

II. Educational and Research Structure

1. Description of Current Conditions

(1) Are the colleges, courses, graduate schools, majors, affiliated research institutions and centers suitable in light of the university's missions and goals?

In response to the changing national and international social and educational trends, the Ritsumeikan Asia Pacific University (APU) has reviewed the roles and suitability of educational and research structures in line with the university's missions and goals such as APU established the "Education Development and Learning Support Center" (EDLSC) in AY2008, and changed the name of the 'College of Asia Pacific Management' to 'College of International Management' (APM) in AY2009 since its previous assessment.

<Educational and Research Structures at APU>

As of AY2012, APU has 2 Colleges, 2 courses, 2 Departments, 2 Graduate Schools, 1 Research Institute and 3 other educational structures supporting the overall education at the university. In the Graduate School, one School is made up of a Master's and a Doctoral Program and one School a Master's Program only.

(Structures)

[1] Undergraduate Programs

College of Asia Pacific Studies (APS)	Department of Asia Pacific Studies
College of International Management (APM)	Department of International Management

[2] Master's & Doctoral Programs

Graduate School of Asia Pacific Studies	Asia Pacific Studies Major (Master's)
Graduate School of Asia Pacific Studies	International Cooperation Policy Major (Master's)
Graduate School of Asia Pacific Studies	Asia Pacific Studies Major (Doctoral)
Graduate School of Management (GSM)	Management Major (Master's)

[3] Affiliated Research Institutes etc.

Ritsumeikan Center for Asia Pacific Studies (RCAPS)
Media Resource Center (MRC)
Education Development and Learning Support Center (EDLSC)
Center for Language Education (CLE)

(Material 2-1)

(Colleges)

Based on the university's mission, APU has aimed for educational and research structures orientated towards meeting the need for human resources with an international perspective.

II. Educational and Research Structure

In particular, educational structures have been set based on liberal arts and undergraduate education focusing on the field of social sciences. While the undergraduate colleges do employ policies that strengthen academic content to reflect international standards and changing trends in nurturing human resource demands domestically and internationally, we do not foresee frequent structural reorganization. However, since the opening of the university in 2000, some necessary measures, including college name change, increases in faculty numbers to meet rises in student intake, and the establishment of the EDLSC, have been carried out.

(Graduate School)

As outlined in section "I. Mission and Goals", the Graduate School is taking steps to address the individual and specific human resource needs required to support countries especially in the Asia Pacific region. Master's and Doctoral Programs of "Asia Pacific Studies" were established based on these missions and goals, forming the foundations of education and research at APU. Master's programs in international cooperation policy and management have also been established to focus on nurturing practical-minded human resources.

(University-wide Educational Structures)

APU has 3 university-wide educational organizations/structures: the Media Resource Center (MRC), Center for Language Education (CLE), and the EDLSC. The MRC runs all information networks as well as operating the library, the basic infrastructure of education and research infrastructure at APU. The CLE is one of the unique features of undergraduate education at APU. Students can enroll on either a Japanese or English base, earn credits in this language, and acquire proficient working knowledge in the other language* by time of graduation. The CLE is an important part of supporting the bilingual education system here at APU. One of the primary functions of the EDLSC is to offer support to ensure that students from around the globe and with a diverse set of academic backgrounds make a smooth transition into the education system offered at APU.

*Language of which students did not use in their admissions. The non-basis language for Japanese-basis students (they enrolled in Japanese), is English and the non-basis language for English-basis students (they enrolled in English) is Japanese.

(Research Structures)

The university's Ritsumeikan Center for Asia Pacific Studies (RCAPS) is responsible for the promotion of Asia Pacific related research at APU, as well as for disseminating research achievements and results. RCAPS, which was in fact established in 1996, before the university even opened in 2000, has carried out the following activities:

- Hold the international academic conference "Asia Pacific Conference" – held every year

II. Educational and Research Structure

- Publish the academic journal "Ritsumeikan Journal of Asia Pacific Studies" – published once a year
- Publish the academic journal "Polyglossia" – published twice a year
- Hold "RCAPS Seminar" (non-fixed – as required)
- Publicizing of Working Papers on the internet
- Runs the following centers for specific research
 - Transition Economy, Management Research Center
 - Asia Pacific Innovation Management Center (AP-IMAC)
 - APU-Integrated Man-Biosphere Center (APU-IMAB)
 - Digital Technologies Innovation Center

In addition, in order to actually be able to "create a new academic discipline", as set forth in the opening declaration, APU played a leading role in the establishment of the International Association for Asia Pacific Studies (IAAPS) in 2010. IAAPS aims to shape and promote Asia Pacific studies, and become a center of intelligence which accumulates and disseminates the research results in each academic discipline held in sub-regions of the Asia Pacific.

<Suitability to Mission and Goals>

(Educational Structures)

The mission and goal of the university, as outlined in the Opening Declaration, is to "nurture young talent which will help shape the Asia Pacific region's future" in light of the fact that "the 21st century will see the emergence of a global society" and that "coexistence between mankind and nature, as well as between diverse cultures, will be indispensable for the peaceful and sustainable development of the Asia Pacific region". This mission and goal has proved to be just as important more than 10 years after inauguration, forming the basis for which all educational structures at APU are established.

