioned plan for construction of athletic grounds, KG newly obtained a site adjoining Nishinomiya Uegahara Campus in May 2004, and relocated the facilities for extracurricular activities to the new site in AY 2006, thereby solving the preexisting problem of small physical area provided for such activities. On the former site of the facilities for extracurricular activities, KG newly constructed Building G, where the School of Human Welfare Studies was established in 2008.

Upon the merger with Seiwa College in 2009, KGU established the School of Education, as well as Nishinomiya Seiwa Campus. In 2010, Building G was enlarged to house a new school, the School of International Studies.

As part of the abovementioned construction plan on Kobe-Sanda Campus, new buildings for common use and experiments were built, and the existing buildings were renovated, in order to accommodate the addition of new departments and an ensuing increase in the number of students in the School of Policy Studies and the School of Science and Technology.

Meanwhile, in 2008, KG formulated the New Strategic Plan, as well as the New Medium-term Plan, which sets out specific measures to be implemented within five years from 2009 in order to achieve the New Strategic Plan. In the framework of these plans, measures for improvement of the University's educational and research environment were compiled into a unified plan.

In line with this plan, in 2011, the University reconstructed the Faculty Offices building on Nishinomiya Uegahara Campus, as part of the "development plan for the northwest part of the campus." Construction work is continuing on this campus, including reconstruction of the buildings for the School of Sociology, and establishment of common learning spaces. On Kobe-Sanda Campus, construction work based on the New Medium-term Plan is underway, including establishment of "Commons" for amenity for the students.

(2) Is a sufficient amount of space for school sites and buildings secured, along with a sufficient level of facilities and equipment?

KGU conducts education and research on four campuses: Nishinomiya Uegahara, Kobe-Sanda, Nishinomiya Seiwa, and Osaka Umeda. On all campuses, the University has developed and improved the facilities and equipment in a well-planned manner, based on the Mid- to Long-term Plan implemented throughout the University. As of AY 2012, the total area of the school sites stood at 583,118.62 m^2, well exceeding the minimum requirement (219,100 m^2) stipulated in Article 37 of the Standards for Establishment of Universities.

As of AY 2012, the total area of the school buildings stood at 251,436.54 m^2, well exceeding the minimum area of school buildings (100,682 m^2) stipulated in Article 37 (2) of the Standards for

Establishment of Universities.

 The University's campuses feature Spanish Mission-style buildings. Construction of school buildings in this style has been maintained since 1929, when school buildings were relocated to the current Nishinomiya Uegahara Campus. In consideration of the minimum percentage of green area out of the school site area as prescribed in an ordinance of Nishinomiya City, the University constantly takes care of the trees and flowers on its campuses, maintaining a pleasant landscape while respecting the harmony between greenery and constructions.

1) Maintenance and management of school sites, buildings, facilities and equipment

 Buildings, fixtures, furnishings, supplies, information-related equipment, and other facilities and equipment are appropriately maintained and managed in conformity with related regulations, by the Facilities and Grounds Department, the General Affairs Section, the Finance Section, the Information Systems Office, the Center for Research into and Promotion of Higher Education, and other relevant departments and sections.

 Use of each facility and equipment, etc. is managed by the department, section and other organizational unit in which the facility etc. is installed. Information-related equipment (including LAN and audiovisual apparatuses) is primarily managed by the Information Systems Office and the Center for Research into and Promotion of Higher Education. Maintenance and management of other facilities (buildings), machinery and equipment, electric installations, water supply and sewerage systems, and elevators are undertaken by the Facilities and Grounds Department. As part of its responsibilities for maintenance and management of facilities (buildings), the department implements interior and exterior wall painting, as well as waterproofing works, as necessary. Maintenance and management of most equipment, machinery, apparatuses, etc. on University campuses are outsourced to external companies under proper contract.

2) Ensuring safety and health

 (1) Asbestos removal

 In 2005, the University began investigating on-campus buildings containing asbestos. Since then, the University has allocated a certain amount of budget based on an annual plan for conducting works to remove or enclose the asbestos, thereby ensuring safety of building users. In AY 2013, the University is expected to complete a series of works for eliminating hazards of free-floating asbestos from all campuses.

 (2) Earthquake-proofing

 Since 2003, the University has investigated the level of seismic resistance of all its buildings constructed before 1981, when the Building Standards Act was amended to provide new earthquake-resistance standards. Regarding buildings that were proved not to satisfy the standards, the University has allocated a budget based on an annual plan, as in the case of asbestos removal, and has implemented seismic reinforcement works since 2005. As of 2012, of 54 buildings to be investigated for seismic resistance (i.e., buildings constructed prior to 1981), four buildings had undergone the investigation while seismic reinforcement works had not been implemented, and five buildings had yet to undergo the investigation. Other buildings have been proved by the investigation to satisfy the earthquake-resistance standards, or relevant earthquake-proofing works have been completed.

 (3) Water supply

 Approximately 90 percent of the amount of water supplied on Nishinomiya Uegahara Campus is obtained from two wells. The pumped water is purified at each well before being distributed on campus. This water supply system using the well water has been designated as a facility for "private water supply." Its water quality management and facility maintenance is outsourced to an external company specializing in such management, ensuring rigorous sanitation management under the supervision of the public health center. Meanwhile, the dining division on Nishinomiya Uegahara Campus, as well as Kobe-Sanda and Nishinomiya Seiwa campuses, uses the public water supply system, entailing no

sanitary problems. Inspection and cleaning of water tanks and related facilities on campus are conducted in a rigorous manner.

(4) Security Center

The University has ensured campus safety and security by outsourcing tasks of guarding at the Main Gate, night watch and on-campus patrolling to specific security companies. In addition to this, the University established the Security Center in 2012 behind the porter's lodge at the Main Gate of Nishinomiya Uegahara Campus, as a base for protection against disasters and crimes. The center is primarily responsible for daytime guarding at the Main Gate and on-campus patrolling. The center is also staffed during the night. Since a municipal road runs through the campus, guards are assigned to daytime duties, endeavoring to ensure safety, by ensuring safe passage of students and faculty and staff members and maintaining proper use of bicycle parking lots. Regarding Nishinomiya Uegahara Campus and Nishinomiya Seiwa Campus, the University arranges that guards are placed at and in the vicinity of their respective nearest stations to control the busy traffic along the streets to ensure the safety of students going to and from each campus.

The establishment of the Security Center has enabled the University to manage and monitor fire alarms, security cameras, burglar alarms and electric locks of each building in a unified manner, while such devices were previously managed separately. This has resulted in the establishment of a system enabling quick response involving not only the campus but also the police and the fire department. It has been decided that the campuses are to be used as disaster prevention bases (shelters) in the case of natural disasters and other emergencies. Specific planning is currently underway.

(5) Cleaning

Cleaning in all buildings is conducted by external companies, with which the University has concluded written agreements on specific conditions for outsourcing.

(6) Safety committee

Upon construction works, the safety committee is convened by the Head of the Administration Department to discuss safety measures during the construction period, such as securing of safe passages, selecting of routes for construction traffic, and placement of guards.

(3) Do the library and academic information services function properly?

The University Libraries collect, classify and archive academic information materials, in order to provide users with such information in an expeditious and proper manner, as facilities serving as academic information bases for supporting the philosophy and objectives of the University's educational and research activities.

<The status and appropriateness of the collection of books, academic journals, electronic information and other materials>

1) Systematic collection of a sufficient amount of academic information

KGU possesses a total of approximately 1.94 million books, 17,000 titles of academic journals, and 38,000 audiovisual materials (as materials registered with the University Libraries). Of the 1.94 million books, approximately 1.65 million books are held by the Library on Nishinomiya Uegahara Campus, and approximately 290,000 books by the Library on Kobe-Sanda Campus (Library and Media Center). The University Libraries also provide 82 types of online database, 39,595 titles of online journals, and 27,592 titles of electronic books. In an effort to enable effective and efficient support for the University's educational and research activities within a limited budget, the University Libraries devise various measures regarding book selection and increase in their book stock. Budget for "library materials expenses" is allocated to and used by the University Libraries, schools and other organizational units.

Selection of books relevant to coursework, as well as reference library materials, is undertaken by a body for book selection established within the University Libraries, under the Dean of University Library Services. Selection of highly specialized library materials for research purposes is entrusted to bodies for book selection established within each school etc. Books and materials selected at each book selection body are checked for duplication before placing orders, avoiding duplicate purchase of same books and materials. As such, the University Libraries endeavor to collect books and materials in an efficient and systematic manner. The University Libraries newly accept, register and make available approximately 40,000 books and materials at the library on Nishinomiya Uegahara Campus, and 10,000 books and materials at the Kobe-Sanda Campus Library and Media Center, on an annual basis. [7-1),7-2)]

To enhance their function for collecting books and materials, the University Libraries have introduced a "book selection advisory system," whereby Libraries aim to obtain information regarding appropriate books and materials to be selected and placed in the Libraries, from faculty members appointed as advisors in each field of specialization by the Dean of University Library Services. The University Libraries aim to provide faculty members with support for their class instruction through the "designated book purchase system," whereby the Libraries purchase books that faculty members intend to have their students read in the classes. For the convenience of graduate and undergraduate students, the Libraries have in place a "book purchase request system" to purchase books and materials necessary for their research and learning activities. The University Libraries have also established a "special book purchase fund" to obtain expensive and valuable collections of books and materials that cannot be purchased within the ordinary budget of "library materials expenses." The Libraries purchase collections of such books and materials within the amount of the interest earned through the fund's management.

2) Improvement in the environment for use of academic information

(1) System for organization and provision of academic information

To appropriately manage its academic information, the University has ensured unified management of library operations covering more than one campus, by introducing a computer-based system to organize and provide academic information, which is adapted to the network system. The University selects and organizes library materials primarily based on a catalog system provided by the National Institute of Informatics (NACSIS-CAT), as well as bibliographical information provided by OCLC and other organizations, MARC formats established by publishers, and the order systems with bookstores. The University has achieved stable operation of online library system, enhanced system operability, ensured efficient work operations by reducing burdens from system development and operation, and provided high quality user services by enhancing functions of the online catalog (OPAC). As a foundation for high quality user services, the University has formed, and maintains, a catalog database, enabling students and faculty members to efficiently obtain information regarding library materials. As of the end of March 2012, the University's library system provides users with access to databases containing catalog data of approximately 1,978,000 library materials. The number of visits to the OPAC amounted to 1,913,521 in AY 2011. In accordance with the abovementioned enhancement in the library/catalog system, the University has seen a steady increase in the number of admissions to the University Libraries and circulation of library materials. [7-3),7-2)]

(2) Effective organization of library materials by outsourcing

The University Libraries annually outsource the task of organizing approximately 25,000 library materials, especially new titles of domestic publications. Outsourcing of library materials organization is primarily limited to new domestic publications, due to the lower organization fees for such publications than those for foreign books; outsourcing the organization of domestic publications is favorable in terms of cost-effectiveness. In addition to new domestic publications, in AY 2011, the University Libraries outsourced the organization of part of the library materials intended for use in newly established schools and departments, i.e., materials for the School of Policy Studies, the School

of Science and Technology, the School of Human Welfare Studies, the School of Education and the School of International Studies.

(3) Maintenance, management and operation of information processing devices etc.

Servers and PCs installed in the University Libraries are connected to the University's internal LAN, through which users can access a variety of information provided within and outside the Libraries. A total of 142 PCs are provided for use at the Libraries. Users can use functions provided by the University's Center for Research into and Promotion of Higher Education, which are based on word processor, spreadsheet and Internet applications; as well as functions provided by the University Libraries, such as online catalogs and DVD-ROM search. Library users can use the PCs installed in each floor to prepare their essays and papers, send e-mails, and freely access the online databases, online journals, etc. to which the Libraries subscribe to provide for their users.

The library systems are primarily maintained, managed and operated by full-time staff members assigned to these tasks. The library systems are divided into several sub-systems, such as book management, periodicals management, and circulation/return management. Staff members are assigned to each sub-system so as to ensure smooth daily running of each system and provide operational training for other staff members and users.

(4) Information dissemination from the University Libraries

The University Libraries' section on KG's official website provides updates of the Libraries' information, including general information for users, hours of operation, and news regarding the Libraries. The same section on the website also provides links to relevant information on the Internet, and serves as a portal site for use of OPAC search, online databases, online journals and e-books. In AY 2011, the University drastically renewed the design of the Libraries' webpage and changed the search procedure for online databases, achieving greater ease of searching. In AY 2011, the total number of visits to the top page of the Libraries' section amounted to 315,777.

With the aim of widely disseminating information regarding its research achievements on a global scale, the University launched operation of the Kwansei Gakuin University Repository (KGUR) in AY 2007. As of the end of March 2012, the KGUR held 6,420 registered contents, which had been read by 375,335 visitors. While the number of readers of the KGUR contents decreased slightly from the previous academic year, the number of registered contents increased 1.38 times, and is expected to increase further in the future. Since AY 2003, the University has continuously been creating digital archives of rare books and materials it possesses. As of the end of AY 2011, the University provided several digital collections, such as "hand-written manuscripts and autograph letters of economic thinkers," via the University Libraries' section on KG's official website. [7-2),7-4)]

3) Information literacy education

Recognizing "library literacy" as a part of the "literacy" that students must acquire during their first year of study, the University Libraries provides workshops regarding information search in the classes of "basic seminar" for first-year students, in cooperation with schools and their faculty members. In AY 2011, the Libraries provided such workshops for 396 classes of "basic seminar." In addition to these, the Libraries also provide, throughout the academic year, other workshops for improved information literacy for students in "research seminar" classes, while adapting the workshop content to their objectives and field of specialization. [7-2)]

<Size of University Libraries; Assignment of qualified librarians and other staff members with specific expertise; Hours, reading rooms, information search facilities and other conditions for use of Libraries>

1) Size of the University Libraries

The University Libraries comprise the Nishinomiya Uegahara Campus Library and the Kobe-Sanda

Campus Library and Media Center. Both libraries provide a rich environment for research and study. The building of the Nishinomiya Uegahara Campus Library, which opened in 1997, has three floors above ground and two basements, a total area of approximately 20,000 m^2, a seating capacity of 1,790 users, and a collection capacity of approximately 1.5 million books and materials. The Kobe-Sanda Campus Library and Media Center, which was relocated to a new building in 2009, has a total area of approximately 4,000 m^2, a seating capacity of 528 users, and a collection capacity of 400,000 books and materials. [7-5)]

2) Assignment and development of staff members with expertise

As full-time staff members to support a range of services provided by the University Libraries, the University assigns 24 members (including 17 qualified librarians) to the Nishinomiya Uegahara Campus Library, and three members (including three qualified librarians) to the Kobe-Sanda Campus Library and Media Center. For non-full-time staff positions to assist full-time members, the University primarily employs individuals with work experience at other university libraries or at businesses related to libraries.

Regarding human resource development in the University Libraries, the University aims at development of staff member's capabilities, with an eye to enabling them to accommodate changes in the information environment, and the diverse needs in various aspects of education and research. To achieve this aim, the University sends library staff members to a variety of training programs and workshops which are provided by the Ministry of Education, Culture, Sports, Science and Technology, the National Institute of Informatics (NII), the Kinki Regional Academic Libraries Initiative, the Japan Association of Private University Libraries, and other organizations. The University also provides training programs and workshops within each University Library. To obtain up-to-date information regarding electronic information materials and repositories, the University sends library staff members to relevant seminars and other events organized by related companies. By holding regional workshops regarding NII's catalog system, in which KGU's staff members serve as instructors, the University has contributed to the development of staff members who are in charge of catalog management in other universities.

Two full-time library staff members directly contribute to the University's education by teaching, as part-time instructors, the subjects "structure of school library media" and "effective use of information media," which are provided in the curriculum of the University.

3) Maintenance of appropriate environment for library users

The University Libraries open from 8:50 a.m. through 10:00 p.m. on weekdays during the semester (Saturdays: from 8:50 a.m. through 6:30 p.m.), and from 8:50 a.m. through 6:00 p.m. between semesters (Saturdays: as per weekdays). In AY 2011, the total number of admissions to the Nishinomiya Uegahara Campus Library amounted to approximately 826,000 users, and that of the Kobe-Sanda Campus Library and Media Center stood at approximately 295,000 users. The circulation per student during the same academic year averaged 12.8 books/materials. The University Libraries are frequently used, as evident in the upward trend in both the admissions and circulation in recent years. The Libraries also open on Sundays during the semester, and Saturdays during summer holidays. In AY 2011, library services were provided for 313 days by the Nishinomiya Uegahara Campus Library, and for 314 days by the Kobe-Sanda Campus Library and Media Center.

For internal interlibrary use between the Nishinomiya Uegahara Campus Library, the Kobe-Sanda Campus Library and Media Center, the Seiwa Junior College Library (on Nishinomiya Seiwa Campus), etc., an interlibrary loan system has been established and operated in a satisfactory manner. In AY 2011, approximately 10,000 books and materials were loaned between libraries on different campuses. [7-3), 7-2)]

In addition to the seats for ordinary users, the University Libraries also provide seats that are intended for specific types of use by students and faculty members, such as seats in the rooms for group reading, private research rooms, and booths for users of audiovisual materials. Consideration is given to creating a comfortable and convenient environment for use, by locating seats adjacently to book stacks on each floor. To allow for use as a venue of research presentation sessions and workshops in which library materials are

used, the Library on Nishinomiya Uegahara Campus has a library hall with a seating capacity of 100 users. All library buildings feature a barrier-free design with no steps on each floor. Sufficient space is secured between stacks for wheelchair users to turn around. Special reading rooms are also provided where users can read library materials aloud in person for other users with visual impairments. In this way, careful consideration is given to ensuring the convenience of users with disabilities.

<Establishing systems for mutual provision of academic information with other educational and research institutes in and outside Japan>

With a view to expediting organization of library materials to be provided for users and standardizing catalog information, the University Libraries have participated in provision of the catalog system NACSIS-CAT since 1987. As part of the joint and shared nationwide effort to prepare a catalog, the University Libraries have registered and disclosed data of their library materials via the NII's comprehensive catalog database, thereby providing their information to other universities and institutions.
1) Interlibrary loan system with other universities etc.

To provide users with library materials that are not held by the University, the University has established an interlibrary loan system with other universities etc. For interlibrary cooperation with Japanese organization, the University has concluded an agreement between four universities in the Kansai region (Kwansei Gakuin University, Kansai University, Doshisha University and Ritsumeikan University), an agreement with the Hanshin district council of the Japan Association of Private University Libraries, and that with the Hyogo Prefecture Council of University Libraries. The University has also participated in the NII's NACSIS-ILL (interlibrary loan) system. Through these agreements and the ILL system, the University has efficiently responded to the requests of users for photocopying of literature and materials possessed by other universities etc., as well as loans of actual library materials.

Regarding library materials that are not available within Japan, KGU requests foreign university libraries and special institutes to loan necessary materials to the University Libraries, for the sake of convenience in educational and research activities at the University.
2) Cooperation with local community

As part of the effort to support lifelong education for local community members, since AY 1998, the University Libraries have been open to 200 residents of 20 years of age or older who live in the vicinity of the University, for a charge (one year: 6,000 yen; half a year: 3,000 yen). For the quota of 200 places for this community use, the University accepts applications from approximately 200 individuals annually, primarily from residents of Nishinomiya City, Sanda City and Takarazuka City. The University Libraries annually organize and hold at least four library exhibitions open to the public, under a variety of themes that interest local residents. In autumn each year, the University provides lecture sessions regarding rare and valuable academic library materials possessed by the University Libraries, receiving favorable response from local residents.

The University Libraries have promoted cooperation with local libraries on the basis of the interlibrary use agreement with the Nishinomiya City Library and the Sanda City Library, which was concluded in AY 1998. While the number of residents who use services under this agreement is not necessarily large, the University Libraries continue their efforts to support the lifelong learning needs of local residents. The main content of this interlibrary cooperation agreement includes loans of actual library materials, literature photocopying, and reading at each library.
3) Participation in consortiums regarding academic information

Establishing a better system for contracts regarding e-journals and other electronic resources is an urgent issue for universities. KGU has participated as a managerial university in the Private and Public University Libraries Consortium (PULC) since AY 2003, and as a steering committee member in the Japan Alliance of University Library Consortia for E-Resources (JUSTICE) since AY 2011, thereby

contributing to the establishment of a firm basis for academic information management in Japan.

(4) Have an appropriate environment and conditions been established to support education, research, etc.?

<Establishment of facilities and equipment suited to the features of the curriculum, the number of students, teaching method, etc.>

1) Initiatives for support in accordance with the features of the curriculum

In consideration of the unique characteristics of the curriculum of each school and graduate school, the University introduced the system of "funds for revitalization of education and research" in AY 2009 based on the proposal by the President. This is a system to promote "internal GP" (good practice within the university), aiming at supporting "basic research" and "efforts (projects) for revitalization of education provided by each school/graduate school." Under this system, the University subsidizes specifically defined themes of "basic research," the applications for which are made by faculty members, as well as specifically defined themes of "efforts (projects) for revitalization of education provided by each school / graduate school," the applications for which are made by each school / graduate school. After completing the subsidized research/efforts/projects, recipients are required to report the results. As such, the University has supported self-directed, ambitious initiatives for advancement of education and research at the University. [7-6)]

This funding system remains effective as of AY 2012. One of the successful outcomes of this system is the establishment of the Learning Assistant (LA) System, whereby upper-year undergraduate students provide support for lower-year class activities for the "introductory education subjects" of each school etc., as well as learning support for lower-year students. [7-7)]

2) Establishment/improvement of educational facilities and equipment in accordance with the educational content, the number of students, teaching methods and other conditions

Regarding Nishinomiya Uegahara Campus, consideration regarding the "development plan for the northwest part of the campus" had been proceeding based on the "third Mid- to Long-term Plan" for the University. In response to the formulation of the New Medium-term Plan, the "development plan for the northwest part of the campus" took shape as a plan for reconstruction of the buildings for the School of Sociology, and establishment of common learning spaces for students. The first-phase construction of the School of Sociology buildings (primarily "classroom building") has already been completed, and the second-phase construction has begun (building for the administrative office and laboratories for graduate students; and common learning spaces). Establishment of the common learning spaces was proposed with an eye to nurturing students' spirit to learn from one another, and providing a locus where undergraduate students can interact with faculty members and graduate students. The common learning spaces will be offered for use in April 2014.

On Kobe-Sanda Campus, the University has launched construction of "KSC Commons" based on the New Medium-term Plan. KSC Commons was officially named "Academic Commons." Spaces of the Academic Commons are designed to accommodate the purpose of supporting students' learning, and their extracurricular and various other activities. The Academic Commons will be offered for use in April 2013.

As part of the effort to improve educational facilities in accordance with changes in the educational environment and methods, the University has conducted construction works to install projectors in classrooms with a seating capacity of 50 or more students since 2008, based on the four-year plan for installing new audiovisual equipment. After completion of this four-year plan, since AY 2012, the University has been proceeding with update of the existing projectors (4×3; wide-screen capable), installation of wide projector screens, and replacement of audiovisual equipment.

Regarding classrooms, the University has improved and expanded "Building G" on Nishinomiya

Uegahara Campus in order to accommodate the increased admission capacity due to the establishment of three new schools since 2008. [7-8),7-9)] The classroom size and specification were decided based on the results of a preliminary survey on the educational content and methods to be adopted in each school. The classrooms in Building G have thus far been used without any inconvenience. Regarding aging classrooms in buildings for the School of Economics and the School of Business Administration are slated for renovation starting from AY 2012. These buildings will be renovated in consideration of the recent increase in need for small-sized classrooms and rooms for seminar classes.

To accommodate the self-study needs of undergraduate students, the University provides six "PC self-study rooms" that are open at any time (No. 2/3/4 PC rooms; multimedia self-study rooms No. 1/2; PC training room), in addition to the self-study rooms established for each school. Room No. 101 (A: 80 students; B: 80 students) in "Lecture Hall 4" is also open to free use for self-study by students, insofar as the room is not being used for regular class activities. As such, the University has appropriately responded to the growing need for self-study rooms. The University provides a total of 2,149 PCs for use by students on Nishinomiya Uegahara Campus, Kobe-Sanda Campus and Osaka Umeda Campus, including PCs for loan, along with 102 printers. [7-10)] To allow students to bring and use their own PCs on campus, a wireless LAN environment is provided in many locations on campus. [7-11)]

For graduate students, in addition to self-study rooms / common laboratories established in each graduate school, such rooms and laboratories have also been established in the "University Library Old Building" ("clock tower") and "Graduate Students Services Building 1," accommodating approximately 220 students. ("Graduate Students Services Building 1": 154 seats; "University Library Old Building": 70 seats; Approximately 300 seats are separately provided for exclusive use by Law School students.) As such, a rich study environment is provided for graduate students.

<Enhancement of educational and research support systems involving Teaching Assistants, Research Assistants, technical staff, etc.>

The University has established regulations regarding Teaching Assistants, [7-12)] Senior Teaching Assistants, Administrative Assistants, [7-13)] Student Assistants, [7-14)] and Research Assistants. [7-15)] These regulations are primarily implemented by schools and graduate schools.

To assign tasks of educational support, schools and graduate schools employ a total of 264 students annually as Teaching Assistants, Senior Teaching Assistants, Administrative Assistants and Student Assistants, in accordance with the budget allocated to each school and graduate school. Regarding Student Assistants, a relevant budget is also allocated to the Center for Common Educational Programs to employ a total of 160 students as Student Assistants, who are assigned to the task of supporting enhancement of information education throughout the University. Research Assistants are assigned to specific organizational units in accordance with the availability of external research funds. Several Research Assistants are also assigned to the University's Institute for Advanced Social Research and the Institute for the Research of Disaster Area Reconstruction for the purpose of invigorating and effectively promoting their research activities.

By taking advantage of the abovementioned system of "funds for revitalization of education and research," the University introduced the Learning Assistant (LA) System in the fall semester of AY 2012. [7-7)] This new system is applied to the whole University, primarily aiming at supporting new entrants to the University, students whose directions in their study have yet to be defined clearly, and students whose learning skills are not sufficient. The introduction of the LA System is an ambitious initiative aimed at achieving multifaceted educational and learning outcomes, such as creation of an educational environment where students learn from one another through the framework of learning support for lower-year students by LAs, being upper-year undergraduate students; effective class operation based on the cooperation between class instructors and LAs; and self-development of LAs. Through this LA system, the University

aims to achieve "KG's Ideals for the University," i.e., creation of a community "without fences" for learning and research.

The University has established four "PC support rooms" on campus in order to enhance educational and research support for faculty members and learning support for students. The Center for Research into and Promotion of Higher Education aims to advance education and learning in the University by promoting wider use of the "Learning Management System" (named "LUNA" in KGU) which is operated by the center to support students and faculty members. [7-16),7-17)] The center provides support for effective use of the system. In AY 2011, the number of cases in which the center provided such support amounted to 1,500, and support needs are growing year by year. Since AY 2012, the center has visited many organizational units on campus to provide relevant support, achieving wider use of LUNA. Faculty members provide a variety of information for students via LUNA. LUNA is also used as an online administrative system for academic affairs management, as an "Academic Web Service," to provide various services, including provision of information for students, and requests for students to report to the office.

<Arrangements for faculty members to secure research funds, laboratories, and time dedicated for research>

The University provides full-time faculty members with "individual research funds" (an annual amount of 340,000 yen) based on "Regulations Regarding Provision of Research Funds," [7-18)] and allocates them with "academic conference travel allowance" (an annual amount of 225,000 yen), thereby supporting faculty members in their research activities. [7-19)]

Based on the Standards for Establishment of Universities (Article 36 (2)), [7-20)] the University also allots individual laboratories to full-time faculty members.

To help faculty members secure a sufficient amount of time to concentrate on their own research activities, the University is expected to provide research support services, for instance by preparing application documents for external research grants, implementing an accounting procedure regarding external research expenses, and collecting and analyzing information regarding external research funding. In view of this need, since AY 2003, the University's Division for Research Development and Outreach has managed, in a unified manner, administrative work regarding Grants-in-Aid for Scientific Research (Kakenhi), commissioned research, joint research with external entities, endowed research, etc., and has provided research support services, such as preparation of application documents, implementation of accounting procedure, and information collection and analysis. However, the division receives an increasing number of requests for such support, and the systems of external grants/subsidies are becoming increasingly complex year by year. To enhance the support services, the division needs to increase the number of staff members for these tasks, and enhance competence of the staff.

In AY 2009, as part of the New Medium-term Plan, the University developed a plan to "introduce a 'Research Coordinator System' to reinforce and restructure research activities throughout the University," and assigned one Research Coordinator (contract staff member) to Kobe-Sanda Campus in AY 2011. Since AY 2012, the University has also assigned two contract staff members, one each to Nishinomiya Uegahara Campus and Kobe-Sanda Campus, as members to collect and analyze information regarding external research funding and support application for external research funds. These support services have contributed to enabling faculty members to secure a sufficient amount of time to concentrate on their own research activities.

(5) Have necessary measures been taken to abide by research ethics?

<Establishment of internal regulations, standards, guidelines, etc. regarding research ethics>

As a research institute operated with tuition fees and public resources such as "ordinary expense

subsidies for private universities etc.," the University is expected to make a positive contribution to the general public, while observing research ethics by abiding by relevant laws, regulations and social ethics, in accordance with the growing social awareness of "compliance."

The status of the University's establishment of internal regulations, standards, guidelines, etc. regarding research ethics is as described below:

(1) Kwansei Gakuin University Ethical Standards for Interaction with External Entities (Established October 6, 1995 by University Senate)

These ethical standards for interaction with external entities set forth that the University should interact with external institutions while proactively understanding the diverse needs of society and make a positive contribution to human welfare and social progress through the outcomes of such interaction. These standards are recognized as the "industry-academia-government collaboration policy." These ethical standards provide a basic policy on research activities in collaboration with external entities (industry-academia-government collaboration), rather than the standards of research ethics.

(2) Accommodation to the "Guidelines for Management and Audit of Public Research Funds at Research Institutions"

The University reported how it accommodated these Guidelines in terms of the following six issues to the Ministry of Education, Culture, Sports, Science and Technology: clear definition of the responsibility structure within the research institute; establishment of an environment to support proper operation and management; identification of factors likely to cause malpractice, and development and implementation of plans for preventing malpractice; activities for proper operation and management of research funds; establishment of a system ensuring information communications; and an ideal way of monitoring. The University reviews measures it takes regarding the abovementioned issues, and discloses updates via KG's official website.

(3) "Kwansei Gakuin University guidelines for research activities" (Established April 4, 2008 by University Senate)

These guidelines were formulated as the code of conduct regarding research at the University. Their first article provides that in application for funding, its use and report regarding use of the fund, researchers must respect the objective of the funds and observe related statutes, notices, the University's rules and other regulations, in consideration that the expenses for research activities at the University are supported by payments from students, public funds and other external funding.

(4) Self-assessment checklist regarding establishment of related systems etc.