(Research Structures)

As reflected in the Opening Declaration, APU's research mission and goals are to 'create a new academic discipline which will help shape the future of the Asia Pacific regions'. Striving towards this mission, the university established RCAPS, a research institute that embraces a diverse range of disciplines, and IAAPS, an association aimed at the international dissemination of research done by RCAPS.

<Suitability of Academic Development and Societal Demands>

(Educational Structures)

Opening in only 2000, APU is still a young university. This, coupled with the fact that we have very unique missions and goals, means we need to thoroughly analyze the activities of our graduates both domestically and abroad, and consider all academic structures in line

II. Educational and Research Structure

with both domestic and international trends. In the AY2011 Academic Reforms based on analysis and recognition that the missions and goals implemented at the time of inauguration still hold strong, and are in fact becoming more and more important to the university, APU fundamentally strives to consistently enhance academic content in line with the trend for internationally quality assured education and the academic advancement.

In keeping with these fundamental policies, APU has systematically carried out changes such as changing the name of the College of Asia Pacific Management to the College of International Management. This was carried out in AY2009 so that the academic content of the College was more obvious externally. In AY2007, student intake capacities were increased and academic reforms implemented, expanding into interdisciplinary fields. AY2008 saw the establishment of the Educational Development and Learning Support Center, a center aimed at strengthening faculty development and dealing with domestic and international educational trends. In addition, APU has continued to respond to the changing demands of both the domestic and international communities by 1) dealing with the changes in the number of students moving on to higher education in the Asia Pacific region (setting the number of international student intake per countries and regions), 2) using the Graduate School to help meet the human resource needs of government and local municipalities supporting the Asia Pacific region – Japanese Grant Aid for Human Resource Development Scholarship (JDS), Japanese Human Resource Development Scholarship for Chinese Young Leaders, Indonesian Professional Human Resources Development Program (PHRDP), Asian Development Bank Japan Scholarship Program (ADB-JSP) and the Joint Japan/World Bank Graduate Scholarship Program (JJ/WBGSP).

(Research Structures)

RCAPS, a research structure that covers the whole university, is a comprehensive institute oriented towards the integrated development of Asia Pacific related research. Through the flexible establishment of various fixed-term centers that are developed at RCAPS and operated using external funding, RCAPS is responding to the demands of both academia and society.

Research isn't limited to the confines of APU. With the aim of networking and the international activation of Asia Pacific related research, IAAPS was established in 2010. We further strengthened our stronghold as a base for Asia Pacific related research by hosting academic conferences overseas from 2012, with conferences held in Hong Kong and the Philippines in 2012 and 2013 respectively.

(2) Is the suitability of educational and research structures being regularly reviewed?

Since inauguration in 2000, the AY2006 and AY2011 academic reforms have been used as turning points to review the educational and research structures at APU. Below is an overview of these review processes.

(Educational Structures)

In order to ensure that educational structures are in line with both the university's mission and goals and societal demands, APU takes the same review procedures as faculty organization, educational aim, curriculum (design and implementation), degree conferral policy and educational content and methods. The procedures are 1) doing research and analyzing the structures by the division of academic affairs, 2) exchanging opinions and ideas during the Faculty Council Meeting, Graduate Faculty Council Meeting and Faculty Discussion Meeting, 3) finalizing them at the University Senate Meeting. The outcome of APU's previous review was reflected by AY2011 Academic Reform which is due to run its final year in AY2014. The next review will therefore look ahead towards post AY2015 educational structures.

(Research Structures)

Regarding research structures, APU implements a review process that involves 1) reviewing and analyzing research structures at the International Cooperation and Research Division Meeting, 2) exchanging opinions and ideas during the Faculty Council Meeting, Graduate Faculty Council Meeting and Faculty Discussion Meeting and 3) finalizing them at the University Senate Meeting. APU's previous review was carried out according to the formulation of a Trust-wide Action Plan (R2020). A review was carried out in 2011 and the future path of the university determined.

2. Self Assessment

[1] Items That Are Showing Results

<1> Validity of Mission and Goals

When APU first opened its doors in 2000, Japan hadn't yet achieved its 100,000 exchange student plan, and there was a limit to the need for human resources capable of working on the international stage. Even from its inception, APU's mission and goals looked towards the 21st century and the Asia Pacific age, a step ahead in preparing for current domestic and global issues and the fierce international competition to acquire exchange students. The necessity of 'global human resources' has, in the ten years since inauguration, gone from university mission and goal level to practical level, and higher education across the board is closing in on meeting these demands. APU's mission and goals are still considered valid and effective.

3. Development Policies towards the Future

[1] Items That Are Showing Results

<1> Validity of Mission and Goals

We will continue to review the consistency of suitability of the university's missions and

II. Educational and Research Structure

goals, and educational and research structures during the academic reforms that are implemented on a 4 to 6 year cycle. Above all else, these reviews will be carried out keeping in mind the university's strong drive towards international-viability.

4. Supporting Documents

(Educational Structures)

2-1 Basic University Data Chart 1