This checklist is broadly divided into five categories: increase in awareness of individuals concerned; an environment forming the basis for proper operation and management; identification of factors likely to cause malpractice; measures for preventing malpractice; and monitoring of research funds. Each category contains four check-points. This checklist indicates the University's self-assessment results regarding how the University, as a research institute, has advanced in terms of the establishment of an appropriate system for research ethics. [7-21)]

<Appropriate establishment and operation of internal examination bodies regarding research ethics>

The University has established and operated a variety of internal examination bodies regarding research ethics, as listed below, and has made public the regulations regarding these bodies on KG's official website (including the number of applications for implementation of relevant plans and the screening results, for Items (2) and (4)). [7-22)]

(1) Safety committee regarding modified DNA experiments
(Regulations established December 2, 1988 by University Senate)

(2) Animal experimentation committee
    (Regulations established December 11, 1992 by Board of Trustees)
(3) Safety and ethics examination committee regarding human genome / gene analysis research
    (Approved March 10, 2006 by Board of Trustees)
(4) Research ethics committee and research ethics examination subcommittee regarding clinical research / investigation / experiment for human subjects
    (Approved February 10, 2006 by Board of Trustees)
(5) Committee for management of conflict of interest in scientific research regarding health, labor and welfare
    (Regulations established April 9, 2010 by University Senate)

2. Check and Evaluation

(1) Matters showing improvement

1) Increase in the number of admissions to the University Libraries and in circulation

   As a result of the "second fact-finding survey regarding use of the University Libraries" (conducted in 2008), the students' need for addition of novels to the Libraries' collections was recognized. In response to this need, the Libraries increased their paperback collections by introducing the Shincho Library in AY 2010, and the Bunshun Library in AY 2011. The University Libraries also increased their collections of books and materials that especially interest students, such as books recommended by faculty members and books covered by newspaper book review sections. These new collections have been favorably received by students, resulting in an increase in the number of admissions and circulation at the Libraries. [7-23)]

2) Increase in the number of participants in information search workshops

   The University Libraries provide "information search workshops" in regular class hours for first-year students in all schools. This workshop is aimed at instructing students how to use a range of databases and how to search library materials on the assumption that they have been required to prepare an essay in their class. Learning such skills is of significant importance especially for first-year students. In AY 2011, a total of 396 seminar classes, equivalent to approximately 90 percent of all seminar classes, participated in this workshop. According to the survey distributed to seminar instructors after the workshop, approximately 90 percent answered that the level and the content of the search training was appropriate. Many respondents expected that the workshop should be continued.

(2) Matters that need to be improved

1) Improvement in the environment to provide electronic information materials

   To support educational, research and learning activities at the University by providing diverse academic information including electronic information materials, the University must improve the use environment of such information while attaching importance to its usability. This environment has not thus far been enhanced to a satisfactory level.

2) Effective use of the budget allocated for electronic information materials

   It is difficult to receive additional allocation of book budget for academic information materials for which a subscription contract must be concluded collectively by the University, such as online databases and online journals. The existing budget must be used efficiently and flexibly by the whole University.

3) Necessary measures to observe research ethics

   In response to the notice "Thorough efforts for proper use etc. of public research funds at research

institutes" (August 19, 2011 Notice by Director-General, Higher Education Bureau, and Director-General, Research Promotion Bureau, the Ministry of Education, Culture, Sports, Science and Technology (MEXT)), the University implemented relevant investigations, which revealed a case of improper use of public research funds (fictitious business trip: money pool), and the University reported the case to MEXT and the Japan Society for the Promotion of Science. In connection with this notice, in April 2012, the Board of Audit of Japan conducted an on-site inspection regarding use of public research funds at KGU and other universities. The University received severely critical comments from the Board, which required KGU, as a university that had submitted false accounting, to review its management and auditing system regarding research funds, and make greater efforts to promote increased awareness for proper use of research funds. The University must take relevant measures urgently.

3. Development Measures for the Future

(1) Matters showing improvement

1) Accommodation to changes in the circumstances surrounding the University
   The University will implement the "third fact-finding survey regarding use of the University Libraries" in October 2012, aiming to identify the needs of library users and incorporating the results into the learning support for students in the future.
2) Enhancement of information literacy education
   Regarding "information search workshops" conducted by the University Libraries, the University will arrange it so that these workshops will be treated equally to "common University-wide educational subjects" in the first-year education program, in order to continue providing these workshops while enhancing the content, as a program for information literacy education necessary for students in their first year of study.

(2) Matters that need to be improved

1) Improvement in the environment to provide electronic information materials
   The University will enhance the functions of the University Libraries website, by drastically reviewing its functions as a portal site to online databases, online journals and e-books, as well as the range of information provided on it.
2) Securing of budget for electronic information materials
   The University will reexamine the University-wide system for providing an enhanced array of library materials which accommodate the increasingly diverse needs for academic information, and will secure a stable level of financial resources, for instance, by establishing a system to allocate a certain percentage of the entire budget of the University as "common cost," while taking into consideration the characteristics of education and research in KGU.
3) Necessary measures to observe research ethics
   KGU will identify issues to be addressed by the University, and will ensure a more sound research environment where researchers can use research funds in a fairer and more proper manner. Specifically, the University will implement the following measures.
   (1) Greater efforts to promote increased awareness of proper use of research funds
      Efforts to increase University members' awareness for proper use of research funds have been made through orientation for new faculty members, which is conducted in April each year, and explanatory seminars regarding Grants-in-Aid for Scientific Research (Kakenhi). The University will increase its

efforts by providing explanatory seminars and workshops that are aimed at raising awareness of research ethics among all researchers.

(2) Improvement in the management and auditing system regarding research funds

The University will improve the management and auditing system regarding research funds by avoiding concentration of accounting functions, reviewing evidence documents accounting for travel expenses, and checking all incoming goods purchased with "research funds."

(3) Change of payment procedure for "individual research funds" from lump-sum advance payment to payment on purchase

(4) Checking of all incoming goods purchased with all types of "research funds" including the University's internal research funds

Chapter 8
Social Cooperation
and Social Contribution

1. Current Status

(1) Have policies been established regarding social cooperation and collaboration?

<Definition of principles>

Universities' missions comprise education, research and social contribution. Kwansei Gakuin University (KGU) established the "basic policy on social contribution" and the "policy on social cooperation and collaboration" in response to the establishment of the "Ethical Standards for Interaction with External Entities" in October 1995 by the University Senate. Recognized as the "industry-academia-government collaboration policy," these standards stipulate that the University is required to interact with external institutions while proactively understanding the diverse needs of society and make a positive contribution to human welfare and social progress through the outcomes of such interaction. [8-1)]

To realize this "industry-academia-government collaboration policy," the University established the Division for Research Development in April 2002. In August 2003, the University formulated the "intellectual property policy," which is aimed at "securing research achievements created in KGU in the form of intellectual property, and effectively using it to contribute to human well-being." [8-2)]

The "intellectual property policy" is structured by the following two pillars:

(1) To embody the School Motto "Mastery for Service," the University promotes industry-academia-government collaboration by taking advantage of its intellectual property, aiming at creating new industries. By activating "creation, securing and use of intellectual property = intellectual creation cycle," the University reinforces its management base and accelerates academic research as one of the missions of academia.

(2) In parallel, the University further increases its value by fostering individuals conversant with intellectual property (rights) and thereby promoting social contribution in both research and education.

These two pillars can be summarized as the activation of "creation, securing and use of intellectual property = intellectual creation cycle," as well as "intellectual property education." Specific measures to realize the first pillar are to materialize the achievements of basic research conducted by researchers (= creation of intellectual property) by obtaining basic patents (= securing of intellectual property), take advantage of these patents to accelerate research for commercializing relevant technologies/knowledge (for instance, by undertaking joint research or commissioned research in a national government project etc.), disseminate these technologies/knowledge to society at large (= use of intellectual property), and thereby make a positive contribution to society. In carrying out this "intellectual creation cycle," the University has always maintained the principle of respecting the "will" of researchers (inventors) and the University (right holder) who wish to disseminate the technologies/knowledge they have created to the general public by all means.

Specific measures to realize the second pillar, i.e., intellectual property education, are to develop "intellectual property literacy" in all members of the University (students, faculty members and staff members) and produce "KG graduates well versed in intellectual property."

<Establishment of organizations>

To realize the abovementioned "intellectual property policy," the University has established a system for intellectual property management as described below: [8-2)]

○ April 2002: "Kwansei Gakuin University Division for Research Development" inaugurated

○ November 2002: "Kwansei Gakuin University guidelines for the handling of inventions" established (decision of institutional ownership; establishment of special subcommittees regarding inventions etc.; broader options for methods of patent application etc.)

○ June 2003: KGU adopted as a university to which an "intellectual property management advisor" is assigned under a program by the Japan Patent Office

○ August 2003: "intellectual property policy" established: "securing research achievements created in KGU in the form of intellectual property, and effectively using it to contribute to human well-being"

○ April 2004: "Kwansei Gakuin University Division for Research Development" reorganized with a new function as the intellectual property headquarters. "Research Support Center," "Intellectual Property Support Center," and "Center for Supporting Industry-Academia-Government Collaboration" established to support each of the three phases in the "intellectual creation cycle" in a focused manner

○ April 2007: The "Division for Research Development" merged with the pre-established "Social Outreach Center" and re-launched as the "Kwansei Gakuin University Division for Research Development and Outreach" to promote more comprehensive collaboration from both perspectives of research and education.

<New Strategic Plan, New Medium-term Plan>

With a view to revitalizing efforts concerning the three missions of academia, i.e. education, research and social contribution, and thereby enhancing the presence of the University, the New Strategic Plan, established in March 2008, and the New Medium-term Plan, formulated in 2009, specify the following Vision, key strategy and action, which are made public on KG's official website: [8-3)]

Vision   : Strengthening the University's ties to the local community, business and global society

Key strategy : Establishing a system for expansion and enhancement of the University's ties to the local community, business and global society

Action   : Planning and promoting measures to reinforce the functions of the Social Outreach Center

While establishing the abovementioned principles, organizations, the New Strategic Plan, and the New Medium-term Plan, the University has set out its policy of collaboration with industry, government and other universities, etc., as well as cooperation with local community and the international community.

To implement the abovementioned action measure "Planning and promoting measures to reinforce the functions of the Social Outreach Center," it is necessary for KGU to reestablish a clear policy on how the University should pursue social outreach/collaboration efforts, in terms of the goal, objectives, scope and continuity of such efforts. Relevant discussion has been underway since AY 2012.

(2) Are educational and research outcomes appropriately returned to the general public?

1) Service activities for the benefit of society based on educational and research outcomes

KGU can further enhance its presence by widely disseminating the outcomes of its educational and research activities both inside and outside of the University, or domestically and internationally, and receiving high recognition from society. The University returns the research outcomes to the general public by developing, and making publicly accessible via KG's official website a system whereby users can search the University's "research achievement database," which provides information regarding individual researchers, such as their profiles (name, school/graduate school, position, academic degree, major, academic society, work experience at KGU, and field of research), major research achievements (research papers, reports at academic conferences, and academic papers), and other activities (experiences as a committee member in and outside KGU, a lecturer, a panelist, etc.). The information contained in the database is updated by researchers themselves. [8-4)]

2) Promotion of education and research in cooperation with external organizations

The University must secure the research achievements created in KGU in the form of basic patents,

conduct joint research or commissioned research centered on the patented technologies/knowledge in a national government project etc. for commercialization, disseminate and promote practical use of these technologies/knowledge in society at large, and thereby make a positive contribution to society. In view of this, the University aims to strengthen industry-academia-government collaboration by taking advantage of its intellectual property, promote activation of "creation, securing and use of intellectual property = intellectual creation cycle," and thereby reinforce the management base of the University.

To achieve the abovementioned aims, the University takes specific measures to (1) increase the number of its research "seeds" introduced on the website of the Division for Research Development and Outreach, [8-5] (2) increase the number of patent applications, [8-6] and (3) increase the number of research projects in which external funding is available, such as endowed research, commissioned research, joint research with external entities, etc. [8-7]

Specifically, during the period from AY 2001 through AY 2011, the University achieved 127 patent applications (= creation of intellectual property), 20 registered patents based on institutional ownership (= securing of intellectual property), and 27 cases of technology transfer and licensing and assignment of patents to private businesses (= use of intellectual property), the income from which totaled approximately 42 million yen (the cumulative amount of royalties etc.).

Regarding industry-academia-government collaboration, according to the results of the "survey on the status of implementation of industry-academia collaboration etc. at universities etc." conducted in AY 2010 by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), the University ranked fourth among Japanese universities etc. in the amount of research funds received from external entity(ies) per collaboration project, which stood at 4,222,000 yen. [8-8]

3) Promotion of local community / international exchange projects [8-9]

(1) Collaboration with local communities, local governments, etc.

As one of the businesses the Division for Research Development and Outreach should actively promote, the division accelerates community revitalization projects with participation by students, while providing the students with educationally meaningful, off-campus learning fields, and matching community needs with the research "seeds" provided by KGU researchers. The University's collaboration activities with local communities and local governments are broadly divided into two types: one is "community fieldwork," a University-wide subject provided in the regular curriculum, and the other is a variety of collaboration projects. Both types feature community exchange activities conducted on the basis of requests from local communities and local governments, and of comprehensive collaboration agreements between KGU and local communities/governments. The subject "community fieldwork" provides students with an opportunity to participate in community revitalization activities in a self-directed manner, in cooperation with local communities. By providing students with such opportunities, the University aims to develop them into individuals with entrepreneurship, who are able to discover problems on their own initiatives, devise solutions, organize projects, and practically solve problems in cooperation with other organizations. In AY 2011, the University conducted "community fieldwork" in cooperation with local communities/governments in Takarazuka, Itami and Nishinomiya in Hyogo Prefecture. Aside from "community fieldwork," in the same academic year, the University also implemented five collaboration projects with local communities/governments as listed below:

○ Collaboration with Hyogo Prefecture: Providing lecture series in a project organized by the Hyogo prefectural government's task force addressing the problem of declining birthrate (a project titled "*machi no terakoya shihan juku*," literally "private elementary schools taught by community teachers") [8-10]

○ Collaboration with the Hyogo prefectural government's Hanshinminami District Administration Office: "Campus creator support project" [8-11]

○ Collaboration with Nishinomiya City and the Nishinomiya City Foundation for the Promotion of Culture [8-12]

○ Collaboration with Katsuyama City, Fukui Prefecture [8-13]

○ Collaboration with Ikeda City, Osaka Prefecture [8-13]

(2) Collaboration with the private sector etc.

○ Collaboration with private businesses through technological cooperation and research activities

In an effort to activate "creation, securing and use of intellectual property = intellectual creation cycle," the University collaborates with private businesses and other organizations in the form of commissioned research, joint research, research donation, technology transfer, acceptance of researcher entrustment, technical consultation, University tours, etc. [8-14]

○ Support for entrepreneurs and corporate managers in cooperation with businesses

As a university with specialists in diverse fields of the humanities, social science and natural science, KGU has put in place systems to cooperate with businesses and provide comprehensive support for entrepreneurs and corporate managers who have an outstanding technological competence and innovative ideas, holding a "key" to a vital society in the future.

Business clinic: This is a system whereby the University provides various managerial, entrepreneurial and technical consultations, free of charge, by taking full advantage of its human resources. The University accepts requests for consultation regarding business management, technology, legal affairs and tax affairs, and sends its faculty members, alumni and other specialists to the "clinic users" as necessary, in accordance with the content of consultation. The University received eight requests for consultation in AY 2011. [8-15]

Investment and loan system in tie-up with Senshu Ikeda Bank: Based on the collaboration agreement with the Senshu Ikeda Bank, Ltd. (concluded December 14, 2004), monthly "KGI Business Support Committee" meetings are held with a view to ensuring appropriate operation of the investment and loan system established in tie-up with the Bank for the purpose of revitalizing the local economy. Under this system, on February 29, 2012, the University and the Bank made an investment in Maruchipuru Denshi Zukan (literally "multiple e-picture book"), a company launched by graduate students of the University's Graduate School of Policy Studies. The abovementioned committee also holds the Kwansei Gakuin Business Plan Contest as an organizer.

The University and the Bank have provided entrepreneur support also from an educational perspective, by conducting the Kwansei Gakuin Business Plan Contest as an initiative to develop individuals with entrepreneurship who are able to display leadership in diverse business fields, as well as various seminars, workshops and related events delivered by entrepreneurs and businesspersons (e.g., business plan development workshops). In the AY 2011 Kwansei Gakuin Business Plan Contest, 24 entries were made for the university division, 544 entries for the high school division, and 235 entries for the junior high school division. [8-16]

(3) Undergraduate/graduate school consortium

The awareness of lifelong education is growing among local residents. To respond to their needs, the University cooperates with other universities, local governments and other organizations under the framework of a consortium, to widely provide academic, highly specialized lecture series, for the purpose of "vitalization of knowledge." These lectures also provide a positive stimulus for students by providing them with opportunities to participate in lectures at other universities. [8-17]

○ Hyogo-Kobe University Consortium

The Hyogo-Kobe University Consortium implements various activities, with a membership of 34 universities, nine junior colleges and one technical college in Hyogo Prefecture. The consortium comprises four committees (international exchange committee, student interaction committee, research exchange committee, and educational collaboration committee).

○ "Nishinomiya council for university interaction"

Ten universities and junior colleges located in Nishinomiya City cooperate in promoting various projects with four emphases: interaction between universities/junior colleges, interaction between citizens and universities/junior colleges, collaboration between the administration, universities/junior colleges and citizens; and enhancement of the attraction as a "university town." The council promotes projects for supporting students in conducting revitalization of local communal activities, projects to support lectures by universities/junior colleges providing common credits, and projects for providing lectures for local residents by universities/junior colleges.

○ Kansai Association of Universities for Adult Education

The association, comprising 23 universities and graduate schools primarily located in the Keihanshin area (Kyoto, Osaka and Kobe), provides educational programs intended for working adults, in cooperation with the Kansai Economic Federation, the Kansai Productivity Center and the Osaka City government.

2. Check and Evaluation

(1) Matters showing improvement

Regarding the activation of "creation, securing and use of intellectual property = intellectual creation cycle," as described above, the University has seen an increase in the number of its patent applications (= creation of intellectual property), registered patents based on institutional ownership (= securing of intellectual property), and cases of technology transfer and licensing and assignment of patents to private businesses (= use of intellectual property). Also, the University has steadily increased its industry-academia-government collaboration activities. The size of KGU's school/graduate school specializing in science and engineering is not necessarily large, as compared to other universities. Nevertheless, the University has achieved the abovementioned successful results. This is an outcome of its efforts to pursue the principle of respecting the "will" of researchers (inventors) and the University (right holder) who wish to disseminate the technologies/knowledge they have created to the general public by all means, while maintaining the policy that the University aims to steadily bring the results of individual basic researches to practical use, without simply pursuing an increase in "number."

(2) Matters that need to be improved

Regarding the delayed development of the "research achievement database" into a new integrated database, the University will review the current approach, including the planning structure itself, and will design a more feasible plan.

Regarding the action measure "Planning and promoting measures to reinforce the functions of the Social Outreach Center," it is necessary for KGU to reestablish a clear policy on how the University should pursue social outreach/collaboration efforts, in terms of the goal, objectives, scope and continuity of such efforts.

3. Development Measures for the Future

(1) Matters showing improvement

The Division for Research Development and Outreach is slated for reorganization in AY 2013. The Division's existing Intellectual Property Support Center will be reorganized into the "Center for Intellectual Property and Industry-Academia Collaboration" (tentative name). The University will promote the activation of "creation, securing and use of intellectual property = intellectual creation cycle," as well as "intellectual property education," by assigning these two objectives as the primary responsibilities/functions that the new center should fulfill.

(2) Matters that need to be improved

Regarding the development of the "research achievement database" into a new integrated database incorporating information regarding faculty members' teaching experience/achievement, the University will prepare a precise work schedule and proceed with the work process, aiming at making the new database operational by AY 2014.

The Division for Research Development and Outreach is slated for reorganization in AY 2013. In this reorganized division, the University will reestablish a clear policy on how the University should pursue social outreach/collaboration efforts, in terms of the goal, objectives, scope and continuity of such efforts.

Chapter 9
Administration and Financial Affairs
1. Administration

1. Current Status

(1) Have administrative policies been defined clearly to achieve the philosophy and goals of the University?

Decision-making regarding education and research at Kwansei Gakuin University (KGU) is undertaken by the University Senate, after deliberation at the Undergraduate Faculty Board of each school, by committees dealing with University-wide issues, and other bodies, in principle. To expedite and streamline the decision-making process, it is ensured that decisions regarding certain agenda items are made by the Committee of Deans, the Graduate School Student and Academic Affairs Committee, the Council for the Division for Research Development and Outreach, and other bodies, after discussion by the University Senate. [9.1-1),9.1-2),9.1-3),9.1-4)]

As a deliberation body concerning University-wide issues, the University Senate deliberates on matters stipulated in Article 16 of the University Regulations, which include issues regarding establishment, revision and abolishment of the University Regulations and other regulations concerning education and research in the University; establishment and abolishment of major facilities regarding education and research; criteria and standards regarding personnel management for faculty members; staffing in schools and graduate schools; student admission capacity; and the budget compilation policy of the University. [9.1-5)]

The Undergraduate Faculty Board of each school discusses and decides issues regarding educational and research activities conducted in the school. Matters for deliberation by the Board are stipulated in Article 14 of the University Regulations, and include issues regarding personnel management for faculty members; matters regarding education and research; matters regarding course offerings; student admission and graduation; establishment, revision and abolishment of regulations of the school; and the school's draft budget and budget allocation. [9.1-6)]

Each of the University's 11 graduate schools, with the exception of two professional graduate schools, has its own Graduate Faculty Board as its decision-making body. Matters for decision by the Board are stipulated in Article 9 of the Graduate School Regulations. [9.1-7),9.1-8)]

Each of the University's professional graduate schools, i.e., the Law School and the Institute of Business and Accounting, has its Professional Graduate School Graduate Faculty Board being the decision-making body of the professional graduate school. Each professional graduate school has an organizational status comparable to an independent School, possessing an independent faculty organization, administrative/clerical organization, school facilities and budget. Matters for decision by the Professional Graduate School Graduate Faculty Board are stipulated in Article 11 of the Professional Graduate School Regulations. [9.1-9),9.1-10)]

Decisions at the University Senate are passed on to the Committee of Administrative Trustees for the Foundation of KG, and then reported to or resolved by the Board of Trustees. Aside from the abovementioned decision-making bodies, KG has established the Council on Management and Academic Affairs, which comprises members from the Foundation of KG (Chair of the Board of Trustees, Chancellor, Managing Trustee, Administrative Trustee, etc.), the University (President, Vice-President, Deans of schools / graduate schools / professional graduate schools, etc.) and other educational institutions (Principals of senior high school / junior high school, Head of elementary school, etc.). Council members exchange views on significant issues concerning both management and education. [9.1-11),9.1-12),9.1-13)]

Kwansei Gakuin set out, and announced in AY 2008, the reaffirmed contemporary significance of the Mission Statement and the School Motto; and KG's Ideals for its Graduates and for the University; as well

as the "New Strategic Plan," which incorporates six Visions to be achieved within 10 years from AY 2009. To realize these Visions, KG also formulated in March 2009 the "New Medium-term Plan 2009-2013" as strategic and specific mid-term measures to be implemented by the Educational Foundation of KG within five years from AY 2009.

The New Medium-term Plan was launched with 59 measures comprising 13 implementation plans and 46 draft plans (plans in the planning stage) in April 2009, and since then, the progress and the outcomes of the Plan have been reviewed and announced on an annual basis. As of the end of AY 2011, the Plan was developed to the extent to cover 73 measures comprising 60 implementation plans and 13 draft plans. The Plan has resulted in a framework facilitating integrated decision-making that incorporates educational and financial perspectives, enabling the University to strategically allocate budgets and human resources by concentrating them in specific target areas, facilitating "selection and concentration," the attainment of which has been pursued over the years. As such, the University has successfully advanced its internationalization and educational reform, while improving the financial situation.

KGU has established systems to ensure reform and improvement by combining annual self-assessment and the abovementioned New Strategic Plan and New Medium-term Plan.

Regarding the New Strategic Plan, KGU will set to work on development of a mid-term plan for the second five-year phase beginning from AY 2014. Based on the PDCA cycle established during the first five-year period, the University will prepare for the second phase of the Plan during AY 2012 and AY 2013, while identifying points to be improved or changed, improving the process for developing a mid-term plan, and considering generalization and integration of a range of mid-term plans. Since the 1980s, management of KGU has been implemented under its first through third "Mid- to Long-term Plans." The quality of the University's management has been significantly enhanced, due to the establishment of a system that enables collaboration between the University and the Foundation of KG, combining both educational and financial perspectives, based on well-coordinated functioning of the New Strategic Plan Promotion Committee and the "headquarters for financial and operational reform." With this collaboration as a backdrop, organizational reform is currently underway so that the Foundation and the University will be able to achieve unified operational management on a regular basis in and after AY 2013. Discussions are being held regarding the establishment of a joint administration of the Foundation and the University, as well as the "Management Strategy Meeting" (tentative name) involving all educational institutions in KG. Under this new framework for unified operation, the Foundation and the University aim to develop and promote, in a unified manner, future visions, mid-term plans, financial plans, facility construction plans, personnel management plans, information management plans, etc. [9.1-14)]

(2) Is the University administered based on regulations stipulated in written form?

The scope of authority, responsibilities, and decision-making process of each organizational unit in the University are all specified in written regulations, based on which organizational units are operated properly.

The scope of authority and responsibilities of the President and the Deans of schools, graduate schools and professional graduate schools are stipulated in Article 61 and Articles 65 and 66 of the "Office Organization" regulations, respectively. [9.1-15)] The selection method for the President is stipulated in the "Regulations for Selection of the President"[9.1-16)] and the "Bylaws for the Regulations for Selection of the President."[9.1-17)] Selection methods for the Deans of schools, graduate schools and professional graduate schools are stipulated in the "Regulations for Election of School Dean Candidates,"[9.1-18)] the "Regulations for Election of Independent Graduate School Dean Candidates"[9.1-19)] and the "Regulations for Election of Professional Graduate School Dean Candidates." [9.1-20)] Selection is conducted in a rigorous manner, pursuant to the abovementioned regulations.

(3) Have clerical organizations to support operations of the University been established and are they functioning properly?

<Appropriate structure and staffing of clerical organizations>

To clearly define its organizational structure, the University has established the "Office Organization" regulations, [9.1-15)] specifying types and content of work of faculty members and staff members. "Regulations Regarding Division of Clerical Duties" [9.1-21)] have also been established to clearly define the scope of individual tasks to be performed in each department and section in order to support educational and research activities at the University. Necessary clerical organizations have been established on the basis of these clerical work regulations. Each department and section undertaking clerical responsibilities has achieved an appropriate staff assignment including not only full-time members but also contract members, temporary members and part-time members. Increasingly diverse and complex work responsibilities require the University to constantly review how its clerical organizations should be structured. In this respect, the University has established the "clerical organizations planning committee" [9.1-22)] within the Committee of Administrative Trustees. This planning committee thoroughly examines the necessity of individual tasks, making proposals for the establishment of new clerical organizations, as well as the merger and abolition of existing departments and sections, setting its sights on overall optimization of organizational structure. Planning is currently underway to review the overall organizational structure of KG, in order to expedite the decision-making process and perform operations of the Foundation and the University in a unified manner in and after AY 2013. As part of this review effort, the structure and staffing of clerical organizations are also being reviewed so as to better achieve the operational objectives of KG as a whole.

Regarding assignment of staff members, the University has established the "staff personnel committee" [9.1-23)] within the Committee of Administrative Trustees. This personnel committee discusses personnel issues for staff members, achieving appropriate staffing for each department and section.

<Measures to improve clerical functions and accommodate increasing diversity in work content>

Given the currently severe circumstances surrounding the University and KG, it is critically necessary to review the roles (functions) to be undertaken by clerical organizations, in order to attain further development of KG. To efficiently handle an increasing volume of work with a limited number of human resources, the University must design "clerical organizations conducive to overall optimization" and "appropriate personnel assignment" to enable the abovementioned efficiency.

Since the second half of AY 2009, KG has implemented a workload survey in each department and section, in cooperation with an external consulting firm. Based on the results, KG conducts work analyses, formulates operational reform plans and proposals for improvement that should be addressed throughout KG, and organizes project teams for planning implementation. Efforts have also been made to ensure effective management of how staff members work at their workplace, by introducing relevant systems etc. Several operational reform plans are being promoted successfully.

The content of work operations at KGU is increasingly diverse, including services on multiple campuses, accommodation of students with disabilities, tasks for research support and efforts to promote internationalization. To accommodate this diversity, the University frequently employs fixed-term contract staff members, commissioned staff members and other members with high levels of expertise. The number of such staff members has approximately doubled from five years ago. Through this employment measure, the University aims to enhance the overall quality of operations in clerical organizations.

<Establishment and proper application of regulations concerning staff employment, promotion,

etc.>

In accordance with the expanded size of the whole Foundation of KG, staff members are required to handle more diverse and complex work responsibilities. The University urgently needs to ensure employment of capable staff members and their capacity building, as well as appropriate human resource development of the staff.

While regulations regarding personnel systems for staff members are generally stipulated in the "Staff Personnel Rules," [9.1-24)] staff employment, in particular, is implemented pursuant to separate regulations, "Regulations Concerning Staff Employment." [9.1-25)] In hiring staff members, the University communicates to applicants the "KG's ideal requirements for staff members (human resources)," which were already set out to KG faculty/staff members by the Chair of the Board of Trustees. The University also explains specific content of work responsibilities on the occasion of explanation seminars on the staff employment examination, in order to avoid misunderstanding by applicants of the duties of the vacant position. As such, the University endeavors to secure capable human resources who meet the qualifications expected of KGU staff.

KG's ideal requirements for staff members (human resources)

(Excerpt from an address delivered at the inaugural ceremony for new faculty and staff members held on April 1, 2011)

(1) A staff member who sincerely works at helping development of students, and who strives for better education and student support with enthusiasm and pride

(2) A staff member who aims for self-development, as well as mutual-development among staff members, in pursuit of further development of their own capability, and who fulfills his/her roles and responsibilities while working collaboratively with other members

(3) A staff member who has a global mindset, along with a perspective that values harmonious coexistence with local communities, who strives for further development of his/her expertise, who always views things with a broad outlook, who makes proactive and focused efforts for improvements and reforms, and who works and acts expeditiously

(4) A staff member who enjoys confidence of others and natural virtue as an individual human being, and who is trusted and respected by people around him/her, as well as a broader range of people in society

During the selection process, the University uses various selection methods to assess applicants from diverse perspectives, including not only the conventional form of written examinations and interviews but also a task requiring applicants to form a conclusion after group discussions.

Regarding promotion of staff members, the University adopts the ability-based grade system, as stipulated in the "Regulations Regarding Ability-Based Grading" established in 1987. [9.1-26)] Members are treated based on their status (rank) determined on the basis of their occupational competence. The University has also ensured proper personnel management in performance evaluation, personnel transfer, and appointment and dismissal of positions.

To realize one of KG's Visions for the future, the University has set forth the "establishment of appropriate personnel evaluation system (for staff members)" in the New Medium-term Plan. In line with this objective, the University restructured its staff personnel system, and introduced a new system in November 2011. In this new system, the University adopts a "management by objectives (MBO) system" for all staff members, evaluating members based on the level of achievement to their work objectives, which are linked to the overarching goals of the Foundation and the University. This system helps staff members recognize the roles and responsibilities that they are expected to fulfill in the whole organization of KG while understanding upper-level organizational goals, contributing to directing the "vectors" of staff work to the same direction.

In the new personnel system, to increase fairness and members' satisfaction in evaluation, the University

clearly specifies the standards for promotion, and also discloses the weight distribution in evaluation defined for each rank of members, clearly showing what abilities and skills are required in each rank. While providing the abovementioned standards and related information, the University will operate its personnel system in a more transparent manner, under supervision by the "staff personnel committee." [9.1-27)]

(4) Are necessary measures taken to increase motivation and capabilities of clerical staff members?

<Fair performance evaluation based on an appropriate personnel evaluation system; Treatment improvement>

The University has put in place a performance evaluation system for the purpose of helping individual staff members develop their ability and skills, and achieving the fair treatment of members. This system is primarily intended to ensure that staff members (appraisees) actively participate in the evaluation and ability development of themselves, through self-evaluation and feedback meeting, not simply receiving evaluation from their superiors. Based on this system, the University has achieved proper evaluation of work performance and treatment of staff members.

However, given the severe situations surrounding KG, it is an imperative need for KG and the University to increase their efforts in human resource development for staff members. In view of this, the University redesigned its personnel system and introduced the "New Personnel System" in AY 2011.

Under this new system, the University applies the MBO system to all full-time clerical staff members. Through management by the objectives set by the staff members themselves, the new system helps individual members increase their awareness of their work activities as a building block to support the entire operations of KG. In the New Personnel System, the achievement level of such objectives is partially reflected in the performance evaluation of individual staff members. [9.1-28)]

<The status and effectiveness of staff development (SD)>

Since the establishment of the Kwansei Gakuin Regulations for Staff Training in 1976, [9.1-29)] the University has provided staff members with training programs under a specific training system. In the process of planning the abovementioned New Personnel System, the University defined the "qualities expected of staff members" and the "qualifications expected of staff members ('seven abilities')," and reviewed the training that is necessary to develop such qualities and qualifications in the members. Based on this review, the University redesigned its training system to provide further enhanced programs while maintaining the framework of the existing training system. [9.1-30)]

To be successful under the New Personnel System, individual staff members are required to display high levels of ability in their respective positions and capacities, while linking their work objectives to organizational objectives, and uniting their efforts for better performance of the whole organization. Accordingly, on the part of the University, efforts must be made to increase staff members' awareness of the abovementioned requirements and enhance their abilities and skills. A training system underpinning such human resource / ability development efforts is essential, and this resulted in the revision of the University's training system.

In the new training system, the University drastically reviewed the content of training programs in order to help staff members acquire the abilities and skills required in each rank, aiming at achieving even greater training effects. Specifically, the University provides rank-based programs, position-based programs, programs for newly employed members, programs for second- and third-year staff members, overseas and domestic programs, programs within the University, practical work training, self-development programs, programs by external organizations, and workplace training programs.

Regarding position-based training programs, the University has designed training content relevant to the

responsibilities of managerial and supervisory positions, helping managers and supervisors fully recognize the roles and responsibilities expected from the perspective of organizational management, and to acquire the necessary knowledge, skills and abilities to fulfill their responsibilities in their positions.

To accommodate its internationalization, the University provides overseas training programs, as well as the "global human resource development training program" as part of the self-development training program. Through these programs, the University aims to develop staff members who are capable of effectively working on internationalized campuses, who can act as a powerful driving force to "Create an international multicultural campus," and who possess planning skills regarding business/organizational management of KG, as well as the University's educational programs.

2. Check and Evaluation

(1) Matters showing improvement

The University has restructured the personnel system for staff members, introducing a system that encourages all members to increase their awareness for achieving the organizational goals of KG. The University has also introduced a new training system intended to develop staff members who meet "KG's ideal requirements for staff members," contributing to helping members acquire human skills, technical skills and conceptual skills in a systematic manner.

(2) Matters that need to be improved

KGU has long been managed under the separate administrations of the Foundation and the University, which has necessitated considerable efforts in coordination between both administrations. This has resulted in various problems, delaying decision-making, and making it difficult for the University to devise effective measures with a bird's-eye-view of the entire organization. For successful coordination between management and education, the President, the University Administration and the University Senate, who represent the educational organization, are required to make decisions concerning educational activities while fully understanding the managerial situation of the University.

In an effort to maintain the principle of faculty-staff collaboration, it is necessary for clerical organizations to maintain a certain level of independence from academic organizations, ensuring smooth running of management cycles at KG and KGU (each educational institution).

3. Development Measures for the Future

(1) Matters showing improvement

Regarding the new personnel system, it is necessary to implement workshops on the system, as well as relevant training programs for members in managerial and supervisory positions. The University will provide these workshops and programs under its training system. The University will also review the content of training programs in a flexible manner, aiming to constantly provide training programs that are necessary and relevant for staff members. Accordingly, the University will issue a "training guide" on an annual basis, adding new information every year.

(2) Matters that need to be improved

Regarding decision-making concerning management (the Foundation) and education (the University), a measure was decided at a University Senate meeting held on March 23, 2012 to enable the Foundation Administration and the University Administration to make decisions in a unified and expeditious manner. Specifically, it was decided to appoint three Administrative Trustees as Vice-Presidents, and nominate three Vice-Presidents as Administrative Trustees, in and after AY 2013.

In an effort to maintain the principle of faculty-staff collaboration, it is necessary for clerical organizations to maintain a certain level of independence from academic organizations, ensuring smooth running of management cycle at KG and KGU (each educational institution). To this end, the University will clearly define and set out the responsibilities of members in managerial positions in clerical organizations, along with their reporting lines. Organizational reform of the University and reorganization of clerical organizations, which support University operations, are currently underway. In consideration of the need for expeditious consensus-building and decision-making in the University and the whole Foundation, it is necessary to promote faculty-staff collaboration, while encouraging staff members to further enhance their abilities of conceptualization and reasoning.

Chapter 9
Administration and
Financial Affairs

2. Financial Affairs

1.   Current Status

(1) Has a necessary and sufficient financial basis been established for stable implementation of education and research?

\<Development of mid- to long-term financial plan\> [9.2-1)]

In AY 2008, Kwansei Gakuin University (KGU) established its "New Strategic Plan," which incorporates six Visions to be achieved within 10 years (AY 2009 ― AY 2018), and also formulated a five-year "New Medium-term Plan" (First phase: AY 2009 ― AY 2013) to realize the New Strategic Plan. Since the "third Mid- to Long-term Management Plan" for the period from AY 2005 through AY 2012 had already been proceeding, plans regarding facilities and equipment were formed in line with this management plan, and the New Medium-term Plan, which was established to achieve the New Strategic Plan, was decided to be implemented as a plan for the University.

With the aim of securing financial resources to realize this New Strategic Plan and establishing a solid financial basis for sustained development of KG, in AY 2009, the University established the "headquarters for financial and operational reform," which is directed by the Chair of the Board of Trustees. The headquarters aims to ensure that the Foundation and the University make a concerted effort to drastically review the previous financial plan and promote financial and operational reforms by continuing a range of activities aimed at:

(1) devising and promoting measures to improve the "balance of imputed income and expenditure,"

(2) formulating and promoting a financial plan based on a principle that the cost (ordinary expenses) for new projects to be implemented under the New Strategic Plan and the New Medium-term Plan be covered by resources raised by reducing expenditure and increasing income from new financial sources, and

(3) forming and promoting measures for setting the target values of financial evaluation indicators and ensuring observance of these targets throughout the University.

As part of the abovementioned activities, the University set the financial evaluation indicators (target values), as listed below, with a view to establishing a solid financial basis. (The listed financial evaluation indicators were set by revising the indicators set in AY 2009 to ensure feasibility and soundness.)

(1) Ratio of the balance of imputed income and expenditure to the imputed income: no less than 8.0 percent

(2) Ratio of net personnel expenses: 54.7 percent

   ＊ The percentage of personnel expenses out of the "imputed income" in income and expenditure calculation

(3) Ratio of gross personnel expenses: 59.0 percent

   ＊ The percentage of personnel expenses and outsourcing expenses, out of the "imputed income" in income and expenditure calculation

(4) Ratio of education and research expenses to the imputed income: Maintaining 33.0 percent (including depreciation expense)

(5) Ratio of donations to the imputed income: Aiming at achieving 3.0 percent (the national average in AY 2007)

The results of the abovementioned financial evaluation indicators (target values) for AY 2011 were as follows:

(1) Ratio of the balance of imputed income and expenditure to the imputed income: 12.9 percent

   ＊ Excluding "special provision of reserve for retirement allowances," which is a special factor for the single academic year.

(2)   Ratio of net personnel expenses: 52.3 percent
(3)   Ratio of gross personnel expenses: 58.2 percent
(4)   Ratio of education and research expenses to the imputed income: 30.9 percent
(5)   Ratio of donations to the imputed income: 2.5 percent

<Receipt of Grants-in-Aid for Scientific Research, funds for commissioned research, and other external funds>

   The amount of "ordinary expense subsidies for private universities etc." received by the University has been on the increase since AY 2009, exceeding three billion yen, as a consequence of the increase in the number of students, faculty members and staff members in accordance with the establishment of new schools and departments. In calculation of "general subsidies" in "ordinary expense subsidies for private universities etc.," the amount of subsidies is largely affected by the ratio of "education and research expenditure and facility-related expenditure in relation to the income from tuition and other student fees." Since this ratio was higher than usual in AY 2010, while being at the normal level in AY 2011, the amount of "general subsidies" in AY 2011 showed a reduction by 246 million yen from the preceding academic year. However, in comparison to the amount in AY 2007, the "general subsidies" in AY 2011 increased by 332 million yen, in accordance with the expansion of school size — an increase of 3,529 in the number of undergraduate and graduate students (17.7 percent) and an increase of 145 in the number of full-time faculty members in undergraduate and graduate courses (a 30.5 percent increase). Regarding other subsidies, the University actively applies for the system of "government subsidization of private schools" and "Support for University Education Reform throughout National, Public and Private Universities" provided by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). Many programs of the University were adopted under such subsidy systems and projects, including the "Re-inventing Japan Project" in AY 2011. Consequently, the overall amount of subsidies received by the University in AY 2011 increased by 731 million yen (a 21.2 percent increase) as compared to that in AY 2007. [9.2-2)]

   Regarding "Grants-in-Aid for Scientific Research (Kakenhi)" provided by MEXT, both the number of research projects adopted and the amount of grants received were approximately doubled during the past five years. The University received 314 million yen for 171 projects in AY 2011. Regarding external funds received for endowed research, commissioned research, and joint research with external entities, as well as research grants by external organizations, the University has undertaken a number of such research projects and received relevant research funding at a stable level during the past five years. This is partly due to the steady efforts by the University and its faculty members (researchers) to make the content of their research activities widely recognized, under the "intellectual property policy," which aims to "materialize the achievements of their basic research by obtaining basic patents, take advantage of these patents to accelerate research for commercializing relevant technologies/knowledge (by undertaking joint research or commissioned research in a national government project etc.), disseminate these technologies/knowledge to society at large, and thereby make a positive contribution to society." External funding for the abovementioned types of research have contributed to consolidating the management basis for maintenance and operation of research activities at the University. [9.2-3),9.2-4)]

   Regarding donations, the University widely invited donations from businesses, alumni and other individuals concerned with KG, in commemoration of KG's 125th anniversary in 2014. As a result, the income from donations in AY 2011 increased by 492 million yen (a 108.8 percent increase) in comparison to that in AY 2007.

   Regarding asset management, in response to the collapse of Lehman Brothers in 2008, the University reviewed its investment policy to place even greater emphasis on safety, by primarily investing in national government and other public bonds. With little prospect of an upturn in the economic circumstances, the University cannot expect substantial increase in the income from asset management.

<Appropriateness of ratios concerning the income and expenditure statement and the balance sheet>

The status of management of the whole Foundation is as indicated by ratios concerning the income and expenditure statement. [9.2-5)]

In relation to the target value of "no less than 8.0 percent" for the "ratio of the balance of imputed income and expenditure to the imputed income," the ratio in AY 2011 amounted to 12.9 percent (excluding "special provision of reserve for retirement allowances"). The ratio in AY 2011 thus exceeded the target value, as with the case in the preceding academic year (11.5 percent; a value excluding the portion affected by the merger with Senri International School). The expenditure-to-income ratio, in which income and expenditure should be balanced, improved year by year, from 107.6 percent in AY 2007 to 98.4 percent in AY 2011 (91.3 percent if special provision of reserve for retirement allowances is excluded). With this value for AY 2011, the income of the Foundation showed an excess over expenditure for the first time in five years. The expenditure-to-income ratio for AY 2011 was also significantly more favorable, in comparison to 110.5 percent, the AY 2010 average of university corporations except those specializing in medicine and dentistry in Japan (hereinafter "national average").

The ratio of tuition and other student fees to the imputed income, which stood at 73.5 percent in AY 2007, increased to 76.8 percent in AY 2011 (AY 2010 national average: 73.4 percent), indicating an increased dependence on tuition and other student fees. The ratio of donations to the imputed income stood at 2.5 percent (AY 2010 national average: 2.6 percent), with the ratio of subsidies to the imputed income being 11.1 percent (AY 2010 national average: 12.4 percent).

Regarding expenditure, the ratio of net personnel expenses, excluding special provision of reserve for retirement allowances, stood at 52.3 percent in AY 2011, with the ratio of gross personnel expenses less the said special provision being 58.2 percent. Both ratios were controlled under the respective target values. Regarding the ratio of education and research expenses to the imputed income, the University has made efforts to reduce expenses since AY 2009, allowing for cost increase due to the implementation of the New Medium-term Plan. In AY 2011, the expenses spent for this plan were smaller than expected, and accordingly, the ratio of education and research expenses to the imputed income stood at 30.9 percent, being under the target value of approximately 33 percent.

The financial standing of the whole Foundation is as indicated by ratios concerning the balance sheet. [9.2-6)] For this past 10 years, the Foundation has maintained the ratio of own funds to total funds at a level of no less than 80 percent, showing a stable financial standing. Amid the prolonged low interest rate environment in association with the sluggish economy, the Foundation holds many of the matured and redeemed bonds in the form of cash and deposits, resulting in an increased ratio of current assets to total assets.

(2) Is the budget compiled and executed in an appropriate manner?

<Appropriateness of budget compilation; clear definition of budget execution rules>

The current budget system was introduced with the aims of (1) securing a budget to systematically implement key measures based on the Mid- to Long-term Plan, and (2) enabling more self-directed and flexible promotion of individual plans by ensuring purpose-based budget management for business plans including existing projects, and by expanding the scope of discretion of the persons in charge of budget management in each department and section.

Upon budget request, the University encourages each department and section to "scrap and build" individual plans contained in its business plan, and to this end, the University informs, in advance, each department and section of a "guide amount" for the budget to be allocated to ordinary expenses, which are necessary to maintain educational, research and other activities at the University. In parallel with this, the

University also allows budgeting for key measures based on the budget compilation policy for the academic year, separately from the "guide amount."

A single-year budget is compiled by completing the following procedure: (1) inquiry regarding key projects at each educational institution within KG, and formulation of a budget compilation policy, in consideration of the financial outlook based on the New Medium-term Plan and the Mid- to Long-term Plan, (2) notification of a "guide amount" for the budget, (3) budget requests from departments and sections, (4) inquiries by the Finance Department, (5) preparation of a draft budget after examining the content of the requested budget, (6) deliberation and approval of the draft budget at budget-related meetings, and (7) finalization of the budget by the Board of Trustees and the Council.

Regarding execution of the budget, the University provides "Notes for proper budget execution" upon notification of the budget, endeavoring to ensure clear definition and proper application of budget execution rules. A specific audit corporation annually conducts inspection regarding the establishment and operation of the internal control system concerning budget execution at each department and section. If a problem is identified after a physical inspection in the auditing process, the Managing Trustee issues a recommendation for improvement to the relevant departments and sections.

Daily budget management and execution at each department and section are operated with a financial management system, enabling clear understanding of the status of budget execution, as well as specifics regarding use of the budget by each department and section. Budget execution at the University is properly managed pursuant to the Accounting Regulations, by ensuring proper management by approvers, prevention of budget overruns, and checking of all particulars of executed budget at each department and section by the Finance Department. [9.2-7)]

<Internal audit of accounts>

An audit is implemented by auditors pursuant to Article 37 (3) of the Private Schools Act and Article 17 of the Articles of Endowment, as well as by an audit corporation in accordance with Article 14 (3) of the Act on Subsidies for Private Schools. Internal auditing is conducted on the basis of the Internal Audit Regulations.

Four auditors attend meetings of the Board of Trustees and the Council, and hold "auditors' meetings" to audit the status of operations and assets of the Educational Foundation. Two of all the auditors' meetings are held for interim and final accounts audit, as joint meetings by auditors, members from the audit corporation, Internal Audit Office members, and persons in charge of financial affairs. "Three-way auditing" is facilitated through exchange of views between auditors, as well as between auditors and members of the audit corporation, and through a report on the status of internal auditing. The audit results for AY 2011 showed appropriate and proper operations of the Foundation, and a report to that effect was submitted to the Board of Trustees and the Council. [9.2-8)]

The audit by the audit corporation is conducted in line with an audit plan formed at the beginning of each academic year, including auditing of interim results, on-site auditing at each department, physical inspection regarding cash and deposits, and final audit. The audit results for AY 2011 showed appropriate and proper financial management by the Foundation. [9.2-9)]

The Internal Audit Office, which directly reports to the Chair of the Board of Trustees, conducts operational auditing and accounting auditing in conformity with specific audit plans. In AY 2011, the office implemented operational and accounting auditing for five organizational units, project assessment and verification for 11 business plans, and auditing of projects involving Grants-in-Aid for Scientific Research and funds for commissioned research.

<Establishment of systems to analyze and review effects of budget execution>

The University has established the "Kwansei Gakuin Self-assessment Regulations" [9.2-10)] and the

"Foundation Self-assessment Committee Regulations." [9.2-11)] Based on these regulations, the "headquarters for financial and operational reform" which was founded in AY 2009, examines and analyzes a range of projects implemented in KG, in consideration of the status of the "ratio of the balance of imputed income and expenditure to the imputed income" and other financial ratios, the target values of which are specified as an objective to be evaluated in the annual self-assessment process. As such, the University reviews its operations and projects, on an annual basis, from the perspective of cost effectiveness.

Since January 2012, the University has been examining the progress and the outcomes of the first phase of the New Medium-term Plan (AY 2009 — AY 2013), while planning the content and costs of relevant projects in preparation for the second phase of this Plan, which is slated to be implemented in AY 2014.

In AY 2011, the University conducted project assessment and verification for 11 business plans. Comments and recommendations from the Chair of the Board of Trustees were notified to each audited organizational unit, for which the organizational units submitted replies regarding improvement in: management of library materials, establishment of regulations etc., preparation for establishment of the Kwansei Gakuin Museum, collaboration with external institutions, fulfillment of admission capacity in graduate schools, securing of subsidies and other external funds, proper budget execution, and other issues.

2. Check and Evaluation

(1) Matters showing improvement

The "ratio of the balance of imputed income and expenditure to the imputed income" for AY 2011 significantly exceeded the target value. One of the major reasons for this is that the University established new schools, i.e., the School of Human Welfare Studies, the School of Education, and the School of International Studies, as well as new departments in the School of Policy Studies and the School of Science and Technology, resulting in an increase in the number of undergraduate and graduate students by 3,529 students (a 17.7 percent increase) and, accordingly, an increase in income from tuition and other student fees by 7,082 million yen (a 32.5 percent increase), during the period from AY 2007 through AY 2011. Another reason for the improvement in the said ratio is that the University took various measures for cost reduction since AY 2009, such as revision of major contracts for cleaning, security, plants and yard maintenance, public relations and other operations; as well as a ten-percent budget reduction in each department. These cost reduction efforts resulted in an approximately 650 million yen reduction in expenses during three years from AY 2009 through AY 2011.

As of the end of AY 2011, the New Medium-term Plan (first phase) set forth 73 measures, including 60 implementation plans. (The remainder were at the stage of draft plan.) As initially planned, it is projected that the financial resources for implementation of the Plan, excluding personnel expenses and facilities and equipment expenses, will be secured by the abovementioned cost reduction.

The audit function is being enhanced. Since the establishment of the Internal Audit Office, an efficient audit system has steadily been established under the cooperation between auditors, the audit corporation and the Internal Audit Office.

(2) Matters that need to be improved

The ratio of donations to the imputed income increased from 1.5 percent in AY 2007 to 2.5 percent in AY 2011, due to the donations collected in commemoration of KG's 125th anniversary slated for 2014. However, this ratio for AY 2011 still did not reach the target value of 3.0 percent (the national average in AY 2007). This sluggish increase in the amount of donations is attributable to the economic stagnation,

which makes it difficult to increase donations throughout Japan, as well as to the University refraining from collecting donations during the first half of the AY 2011, in response to the Great East Japan Earthquake. The University must promote its efforts to increase income from sources other than "tuition and other student fees."

The University has in place a "system of advance budget negotiations," whereby the University aims to achieve appropriate budget allocation by reviewing and evaluating the necessity of a portion of the budget allocated as if it was "vested interests" by means of evaluating the status of relevant operations and projects, as well as through negotiations conducted in advance between Trustees and persons responsible for budget management. The University must implement such review while collecting relevant evaluation reports from all organizational units. While the Internal Audit Office implements project assessment and verification regarding some of the business plans, the office's current staffing is not sufficient for the abovementioned full-scale review and evaluation. Even on the assumption that the University implements the "system of advance budget negotiations" only for major operations as a trial, understanding has not been obtained within the Foundation regarding the advance negotiation between persons responsible for budget management and representatives of Trustees (Managing Trustees, Administrative Trustees in charge of financial affairs, etc.).

3. Development Measures for the Future

(1) Matters showing improvement

As a consequence of the continuous efforts for cost reduction, the "ratio of the balance of imputed income and expenditure to the imputed income" substantially exceeded the target value. However, the "ratio of education and research expenses to the imputed income" stood at 30.9 percent in AY 2011, being under the target value of approximately 33 percent. Formulation of the New Medium-term Plan (second phase: AY 2014 — AY 2018) is currently underway. The "ratio of education and research expenses to the imputed income" is expected to improve by implementing all the measures contained in the Plan. The University aims to control excessive increase in the expenditures in association with the securing of financial resources for and implementation of the New Medium-term Plan. To this end, the University will adopt a rule to return, in three years, the total amount of expenditures to the initial level spent at the time of the outset of new projects under the Plan, even if the total expenditures swell after the projects begin running. The "headquarters for financial and operational reform" will formulate specific measures for cost reduction to enable observance of the abovementioned rule.

Under the "fourth Mid- to Long-term Construction Plan (AY 2013 — AY 2018)," which is currently being developed, the University plans to establish and improve educational and research facilities etc. In this respect, the University aims to increase internal reserves (increase in reserve assets by transfer to "Type 2 basic funds") so as to ensure an equalized amount of "transferred basic funds" and balanced income and expenditure over years.

Amid the increasingly severe school management environment, the importance of financial auditing is increasing, as a means to ensure sound financial situations and management. The University will continue to promote cooperation between auditors, the audit corporation and the Internal Audit Office, and will reinforce the operational structure of the Internal Audit Office.

(2) Matters that need to be improved

To increase income from donations, the University will further promote collection of donations by

taking the opportunity afforded by a range of projects commemorating KG's 125th anniversary slated to continue until AY 2014. As a measure to increase income from subsidies, the University will continue to actively apply for the system of "government subsidies to private schools" and the "Support for University Education Reform throughout National, Public and Private Universities" provided by MEXT. The University will also encourage KGU members to make application for "special subsidies" in "ordinary expense subsidies for private universities etc." to secure subsidies for all applicable projects. The University will check the content of various projects more closely and organize the array of projects applicable to this subsidy system.

To establish a firm financial base to support sustained development of KG, the University must adhere to the rule that it is required to secure financial resources for new projects by increased efforts in cost reduction and review of the existing projects. In an effort to introduce a "project evaluation system," the University will encourage faculty members and staff members to deepen their understanding of school management and financial situations, and will continue articulating the necessity of establishing a system for incorporating the results of the project evaluation into the budget compilation for the subsequent academic year.

Chapter 10
Internal Quality Assurance

1. Current Status

(1) Does the University fulfill its accountability to the general public by checking and evaluating its activities and disclosing the results?

<Self-assessment>

Kwansei Gakuin University (KGU) conducts self-assessment across the University on an annual basis, and makes the assessment results publicly available via the Kwansei Gakuin (KG) official website. KGU also prepares annually, and discloses on the same website, the Basic Institutional Data, a series of data forming the basis of self-assessment (data whose submission is required by the Japan University Accreditation Association (JUAA) for the "Institutional Certified Evaluation and Accreditation: Universities"). [10-1]

The self-assessment is conducted in light of the evaluation items under 15 categories, comprising ten designated by JUAA as the University Standards (evaluation items) and five originated by KGU. Self-assessment for professional graduate schools is based on the evaluation items designated by their respective Certified Evaluation and Accreditation Organizations, combined with KGU's five original categories. [10-2]

<Certified Evaluation and Accreditation>

In AY 2006, KGU underwent its first "Institutional Certified Evaluation and Accreditation: Universities" by JUAA, and was accredited by the association as an institution meeting the University Standards. The self-assessment report submitted for the Evaluation (Self-Assessment Report 2005) and related Basic Institutional Data, as well as the evaluation results from JUAA (received March 2007) are publicly available on KG's official website. [10-1]

The same website also provides the Improvement Report (submitted July 2010) prepared by KGU concerning the advice attached to the said evaluation results, as well as the examination results from JUAA (received March 2011) in response to this improvement report. [10-1] KGU received from JUAA an evaluation as described in the comment: "It can be confirmed that the University seriously accepted the association's advice and has been actively striving for improvement. Outcomes of such efforts are satisfactory." KGU was not required by JUAA to submit an additional improvement report.

Regarding Certified Evaluation and Accreditation for Professional Graduate Schools received by KGU's professional graduate schools, related information is provided on the webpage of each professional graduate school (the Law School and the Institute of Business and Accounting). Both schools were accredited as institutions meeting the relevant standards. [10-3, 10-4]

< New Medium-term Plan >

As provided in the previous paragraphs, KGU annually conducts self-assessment regarding its overall activities, and discloses the results to the general public. Meanwhile, KGU also annually reviews the progress and effects of the strategic mid-term plans promoted within KG as a whole (the New Medium-term Plan 2009-2013), and discloses the results via KG's official website.

The New Medium-term Plan, which was launched in April 2009 with 59 measures comprising 13 implementation plans and 46 draft plans (plans in the planning stage), was developed into a Plan covering 73 measures comprising 60 implementation plans and 13 draft plans as of the end of AY 2011. KGU compiles the status of the Plan's process (the extent to which efforts related to each measure have proceeded), progress (whether the progress is as per schedule or delayed) and relevant self-assessment statements into a progress report, and makes this public via KG's official website. The report covers the details of the measures, the status of progress, specific examples of the progress being made, and other related information. [10-5]

Aside from the aforementioned information, KGU also discloses a variety of information as indicated below:

<Disclosure of educational information>

The Ministerial Ordinance Regarding Partial Amendment of the Ordinance for Enforcement of the School Education Act, etc. (concerning disclosure of educational information) came into force on April 1, 2011. While KGU had already disclosed an ample amount of information, in response to the said partial amendment, KGU newly developed a web page titled "Information Disclosure" on KG's official website, in order to further "visualize" the information it provides. This enabled viewers to browse an array of basic data of the University via this page. [10-6]

<Disclosure of financial information>

Regarding financial information, since the first issuance in 1969 of KG Campus Record, which contained financial information, KGU has provided information regarding its budget and accounts settlement to its students, faculty and staff annually. Regarding the accounts settlement for and after AY 1999, information has been disclosed via KG's official website. As budget information, KG Campus Record currently provides information concerning KG's budget compilation policy, a budget overview, and the budget for major project/business operations, along with a cash flow budget and income and expenditure budget. Regarding the results of accounts settlement, information is detailed in the section "Business overview and financial overview" in the business report, based on a comparison with corresponding data for the previous year. The section also provides financial statements, such as a cash flow statement, an income and expenditure statement, and a balance sheet, as well as comparison data over several years. KGU gives consideration to ensuring that the content of the financial information is composed in an easy-to-understand manner, even for those unfamiliar with accounting for educational institutions. [10-7]

<Disclosure of notifications to MEXT>

KGU discloses on KG's official website a range of notifications submitted to the Ministry of Education, Culture, Sports, Science and Technology (MEXT). Specifically, the University provides information regarding establishment of new schools etc., such as the "Application for Approval of Establishment" and related notifications, the "Report concerning the Status of Implementation of Establishment Plan" and "Report of Discontinuance of New Student Admissions." Information is also provided regarding how the University has addressed the "matters for consideration" pointed out by the ministry. [10-8]

<Requests for information disclosure>

Regarding requests for information disclosure, KGU has established Regulations Regarding Access to Information. Based on these regulations, KGU ensures that specific data is always made available to allow applicants to view necessary information regarding the University, such as property inventories, the balance sheet, the statement of accounts, business reports, audit reports and other information whose disclosure is required by the Order for Enforcement of the Act on Special Measures Concerning Taxation. [10-9]

Other inquiries about students' academic results etc., are accepted by each school and other relevant organizational unit, and those regarding university affairs are dealt with by the Office of the President.

(2) Is a specific system for internal quality assurance in place?

<Self-assessment>

〇 Overview

Self-assessment efforts at KG have been carried out since the Kwansei Gakuin University Self-assessment Regulations were established in AY 1992. In AY 2004, the efforts at the University were expanded to the whole of KG, and the New Self-assessment System was implemented to further promote the PDCA (Plan-Do-Check-Action) Cycle across KG. To reinforce the process of KG's development cycle and fulfill its accountability to the public by employing third-party evaluation, the new system is designed for practicing, and disclosing the results of, self-assessment that incorporates internal third-party evaluation (the evaluation conducted by the Evaluation Expert Committee comprising External Evaluation Experts and Internal Evaluation Experts) on an annual basis, rather than conducting assessments only in years when Certified Evaluation and Accreditation takes place.

The self-assessment under the new system is carried out in accordance with the "guidelines for implementation of self-assessment," which is annually formulated by the Kwansei Gakuin Evaluation Promotion Committee, as described in a later paragraph. [10-2]

From the outset of its implementation, this self-assessment system has attracted attention from various entities across the nation as a pioneering initiative for making the PDCA Cycle function effectively. In AY 2008, KG received a request from MEXT and other entities to explain the system. The system is highly appreciated, as evidenced by the fact that KG received requests for lectures, visits for inquiry, interviews etc., from the Japan University Accreditation Association (JUAA), universities and other organizations. [10-10),10-1]

〇 **Policies**

The Kwansei Gakuin Self-assessment Regulations set forth the objectives of self-assessment as provided in Article 1: "…check and evaluate, for itself, the status of its educational and research activities, administration and other operations, with the aims of enhancing its educational and research standards and attaining its goals and social missions." Article 9 provides that: "The Foundation, University and other institutions, as well as their organizational units, shall endeavor to improve their educational and research activities and related matters, if the necessity for improvement is recognized in such activities as a result of self-assessment." Article 9-2 stipulates: "the Chair of the Board of Trustees and other officers shall endeavor to incorporate the summarized results of self-assessment in annual plans and mid- and long-term plans of the Foundation, etc." [10-11]

The Outline of the Implementation of the New Self-assessment specifies nine policies: (1) spontaneous and independent efforts, (2) evaluation in accordance with objectives, (3) achievement of substantial improvements, (4) accommodation of, and linkage with third-party evaluation, (5) emphasis on efficiency, (6) necessity of proof, (7) proactive information disclosure, (8) emphasis on educational activities, and (9) respect for individuality, and consistency throughout the whole of KG. These policies have been maintained without change. [10-12]

〇 Regulations and organizations

The Kwansei Gakuin Self-assessment Regulations lay down basic matters concerning self-assessment that apply to all educational entities within KG. To achieve the objectives of self-assessment, the regulations stipulate the establishment of the Kwansei Gakuin Evaluation Promotion Committee, under which nine self-assessment committees are positioned, including the University Self-assessment Committee.[10-1] The University Self-assessment Committee contains individual self-assessment committees for each school, graduate school, and other organizational unit. [10-13]

The Kwansei Gakuin Evaluation Promotion Committee comprises executive officers of the Foundation, University and other educational institutions of KG, such as Chancellor, Chair of the Board of Trustees, KGU President, KG's Managing Trustees, Administrative Trustees and the University's School Deans. As of AY 2012, the Committee has 42 members. Committee meetings are held monthly, in principle, with the Chair being the Chancellor, and the Vice-Chairs the Chair of KG's Board of Trustees and the KGU President. [10-14] The composition of this committee, involving executive members, as well as the frequency of its meetings, which are basically held monthly, represent KG's earnest attitude toward its self-assessment responsibilities. Meanwhile, in addition to the aforementioned committees, the Kwansei Gakuin Self-assessment Regulations also stipulate the establishment of the Evaluation Expert Committee, which oversees the practical business of the Kwansei Gakuin Evaluation Promotion Committee. It is this Evaluation Expert Committee that is in charge of the abovementioned internal third-party evaluation. Moreover, the Assessment Office operates as an organization providing support from a practical perspective. Currently, the Office comprises a Director, being the University's Vice-President, and Deputy Directors being KG's Administrative Trustees and others, as well as several staff members for administrative work. [10-11]

○ Systems to ensure reform and improvement

As described in the "Policies" section, the Kwansei Gakuin Self-assessment Regulations provide that the Foundation, University and other institutions, as well as their organizational units, endeavor to improve their educational and research activities, etc., and that the Chair of the Board of Trustees and other officers endeavor to incorporate the summarized results of self-assessment in the annual plans and mid- and long-term plans of the Foundation etc.

At the University, self-assessment is carried out annually based on evaluation items under 15 categories, comprising ten designated by JUAA as the University Standards and five originated by KGU. The assessment undergoes internal third-party evaluation, and the results are made public, in an effort to ensure further reform and improvement of the University.

The five original categories have been added because KGU aims to attain reforms and improvements that are unique to the University, without being content with the general self-assessment commonly required of universities.

The internal third-party evaluation is effective in making the self-assessment system function properly, due to increased objectivity and validity, and diverse perspectives in the assessment process. KG has employed internal third-party evaluation from the outset of the introduction of the self-assessment system. The number of External Evaluation Experts participating in the said internal evaluation of the University is four, as of AY 2012. These external experts and KGU officials exchange views in person. Specifically, the Director and Deputy Director of the Assessment Office, Internal Evaluation Experts and secretariat members have meetings and exchange views directly with the External Evaluation Experts, rather than relying on written communication. Such direct communication allows KGU members to grasp the implications of evaluation comments that may not be sufficiently communicated only via documents, thus contributing to deepening understanding between external and internal members. Internal Evaluation Experts are full-time faculty members, who evaluate a school/graduate school other than their own school/graduate school. A total of nine Internal Evaluation Experts carried out evaluations for AY 2012.

Self-assessment results of each organizational unit are ultimately discussed and approved by the Evaluation Promotion Committee, and are made public via KG's official website. All information indicated in the relevant reports is disclosed, including not only the statements prepared by each organizational unit, but also the comments from internal third-party evaluators and the additional statements in response to such comments. This enables confirmation that the PDCA Cycle is functioning properly, and contributes to further reform and improvement at the University. The said information is

disclosed, together with a summary of the overall assessment provided by the Chair of the Evaluation Promotion Committee, along with problems identified in the assessment, if any.

In the self-assessment process, primary importance is placed on direct discussions between each organizational unit and the Assessment Office concerning the abovementioned comments from internal third-party evaluators. The Director, Deputy Director and staff members of the Office visit each organizational unit and exchange views in person, rather than simply communicating in writing. This face-to-face, direct communication is intended to encourage substantial communication and discussion, not mere formality, and to prevent misunderstandings, problems and issues requiring consideration being left unaddressed. Based on such discussion, each organizational unit prepares an additional statement in response to the evaluation comments, facilitating reform and improvement at each unit. This approach greatly contributes to deepening understanding between evaluators and evaluatees, ensuring that the self-assessment system functions properly.

○ Revision of objectives; Evaluation of progress

KGU launched its annual self-assessment under a new system in AY 2004, and subsequently received its first University Evaluation (Institutional Certified Evaluation and Accreditation: Universities). In AY 2009, however, the University did not report the status of progress that had been compiled annually. Instead, over that year, the University redefined the objectives to be checked in self-assessment, due to the following reasons: (1) Many of the original objectives, set in AY 2003, had already been achieved, and some objectives had become irrelevant; (2) After experiencing several rounds of the self-assessment process and the Certified Evaluation and Accreditation, it was strongly recognized that appropriate objective setting was a requisite for enhancing the quality of self-assessment; (3) Objectives examined in self-assessment must be linked with the objectives set forth in the New Strategic Plan and the New Medium-term Plan, and therefore revision of the original objectives was necessary to ensure consistency with the said plans; and (4) The evaluation standards and items designated by JUAA, on which KGU's self-assessment is based, were planned to be revised, and the University needed to accommodate this revision. Due to these reasons, during AY 2009, KGU worked to revise its evaluation standards/criteria, combining JUAA's new evaluation standards and items and those originated by KGU, and redefined the University's objectives to be addressed in the period through AY 2013. Self-assessment for the academic years of 2010 and 2011 was conducted based on the new evaluation standards/criteria revised in AY 2009, as well as on the progress with the new objectives redefined in the same year.

○ Improvement of systems for practical work

Improvement has also been made in the effectiveness and efficiency of the practical work underpinning the self-assessment process. In June 2005, in cooperation with Japan Management Association (JMA), KGU developed the Kwansei Gakuin Evaluation Indicators Database that allows users to view data regarding the indicators for each evaluation item via the Internet. This database enabled faculty and staff with Internet access to view the necessary data at any time. This database system was later developed into the Kwansei Gakuin Integrated Self-assessment Web System, which was jointly developed by KGU and JMA in AY 2008, and has been utilized up to the present.[10-1] This new system allows users to send and receive evaluation forms online, 24 hours a day, and to access relevant data from outside the University, subject to authorization, even though such data was previously accessible only from PCs on campus. The system also enables users to view related descriptions written in the past and to access data of the evaluation indicators via the same display.

In an effort to promote numerical evaluation in self-assessment, in AY 2008, KGU implemented a trial procedure in which the relevant data of changes over years for six evaluation items was attached to evaluation forms to make a quantitative evaluation. Currently, this approach is applied to all evaluation items insofar as possible.

In AY 2010, a space was added to the evaluation forms to allow users to enter the status of progress of their objectives.

<New Medium-term Plan>

Taking the occasion of the installment of a new Chair of KG's Board of Trustees and KGU President in April 2008, Kwansei Gakuin set out to define new future visions and develop mid- and long-term plans, in a united effort by the Foundation and the University. Based on deliberations in the preparation committee, the research committee, the formulation committee and 22 working groups of various sizes, an interim report was prepared and announced within the University. After subsequent discussions in all-campus assemblies and receipt of public comments, the New Strategic Plan was finalized in December 2008, and was announced inside and outside the University. Moreover, by March 2009, KG formulated and announced the New Medium-term Plan, which provides specific measures to realize the six "Visions" stipulated in the New Strategic Plan. Since AY 2009, the New Medium-term Plan has been promoted under a structure consisting of the following organizations: i) the New Strategic Plan Promotion Committee comprising the Chair of the Board of Trustees, Chancellor, President, Administrative Trustees in charge, Vice-President in charge, and other officers; ii) the New Strategic Plan Executive Committee comprising the Administrative Trustees in charge, Vice-President in charge, administrations of the Foundation and the University, and other entities; iii) the New Medium-term Plan (University) Review Committee comprising the University Administration led by President; and iv) the New Strategic Plan Promotion Office serving as the secretariat. [10-15)] The Finance and Operation Headquarters was also established, due to the necessity for the Foundation and the University to jointly consider and make decision from both educational and financial perspectives.

In AY 2011, a new framework was established for reviewing the effects of the New Medium-term Plan, in addition to those for progress management. The new framework provides indicators for "Outputs" regarding all of the 73 measures. Each organizational unit submits quantitative data based on such indicators to the New Strategic Plan Promotion Committee. Submitted numerical data is monitored in combination with relevant qualitative information.

Data concerning the New Medium-term Plan is incorporated in the Kwansei Gakuin Integrated Self-assessment Web System operated as part of the self-assessment process, and shared within KG, so as to allow all faculty and staff to view documents and indicator data related to the Visions and measures. This enables each organizational unit to enter the necessary statements in self-assessment forms, while considering on data concerning the New Medium-term Plan. [10-1)]

KGU frequently receives inquiries, and requests for lectures from other universities regarding the above-mentioned approach.

<Compliance by KG members>

Efforts are made to promote understanding of legal compliance by faculty and staff, by establishing a range of regulations, procedures for handling information etc., and other rules to ensure compliance, preparing various guidelines based on appropriate, ethical viewpoints, and providing relevant training and workshops for staff. [10-16),10-17),10-18),10-19)]

(3) How is the proper functioning of the internal quality assurance system ensured?

<Self-assessment and New Medium-term Plan>

As described in Section 1-(1) and 1-(2) in this chapter, Kwansei Gakuin strives to make improvements and reforms by utilizing the two PDCA Cycles, i.e., those based on the self-assessment and the New Strategic Plan combined with the New Medium-term Plan.

Both the self-assessment, and the New Strategic Plan & New Medium-term Plan function properly, and have been implemented steadily since their introduction. [10-14),10-1)]

Previously, as a result of an internal third-party evaluation in the process of self-assessment, the necessity for follow-up research concerning the status of student admissions was pointed out. This was adopted in the New Medium-term Plan. A follow-up was carried out, and the results were used for the analysis of correlations between the type of entrance examination and the status of students' academic achievement and employment after graduation. This research led to improvements in the University's entrance examination system, such as a review of student admissions based on recommendations by designated high schools. This is an example of successful linkage of these two cycles.

Regarding self-assessment, a previous self-assessment led to the identification of a gap existing between the University's schools in terms of the number of enrolled students for one full-time faculty member. After due consideration, a decision was made to add 10 full-time faculty members in schools in the field of social science, so as to narrow the said gap. This decision was realized within several years. Improvement was also made in the seating capacity of the University Library. These examples demonstrate the proper functioning of the University's self-assessment system.

<Inclusion of inputs from outside the University>

As described in Section 1-(2) "Systems to ensure reform and improvement," from the outset of the introduction of the self-assessment system, the internal third-party evaluation is designed to reflect the necessary opinions and views from external entities in order to ensure proper functioning of the self-assessment system.

<Establishment of IR>

To enable the internal quality assurance system to function even better, in parallel with the advancement of the system itself, KGU fortifies the function of institutional research (IR). IR is an organizational function to collect and analyze objective data regarding the University, and make effective use of it to help improve the University's administrative and educational management. The necessity of the IR function was also pointed out by External Evaluation Experts.

As described in Section 1-(2), KGU collects and accumulates various data in the Kwansei Gakuin Integrated Self-assessment Web System, such as the Basic Institutional Data, data of KGU's original basic indicators, data of the "Output" indicators for each measure set forth in the New Medium-term Plan, data of "Outcome" evaluation indicators regarding the Visions, and data of "Impact" evaluation indicators regarding the overall Plan. [10-1)]

<Promoting database improvements regarding educational and research activities>

At the Committee of Deans meetings, the President semiannually notifies Deans (schools, graduate schools and professional graduate schools) of researchers who have not input research achievement data in the research achievement database. Taking the opportunity afforded by the meetings, a request is made for the input and update of relevant data in the database. The number of individuals whose research achievement data is included in the database as of May 24, 2012, is listed in the separate documentation. [10-20)]

The current research achievement database is planned to be developed into a new system (Integrated Research Database). Preparation work is underway based on the measure "Development of Integrated Research Database" specified in the New Medium-term Plan. The new system is being prepared in a manner that accommodates the need for information disclosure regarding educational, research and other activities at universities, which is required by the partially amended Ordinance for Enforcement of the School Education Act, etc. that took effect on April 1, 2011.

<Accommodation of "remarks">

Regarding the "investigation concerning the status of implementation of the establishment plan" for AY

2012, KGU submitted reports to MEXT, on May 17, 2012, regarding the following schools and graduate schools: [1] Departments of Mathematical Sciences and Human System Interaction in the School of Science and Technology (Fourth year since establishment), Date of notification: April 28, 2008; [2] Departments of Urban Studies and International Policy Studies in the School of Policy Studies (Fourth year since establishment), Date of notification: April 28, 2008; [3] Departments of Early Childhood and Elementary Education, and Applied Education, in the School of Education (Fourth year since establishment), Date of approval: December 24, 2008; [4] Department of International Studies in the School of International Studies (Third year since establishment), Date of notification: April 28, 2009; and [5] The second half of the doctoral program of the Graduate Department of Mathematical Sciences in the Graduate School of Science and Technology (Second year since establishment), Date of notification: April 27, 2010. [10-8)]

How KGU addressed the advice attached to the results of its first Institutional Certified Evaluation and Accreditation in AY 2006 is as described in Section 1-(1). Regarding professional graduate schools, each professional graduate school has followed instructions from its Certified Evaluation and Accreditation Organization, has verified the necessary issues to be reviewed while using the process of annual self-assessment, and has been making efforts for further improvement, in preparation for its second Certified Evaluation and Accreditation for Professional Graduate Schools. This second evaluation and accreditation is scheduled for AY 2013 for the Law School, and the Accounting School of the Institute of Business and Accounting, and for AY 2014 for the Business School of the same Institute.

<Other>

To enable the internal quality assurance system to function properly, KGU implements measures as described below. While requiring tenacious effort, all these measures are effective in ensuring proper functioning of the system.

- In May 2010, KGU made the following proposal to JUAA: Regarding universities that practice annual self-assessment based on the evaluation standards and items designated by Certified Evaluation and Accreditation Organizations and that disclose the assessment results to the public, it is desirable that such universities be allowed to submit the report required for Certified Evaluation and Accreditation with streamlined content by using the results of their annual self-assessment, or that the said universities be exempted from submitting such report. This proposal was detailed in an article contributed by the Section Head of KGU's Assessment Office to Volume No. 45 of "Juaa," the bulletin of JUAA, October 1, 2010 issue. [10-21)] The aim of the proposal was to facilitate the proper functioning and further enhancement of self-assessment, by streamlining the reporting procedure for Certified Evaluation and Accreditation by utilizing reports of annual self-assessment.

- Since AY 2011, the Assessment Office has published Assessment Office News [10-22)], in an effort to ensure a wider and deeper understanding by KGU members of the University's efforts toward internal quality assurance.

- KGU incorporates the training program in the management cycle (PDCA Cycle) provided by the Japan Association of Private Universities and Colleges (JAPUC) in the University's personnel training system. Six staff members have been sent to participate in this JAPUC program every year since AY 2010. [10-23)] This training is also intended to ensure a wider and deeper understanding by KGU members of KGU's efforts toward internal quality assurance.

2. Check and Evaluation

(1) Matters showing improvement

- As part of the self-assessment process, the Assessment Office and each organizational unit exchange views concerning the results of internal third-party evaluations. This practice has been useful to steadily spread understanding of the "evaluation culture" among KGU members.
- The establishment of the Kwansei Gakuin Integrated Self-assessment Web System, as well as the annual data collection and the database development via this System, have contributed to promoting quantitative evaluation, and are expected to further fortify the IR function. [10-1)]
- A united effort by the Foundation and the University under the New Strategic Plan and the New Medium-term Plan has resulted in a framework facilitating integrated decision-making that incorporates educational and financial perspectives. This has enabled them to strategically allocate budgets and human resources by concentrating them in specific target areas, facilitating "selection and concentration," the attainment of which has been pursued over the years. This has also accelerated internationalization and educational reform at KGU. [10-5)]

(2) Matters that need to be improved

- While an understanding of "evaluation culture" has spread via the self-assessment effort, there is room for improvement in terms of the achievement of more efficient, effective and substantial self-assessment practices.
- The New Medium-term Plan includes an Implementation Plan aimed at developing the current research achievement database into a new integrated database that incorporates elements regarding teaching experience/achievement, social contribution, etc., and that is also accessible in English and other non-Japanese languages. However, its development has been delayed, due to insufficient discussions within the University, and a lack of personnel available for planning and introduction of the new system.
- While the two PDCA Cycles based on self-assessment and the New Medium-term Plan are currently in operation, an integrated PDCA Cycle should be developed.

3. Development Measures for the Future

(1) Matters showing improvement

- After the "Institutional Certified Evaluation and Accreditation: Universities" for AY 2013, KGU will design a more efficient, effective and substantial self-assessment system, and will implement it in AY 2015.
- KGU will develop a web system with greater ease of use, while taking the IR function into consideration.
- Regarding the New Strategic Plan and the New Medium-term Plan, KGU will set to work on the plans to be implemented in the latter five-year phase from AY 2014.

(2) Matters that need to be improved

- After the "Institutional Certified Evaluation and Accreditation: Universities" for AY 2013, KGU will design a more efficient, effective and substantial self-assessment system, and will implement it from AY 2015.
- Regarding the development of the research achievement database into a new integrated database, KGU will review the current approach, including the planning structure itself, and will design a more feasible plan.
- KGU will establish an integrated PDCA Cycle.

Conclusion

Conclusion

Kwansei Gakuin (KG), which launched its educational activities with secondary education, will celebrate its 124th anniversary in 2013. By providing rich education throughout its long history, KG has produced more than 200,000 graduates, through whose remarkable activities it has greatly contributed to society. Aiming at further contributing to society through even more remarkable work by graduates, KG formulated the New Strategic Plan in 2009, the year of its 120th anniversary, envisioning how KG should develop in the subsequent 10 years. KG also set out its Mission Statement: As a "learning community without fences" firmly grounded in education based on the principles of Christianity, Kwansei Gakuin cultivates its members to be creative and capable world citizens who embody its motto, "Mastery for Service," by transforming society with compassion and integrity.

Kwansei Gakuin University (KGU) has taken and realized a number of measures, which are primarily specified in the New Medium-term Plan, which was formed on the basis of the New Strategic Plan. The University has achieved steady progress especially in one of the Visions "Creating an international multicultural campus." This progress is evident in the fact that in AY 2012, an initiative by the University was adopted as a "Project for Promotion of Global Human Resource Development (Type: university-wide promotion)" by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), after the University's other project was adopted as a "Re-inventing Japan Project" by the same ministry in AY 2011. With these projects as a foothold, KGU will lead Japanese universities as one of the leading educational institutions that develop individuals capable of effectively working in a global society.

In an effort to genuinely achieve full internationalization, the University must always attach importance to the universities' inherent principle, i.e., ensuring education based on research. Universities are a locus where their members seek the "truth" and explore "verity" as one of their ultimate goals. Faculty members, staff members and students are all equal before the truth and verity, and universities are a place where they learn from one another, transcending the "borders," or "fences," of disciplines. As a basic attitude toward learning, learners must always be humble towards nature, seriously accept the limitations of modern science, and keep themselves from assuming arrogance as human beings. The University will ensure that its members will make untiring efforts to pursue the enhanced safety and security of human beings from a long-term perspective, without seeking readily available short-term achievements. They are expected to proceed steadily with their learning without flinching from possible setbacks, while keeping in mind the idea that "The farthest way about is the nearest way home." Needless to say, in pursuing learning activities, it is necessary to be aware that the safety and security of human beings are achievable only where a sound environment is secured for plants and animals on the earth.

The following paragraphs summarize the matters for improvement and future prospects regarding issues concerning the whole University as described in each of the Main Chapters of this self-assessment report.

1. Philosophy and Goals

    KG's official Web site provides information regarding the New Medium-term Plan, the philosophy of the University, the Mission Statement, the School Motto and other related matters. The University will make improvements so as to be able to determine the extent to which their contents and concepts are recognized by KG members, and also to make necessary information more readily searchable on the website.

    Via several media, including "Kwansei Gakuin New Strategic Plan 2009-2018 / Progress Report of the New Medium-term Plan 2009-2013" provided on KG's official website, the educational philosophy of the whole University has been reconfirmed and made familiar to University members repeatedly. The University will increase its efforts so that faculty and staff can always refer to the University's philosophy via such media when they address specific issues, while obtaining understanding and support from students, their guarantors, and alumni of the University.

2. Educational and Research Organization

Educational and research organizations in KGU are independent by function, and duties within each organization are subdivided automatically in accordance with their organizational structures. This system has resulted in a situation where many centers are structured in juxtaposition immediately under the President, and where departments responsible for information systems etc. are scattered throughout the University. This situation does not necessarily contribute to the efficient operation of the University as a whole. Moreover, the independent operation of each organization has led to insufficient communication between organizations, often hampering consistent implementation of various measures by the University.

To increase efficiency in its organizational operation, KGU is currently preparing for a major reorganization, by which KGU plans to place existing organizations with similar functions under four Organizations (the Organization for Academic Affairs, the Organization for Student Activity Support, the Organization for Information Environment, and the Organization for International Collaboration), each of which has an integrated administrative structure covering a set of necessary functions — planning, management and execution. The University aims to implement the abovementioned reorganization in April 2013.

3. Faculty Members and Faculty Organization

Since KGU embraces the principles of Christianity as its founding philosophy, each school, except the School of Theology, appoints a Chaplain as a full-time faculty position. Chaplains assume the responsibility of teaching Christian subjects, and play a leading role in the operation of Christian activities at each school. However, among Chaplains of each school, some members have not been appointed as graduate faculty members to a graduate school suited to their field of specialization. The University will formulate specific plans to appoint the said members to graduate faculty at a graduate school suited to their field of specialization, in cooperation with the Deans of the relevant Graduate Faculty Boards.

4. Educational Content, System and Outcomes

A range of policies and course registration models that have been formulated by the University and schools are disclosed on KG's official website in a unified manner. However, regarding the schools' own websites, Course Guides and other media provided by each school, efforts in disclosing such information are not necessarily made in a unified manner. The University will make efforts for enhancement of curriculums with particular emphasis on systematic curriculum design, while taking the increasingly diverse learning needs of students into consideration. These efforts will be made via curriculum revision at schools, reform of the first-year education, and implementation of the Multidisciplinary Studies Program (MDS Program), which effectively uses coursework conducted at each school and provides students with a broad learning experience, transcending the realm of studies available at the single department they belong to.

In the fall semester of AY 2012, the University officially introduced the Learning Assistant (LA) System. Prior to the official introduction, some schools and centers had employed the system as a trial, and this approximately one-year trial use of the LA System has already been showing great learning and educational effectiveness. By promoting information sharing and dissemination regarding effective use of the system, the University will accelerate the wider establishment and use of the LA System, in an effort to create a Learning Community, which is a major aim of the University.

Regarding graduate schools, while the Admission Policy is properly specified in application guidelines, the three primary Policies, as a whole, are not necessarily disclosed in a standardized manner in the graduate schools' sections on KG's official website, the graduate schools' own websites, Course Guides and other media. Some graduate schools have formulated, or are formulating course registration models. The University will promote wider dissemination to, and deeper understanding by students and faculty members of the established course registration models by publicly providing them via a variety of media.

5. Student Admission

While the University has implemented and analyzed the follow-up assessment of entrants and evaluation of the entrance examination system, the University must integrate the relevant databases currently scattered across the University. In recent years, graduate schools have had serious difficulties fulfilling their admission capacity. The University will concentrate its efforts, from a long-term perspective, on promoting public relations measures, improvements in facilities and equipment, and financial support for graduate students, with the aim of attracting a wider range of students with excellent ability. Many universities have recently recognized the importance of careers support for graduate students. KGU will expand the scope of its careers support to cover graduate students, while efforts for such support have previously been directed primarily at undergraduate students.

6. Student Support

Regarding the organizational structure established for careers support, the Center for Career Planning and Placement aims to provide an equal level of service throughout our four campuses. The center is the sole organization in the University to conduct the same operations on four campuses as a single organizational unit, and frequently faces challenges in equalizing the level of services it provides. On Kobe-Sanda Campus, where new departments have been established, the number of students has been steadily increasing. However, the center's office on this campus is smaller in area than that on Nishinomiya Uegahara Campus, and is also understaffed in relation to the number of students it accommodates. Dissatisfaction has been gradually growing among the students. Construction of a new building has begun on Kobe-Sanda Campus, and upon completion, the office is slated for relocation from the current building to the new one. Therefore, the problem of inadequate office space on this campus is expected to be solved. Next, the center needs to address the issue of staffing. Apart from individual opinions of students, as an organizational policy, the center will achieve better staffing to provide services on the same level throughout all four campuses.

7. Educational and Research Environment

In response to the notice "Thorough efforts for proper use etc. of public research funds at research institutes" (August 19, 2011 Notice by Director-General, Higher Education Bureau, and Director-General, Research Promotion Bureau, the Ministry of Education, Culture, Sports, Science and Technology (MEXT)), the University implemented relevant investigations, which revealed a case of improper use of public research funds (fictitious business trip: money pool), and the University reported the case to MEXT and the Japan Society for the Promotion of Science. In connection with this notice, in April 2012, the Board of Audit of Japan conducted an on-site inspection regarding use of public research funds at KGU and other universities. The University received severely critical comments from the Board, which required KGU, as a university that had submitted false accounting, to review its management and auditing system regarding research funds, and make greater efforts to promote increased awareness for proper use of research funds. The University must take relevant measures urgently. As the necessary measures to observe research ethics, KGU will identify issues to be addressed by the University, and will ensure a more sound research environment where researchers can use research funds in a fairer and more proper manner (e.g., greater efforts to promote increased awareness of proper use of research funds; improvement in the management and auditing system regarding research funds by reviewing evidence documents and checking all incoming goods purchased with "research funds; and establishment of ethics committees).

8. Social Cooperation and Social Contribution

KGU can further enhance its presence by widely disseminating the outcomes of its educational and research activities both inside and outside of the University, or domestically and internationally, and receiving high recognition from society. The University returns the research outcomes to the general public by developing, and making publicly accessible via KG's official website a system whereby users can search the University's

"research achievement database," which provides information regarding individual researchers, such as their profiles, major research achievements and other activities. The information contained in this database is updated by researchers themselves. To develop this "research achievement database" into a new integrated database incorporating information regarding faculty members' teaching experience/achievement, the University will prepare a precise work schedule and proceed with the work process, aiming at making the new database operational by AY 2014.

The University must secure the research achievements created in KGU in the form of basic patents, conduct joint research or commissioned research centered on the patented technologies/knowledge in a national government project etc. for commercialization, disseminate and promote practical use of these technologies/knowledge in society at large, and thereby make a positive contribution to society. In view of this, the University aims to strengthen industry-academia-government collaboration by taking advantage of its intellectual property, promote activation of "creation, securing and use of intellectual property = intellectual creation cycle," and thereby reinforce the management base of the University.

9. Administration and Financial Affairs

KGU has long been managed under the separate administrations of the Foundation and the University, which has necessitated considerable efforts in coordination between both administrations. This has resulted in various problems, delaying decision-making, and making it difficult for the University to devise effective measures with a bird's-eye-view of the entire organization. For successful coordination between management and education, the President, the University Administration and the University Senate, who represent the educational organization, are required to make decisions concerning educational activities while fully understanding the managerial situation of the University. Under the principle of faculty-staff collaboration, it is necessary for clerical organizations to maintain a certain level of independence from academic organizations. Organizational reform of the University and reorganization of clerical organizations, which support University operations, are currently underway. In consideration of the need for expeditious consensus-building and decision-making in the University and the whole Foundation, it is necessary to promote faculty-staff collaboration, while encouraging staff members to further enhance their abilities of conceptualization and reasoning.

To establish a firm financial base to support centuries' of sustained development of KG, the University must adhere to the rule that it secure financial resources for new projects by increased efforts in cost reduction and review of the existing projects. Amid the increasingly severe school management environment, the importance of financial auditing is increasing, as a means to ensure sound financial situations and management. The University will continue to promote cooperation between auditors, the audit corporation and the Internal Audit Office, and will reinforce the operational structure of the Internal Audit Office.

10. Internal Quality Assurance

As part of the self-assessment process, the Assessment Office and each organizational unit exchange views concerning the results of internal third-party evaluations. This practice has been useful to steadily spread understanding of the "evaluation culture" among KGU members. A united effort by the Foundation and the University under the New Strategic Plan and the New Medium-term Plan has resulted in a framework facilitating integrated decision-making that incorporates educational and financial perspectives. This has enabled them to strategically allocate budgets and human resources by concentrating them in specific target areas, facilitating "selection and concentration," the attainment of which has been pursued over the years. This has also accelerated internationalization and educational reform at KGU.

However, while an understanding of "evaluation culture" has spread via the self-assessment effort, there is room for improvement in terms of the achievement of more efficient, effective and substantial self-assessment practices. While the two PDCA Cycles based on self-assessment and the New Medium-term Plan are currently

in operation, an integrated PDCA Cycle should be developed.

After the "Institutional Certified Evaluation and Accreditation: Universities" for AY 2013, KGU will design a more efficient, effective and substantial self-assessment system, and will implement it in AY 2015. Regarding the New Strategic Plan and the New Medium-term Plan, the University will set to work on the plans to be implemented in the latter five-year phase from AY 2014.

The matters for improvement and future prospect regarding issues concerning the whole University are as outlined in the previous paragraphs.

The University will launch a new administrative system in April 2013, under which three Administrative Trustees will be appointed Vice-Presidents, and three Vice-Presidents will be nominated as Administrative Trustees. This system is intended to create a new administrative arrangement which incorporates both educational and managerial perspectives in a more unified manner, thereby ensuring more expeditious and proper decision-making. The University will also establish four new "Organizations" (Organization for Academic Affairs, Organization for Student Activity Support, Organization for Information Environment, and Organization for International Collaboration). Upon establishment of the abovementioned new administrative system and organizational structure, clerical organizations throughout KG will be placed under integrated management by the Chief Executive Administrator, aiming at more efficient operations and management of clerical functions.

In addition to the "University's ideal requirements for faculty members (the qualities expected of faculty members)," KG has defined "the qualities expected of staff members," which were explained by the Chair of the Board of Trustees as follows:

• A staff member who sincerely works at helping development of students, and who strives for better education and student support with enthusiasm and pride

• A staff member who aims for self-development, as well as mutual-development among staff members, in pursuit of further development of their own capability, and who fulfills his/her roles and responsibilities while working collaboratively with other members

• A staff member who has a global mindset, along with a perspective that values harmonious coexistence with local communities, who strives for further development of his/her expertise, who always views things with a broad outlook, who makes proactive and focused efforts toward specific goals for improvement and reform, and who works and acts expeditiously

• A staff member who enjoys confidence of others and natural virtue as an individual human being, and who is trusted and respected by people around him/her, as well as a broader range of people in society

While maintaining a keen awareness of itself as a public institution, Kwansei Gakuin will encourage individual faculty members and staff members to renew their awareness of their roles and responsibilities, and will also continue making steps forward, seeking to become a "Kwansei Gakuin which continues to evolve and shine" and "Kwansei Gakuin which continues to be an institute of first choice in all ages."